



Student Handbook
For
Clinical Mental Health Counseling
Practicum and Internship

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CMHC Handbook

This handbook is provided as a guide for CMHC students at the University of West Alabama. It is the result of collaborative efforts between the faculty of the Julia S. Tutwiler College of Education and clinical mental health professionals with whom we collaborate. The handbook contains information relative to advanced program clinical experiences at The University of West Alabama and is designed to enhance the overall experience.

Mission Statement

The University of West Alabama's mission statement for the Counseling Program is unique in that it strives to provide a brighter future for individuals, families, and communities. By training emerging counselors to:

- Celebrate creativity, knowledge, & diversity.
- Teach students to view counseling as both an art and a science by providing them with the practical tools and knowledge to help facilitate change.
- Provide candidates with cultural experiences to help them grow into culturally competent practitioners.
- Advocate for client well-being through innovation and collaboration.
- Involving the clients in learning the resources by candidate involvement in providing resources in candidates to foster lifelong learning.
- Provide clinical skills needed to provide a wide variety of counseling services while maintaining the highest ethical and professional standards.
- Train candidates in knowledge and application skills that support multiple counseling service needs in a framework of national, state, and local ethical and professional standards.
- Encourage candidates to lead productive, responsible, and enriched lives

Clinical Experiences

Clinical experiences are an ongoing part of all advanced programs at The University of West Alabama. These experiences provide the opportunity for candidates to apply knowledge gained in their college classrooms, to collaborate with clinical mental health personnel, to practice inquiry skills, and to reflect upon experiences under the direction of practiced on-site and university supervisors.

Obtaining an internship is a collaborative process between the candidate, university designee, and agency personnel. A step-by-step outline of specific procedures is provided for programs in this internship handbook. Initial identification of potential sites is made by the candidate. Once the candidate has selected a site that meets the required criteria, a request for placement will be completed and submitted to the appropriate university designee. The university designee will then collaborate with agency personnel at the potential site to determine if the partnership is appropriate. Once a potential placement is determined to be suitable, a formal agreement will be initiated according to the procedures required for each program.

Clinical experiences are expected to take place in diverse learning environments. Diverse settings include clients with exceptionalities and clients from diverse ethnic/racial, linguistics, gender, and socioeconomic groups.

The University of West Alabama's Clinical Experiences Component contains two separate experiences, Practicum and Internship.

Prerequisites for Practicum:

CO 541 – Theories and Techniques of Counseling

CO 509 – Pre-Practicum with Residency (or CO 508 for those who began prior to 2019-2020)

Prerequisites for Internship:

CO 558 – Practicum in Clinical Mental Health Counseling

Practicum in Mental Health Counseling - CO 558

Practicum involves 100 supervised clinical hours with the CMHC setting. Of the 100 hours, 40 must be in direct contact hours. This course will also require weekly supervision with both your on-site supervisor as well as your university supervisor.

These hours will be done as part of the CO 558 course. You are not allowed to complete the hours within the traditional term length. You must take at least 10 weeks for this experience, and you will have up to TWO full 8-week terms (16 weeks) to complete the 100 hours. A grade of "IP" (In Progress) will be assigned at the end of the enrollment term, and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An "F" will be assigned if time expires, and the course will need to be repeated.

Internship in Clinical Mental Health Counseling – CO 589

Internships involve 600 supervised clinical hours. Of the 600 hours, 240 must be direct contact hours.

The internship courses are given approximately one year for completion. For example, if you began the course in Fall 1 of 2019, then you would have until September 15, 2020 to complete and submit all your work.

If you need to finish the course by:

Summer One Term - June 1st is the deadline

Summer Two Term - July 15th is the deadline

Fall One - September 15th is the deadline

Fall Two - November 15th is the deadline

Spring One - February 15th is the deadline

Spring Two - April 15th is the deadline

Again, a grade of "IP" (In Progress) will be assigned at the end of the enrollment term, and will remain in place until the course is complete OR time expires. At that time, it will be changed to the appropriate letter grade. An "F" will be assigned if time expires, and the course will need to be repeated.

Comprehensive Exam

All students seeking a degree in CMHC must pass a comprehensive examination.

CMHC Exam

The Counselor Preparation Comprehensive Exam (CPCE) is used by UWA as the comprehensive exam for all Clinical Mental Health Counseling students. Successful completion of this exam is part of the graduation requirements. Students are expected to sit for this exam after completion of at least 48 hours of coursework.

Students should contact, Dr. Debbie Rose (drose@uwa.edu) when they are ready to be approved to register for the CPCE.

Locating a Practicum or Internship Site

Students are responsible for initial contact with potential practicum and internship sites. Once you have narrowed your search down, and have a placement in mind, the UWA Clinical Experiences Office will reach out to the potential site, and UWA and the agency collaborate to design the most effective placements for students.

Selecting an appropriate site is essential for the greatest benefit. Students should discuss possible sites with their advisors early in their program. The first term during which a counseling student is enrolled is not too early to begin thinking about practicum and internship placements. As the student and his/her mentor construct a degree plan, they will be projecting times for practicum and internship which will assist the student in planning well in advance.

Early Placement

The reason to start finding a placement early is that you will have lots of time to visit sites, meet potential supervisors, and file forms with the University. It can take several weeks before everything is in order. If you can secure a practicum or internship site prior to taking CO 509, then you are well ahead of the game.

Locating a Possible Site Supervisor

The following are some suggestions when starting your search process.

Clinical Mental Health Counseling students can consult local listing of counseling related agencies.

Ask other students if they know of any possibilities. Network!

- Before you move forward with an interview, check these 2 things:
- Can the site meet all of my needs as a practicum student/intern?
- Does the Potential Supervisor actually have all of the required qualifications?

Can the Site Accommodate Your Needs?

Students must select sites with some of these questions in mind:

- Is the Potential On Site Supervisor willing and able to supervise you weekly?

- Can you accrue the required number of direct contact hours?
- Is it possible to earn the total number of hours?

Interns also need to consider the types of experiences available to you at a potential site. Consider the population of the clients you may find at the site.

- Would this fit your interest?
- What types of services are offered (individual, small group, educational)?
- What theoretical orientations are used? Does this interest you?
- Would it be helpful to gain insight from this agency?

Does the Potential Site Supervisor Have the Correct Qualifications?

Site Supervisors must meet the following requirements as stipulated by CACREP:

- Hold a minimum of a master's degree in Counseling
- Hold relevant certifications and/or licenses (All supervisors must be licensed within the discipline they are working in, e.g. Licensed Professional Counselor, Licensed Marriage and Family Therapist, Licensed Social Worker, Licensed Addictions Counselor, Licensed Psychologist, etc.)
- Have a minimum of three years of pertinent professional experience in the specialty area and is currently practicing in that specialty area.
- Have knowledge of the program's expectations, requirements, and evaluation procedures for students
- Have relevant training in counseling supervision.

Making Initial Contact with a Potential Site and Supervisor

1. Find out the protocol for the agency you are exploring. Make sure you begin with the appropriate source. Find out if your needs match the policies of that particular system. For example, is a part-time internship possible? Do I need to take a leave of absence to be approved for a placement? Is there paperwork that must be filed to formally request placement?
2. Next, when possible, you should convey interest and utilize all modes of communication. You should call, email, and visit the site personally OR follow the previously discussed protocol for requesting a placement based on the guidelines of the potential site.

- a. Contact the possible site supervisor or other appropriate contact. Prior to the initial meeting send them via email or pony express:
 - i. A cover letter explaining your request (see Appendix for sample letter)
 - ii. A copy of your resume
 - iii. A copy of the Advanced Clinical Placement Request for Clinical Mental Health Counseling Practicum & Internship
3. Set up an interview/meeting with the possible site supervisor at the site. Prior to the meeting familiarize yourself with your responsibilities, the site supervisor's responsibilities, and the responsibilities of your site. These can be found on the Advanced Clinical Practice Placement Request form.

Interview Questions that May Be Asked of You

- What are your expectations for this Practicum/ Internship experience?
- How do you handle conflict or stress?
- You disagree with how your supervisor has rated your skills/development/performance at your site. How would you handle this?
- What are your areas of growth and what are your strengths?
- Why are you interested in completing your Practicum/ Internship at our facility?
- What do you hope to gain from your Practicum/ Internship?
- What is your experience working with diverse populations?
- What are your future career goals?
- Explain the qualifications of an on-site supervisor.
- Tell me about UWA's counseling program:
 - What courses have you taken?
 - What is expected of an intern?
 - How long is an internship?
- What is expected of a Site Supervisor?
 - Is there a training program for the Site Supervisor?

- What questions do you have about this site?

Interview Questions You Will Want to Ask

- What will my duties be?
- Have you ever supervised a Practicum/ Internship student before and if so, what was your experience? If not, what is your expectation?
- Will you be able to meet my program's requirements?
- What are your licenses/credentials, experience, and supervision training?
- Tell me about your site's population demographics.
- What can you tell me about your agency/ practice, etc?
- What experiences can you provide me with as a Practicum/Internship student?
- Sites have the option of offering or declining to offer a student intern applicant placement.

Additional Site Notes

Some sites may require job orientation/ training, background checks, and drug testing before a student can begin the work experience. Know the process so you don't lose valuable time. Find out if your site requires a written contract between the site and University that is above and beyond the Practicum/ Internship Registration document. If so, follow up with your University Supervisor for assistance.

CO 509 – Finalizing Your Practicum or Internship

In this course you will need to begin taking formal action to begin your clinical experiences. Applications are located in the Practicum & Internship Manual and on the Clinical Mental Health Program Information section in BlackBoard.

1. Once you have confirmed that the agency/site is willing to seriously consider you, complete and submit a UWA Agreement for Practicum or Internship. Make sure you have all of the signatures. Candidates will need to complete a form for each placement being requested.

2. Email the Agreement to Sara Reynolds at sreynolds@uwa.edu who will review the information. The site and counseling faculty will collaborate, and approve or deny the request as appropriate. If the placement is not a good fit, the candidate will be notified as to why and the process will start again. Ms. Reynolds will notify you of the decision.
3. Once your site is approved, you are eligible begin the placement following the guidelines set forth in your course syllabus and other related information. You will have all of the specific information required for each course provided for you by your professors within the courses. Placements cannot begin PRIOR to the term in which you are enrolled in the appropriate course.
4. Please note that the courses for practicum and internship do not last for the 8-week term, but are extended to give you more time. Practicum courses last at least 10 weeks, and can last 16 weeks (2 terms) and internships can last 1 calendar year (5 terms).

Note: If you are doing your Practicum or Internship at multiple locations under different supervisors, you will need to submit additional UWA Agreements for Practicum or Internship for each site. If you are using the same supervisor for multiple sites, you do not need to submit an additional agreement.

Site Supervisor Access

Your Site Supervisor does not have to be at your exact internship site at all times, but the site supervisor must be readily accessible at all times and they must be on staff with the agency in which you are completing your practicum/internship. You must also have administrative supervisor approval. In addition, you must have access to some form of supervision at all times while on site and this should be reflected in your Supervision Plan. As your site supervisor is the first person to be contacted in the event of a client-related emergency it is crucial that you have quick and reliable access to your site supervisor. This can be phone access to supervision, if it is formally arranged, to be utilized in the event of an emergency. The chain of command for contacting supervisors for problems on the site is: a) site supervisor; b) alternative site supervisor; c) practicum or internship university supervisor; d) alternative university supervisor; e) university program chair.

Practicum Requirements

- 100 clock hours of clinical experience under supervision.
- At least 40 clock hours of direct service with clients, including individual & small group.
- Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- One hour per week of onsite supervision
- One and a half hours per week of university supervision
- Audio/video tapes or live supervision of counseling
- On Site Activity Plan
- Ethics Assignments
- Midterm Evaluation by Site Supervisor
- Submission of counseling hours
- Self-Reflection Journal
- Final evaluation by Site Supervisor

Internship Requirements

- 600 clock hours of supervised clinical experience
- At least 240 clock hours of direct service with clients, including individual & small group
- Opportunity to become involved with a variety of professional activities in addition to direct service (e.g., record keeping, assessment, in-service, staff meetings)
- One hour per week of onsite supervision
- One and a half hours per week of university supervision
- Audio/video tapes or live supervision of counseling
- On Site Activity Plan

- Ethics Assignments
- Midterm Evaluation by Site Supervisor
- Submission of counseling hours
- Internship Journal
- Final evaluation by Site Supervisor

Direct & Indirect Contact Hours

Direct contact hours include any activity in which the intern or practicum student is meeting face-to-face with clients. Examples of direct contact hours:

- Individual counseling
- Group counseling
- Sitting in on the site supervisor's individual or group sessions is considered direct contact hours.

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with clients. Examples of indirect contact hours:

- supervision hours
- record keeping
- filing of records
- planning sessions
- consultation
- attending in-services
- attending conferences

Remember that the emphasis is for direct contact hours to include the actual face-to-face meeting with the clients. If there is a question about how to categorize an activity, please contact your University Supervisor.

CMHC Counseling Forms



Advanced Clinical Placement Request Cover

Your Name

Current Street Address
Current email address • Phone Number
Permanent Address • City, State • Zip
Code

Today's Date

(Name and address of contact)

Dear _____,

In the upcoming months, I will be completing the coursework for my Master of Arts degree in Clinical Mental Health Counseling (CMHC) from the University of West Alabama. I am currently searching out various internship opportunities and was wondering about the possibility of doing a **(100 hour Practicum or 600 hour Internship – enter the appropriate hours)** with **(enter agency name, as well as semester and year for interest)**. My interest in this position stems from **(list reason for interest)**. Please consider this, my resume, and the attached Advanced Clinical Placement Request for CMHC Practicum & Internship Form as my application.

In addition to my Master's degree, I received **(insert degrees, dates, and institutions)**. **Insert sentences about personal characteristics that will appeal to an employer. Insert leadership positions currently held both in the community, and any professional development/organization membership.**

Insert a summary of why the employer would want you to work for them. Also, in this paragraph, how you found out about the internship can be mentioned (It can be helpful to use someone's name if they work for the company).

I am very interested in an internship position with **(enter agency name)**. I have enclosed my resume for you to review. If you desire further information, I can be reached at **(enter phone number here)**. Thank you for your time. I look forward to hearing from you.

Sincerely,

Your Name Here



UWA Agreement for Practicum/Internship in Clinical Mental Health Counseling

Term of Enrollment

Fall 1___ Fall 2 ___ Spring 1 ___ Spring 2 ___ Summer 1___ Summer 2___

Course of Enrollment

CO 558___ CO 589 ___

Candidate Information:

Name of Candidate	
Home Address	
UWA Email	
Other Email	
Personal Phone	
Work Phone	

Site Information:

Name of Site	
Address	
Site Phone	

On-Site Supervisor Information:

Name of On-Site Supervisor	
Phone	
Email Address	
Mailing Address	

Site Supervisor Educational Information

Degree(s) Held in Counseling Field	
Type of Counseling Certification	
Date of Original Certification in Counseling	

* Site Supervisors must have:

1. A minimum of a Master's degree, three years of experience, and licensure in an area of the counseling field.
2. Knowledge of UWA's program expectations, requirements, and evaluation procedures for candidates.

Agreement Information

PURPOSE

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of clinical mental health counseling.

The University of West Alabama agrees:

1. To assign a University faculty liaison to facilitate communication between the University and the placement site;
2. To notify the candidate that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to candidate, site, or University occur;
4. To be responsible for the assignment of a fieldwork grade and
5. To inform candidates of, and support individual site laws, policies and procedures such as background searches and the destruction of supervision tapes when needed.

The Practicum/Internship Site agrees:

1. To assign a supervisor who has appropriate credentials, time, and interest for training the internship candidate;
2. To provide opportunities for the intern to engage in a variety of counseling activities under supervision and for evaluating the candidate's performance;
3. To provide a copy of the site supervisor's appropriate license or certification when appropriate;
4. To provide the candidate with adequate work space, telephone, office supplies, and staff to conduct professional activities;
5. To provide supervisory contact which involves some examination of the candidate's work using audio/visual tapes, observation, and/or live supervision and
6. To provide written evaluation of student based on criteria established by the University

Learning Objectives – Site Supervisor:

Please identify the expectations for the practicum/internship candidate. In your discussion with the candidate please identify, as specifically as possible, these expectations.

These may include performance expectations or objectives that you hope to help the candidate accomplish while working in your clinical mental health location.

These objectives can serve as a helpful scale by which to evaluate the candidate’s progress. Please be as specific as possible. You may use additional paper as needed.

1.

2.

3.

Any remuneration required by the local supervisor or the clinical mental health system will be the responsibility of the counseling Candidate.

Approved by:

On-Site Supervisor

Date

Site Administrator

Date

University Supervisor

Date



CMHC Counseling Internship Plan

Learning Objectives – Site Supervisor:

Please identify the expectations for the practicum/internship candidate. In your discussion with the candidate please identify, as specifically as possible, these expectations. These may include performance expectations or objectives that you hope to help the candidate accomplish while working in your agency. These objectives can serve as a helpful scale by which to evaluate the candidate’s progress. Please determine three main goals for the candidate during internship.

Sample Goal: Gain experience leading small group in the area of domestic violence.	Plan for Accomplishing Goal: Recruit and form group, select research based group materials, lead or co-lead group, keep appropriate documentation.
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Goal 1:	Plan for Accomplishing Goal:
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Goal 2:	Plan for Accomplishing Goal:
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Goal 3:	Plan for Accomplishing Goal:
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CMHC Activity Planner

The following are the main categories of activity required for CMHC counseling interns. Use the worksheet on the next page to create your own activity plan for your site. Be sure to describe how you will evaluate your activities.

Type of Activity	Description of Activity
Individual Counseling	Topics include emotional, career, personal/social concerns. Should have opportunity to see & maintain a caseload throughout internship
Small Group Counseling	Specify identified topics, age range, and projected start and end dates.
Consultation	Describe plans for being available to clients and other professionals.
Experiences with Diverse Populations	Describe plan to provide services to clients with exceptionalities and clients from diverse ethnic, racial, gender, and socioeconomic groups.
Other Activities	To be arranged with your on-site supervisor
Site Supervisor Meetings	Minimum is 1 hour per week

CMHC Counseling Activity Plan

Type of Activity	Description of Activity	Evaluation of Outcomes
Individual Counseling		
Small Group Counseling		
Consultation		

Experiences with Diverse Populations		
Other Activities		
Site Supervisor Meetings		

Intern Signature

Date

On-Site Supervisor Signature

Date



CMHC Weekly Counseling Hours Log

Name	Site:
Week of:	Site Supervisor:

	M	T	W	TH	F	SA	SU	
Direct Service Hours (D)								
Individual Counseling								
Group Counseling								
Initial Interview								
Case Management								
Psychoeducation & Outreach								
Indirect On-Site Hours (ID)								
Supervision								
Clerical & Administrative								
Documentation								
Meetings, Trainings, Prof. Dev.								
Research & Projects								
Other Activities (explain in notes section)								

Comments & Notes:		Indirect	Direct
	Weekly Totals:		
	Cumulative Direct:		
	Cumulative Indirect:		
	Cumulative Total Hours (D+ID):		
Site Supervisor's Signature:		Date:	
Candidate's Signature		Date:	



UWA College of Education Confidentiality Statement

As an intern you may be allowed access to the records of clients, employees, or research subjects. Information specific to students, employees or subjects from any source and in any form, including, but not limited to, paper records, oral communication, audio/video recording, electronic display, and research data files is strictly confidential.

Access to confidential subjects information is permitted only on a need-to-know basis and limited to the minimum amount of confidential information necessary to accomplish the intended purpose of the use, disclosure or request.

It is the policy of the UWA Julia S. Tutwiler College of Education that students, faculty, and staff of the School shall respect and preserve privacy and confidentiality of subjects information, regardless of the agency to which the student or faculty is assigned.

Violations of this policy include, but are not limited to:

- **accessing confidential information that is not within the scope of your assignment;**
- **misusing, disclosing without proper authorization, or altering confidential information;**
- **disclosing to another person your password for accessing electronic confidential information or for physical access to restricted areas or using another person's password for accessing electronic confidential information or for physical access to restricted areas;**
- **intentional or negligent mishandling or destruction of confidential information;**
- **disclosing confidential information, verbally, electronically, or otherwise, to others who are not considered need-to-know personnel.**
- **leaving a secured record unattended;**
- **attempting to access a secured application or restricted area without proper authorization or for purposes other than official business;**
- **failing to take proper precautions for preventing unintentional disclosure of confidential information; or**
- **failing to properly secure research data files.**

Violation of this policy by students, faculty or staff assigned to any school may constitute grounds for corrective action up to and including loss of school privileges, academic or employment suspension, or termination from the School in accordance with applicable school or University procedures. Violation of this policy by any member of UWA's student body,

faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the School and the agency. Unauthorized release of confidential information may also subject the violator to personal, civil, and/or criminal liability and legal penalties.

I have read and agree to comply with the terms of the above statement and will read and comply with all agency and Julia S. Tutwiler College of Education policies and standards relative to confidentiality and information security.

Printed Name of Intern: _____

Signature & Date: _____



Consent to Record - Children

We, the parents/guardian of _____, acknowledge and approve of our child being seen by the clinical mental health counselor intern. The counselor may engage our child in any counseling services deemed appropriate in encouraging positive educational and social development.

We understand that that the intern is an advanced-level graduate student in the Department of Counseling at the University of West Alabama and will audio/videotape counseling sessions for supervision purposes.

The tape will be reviewed by the University supervisor, the Site Supervisor, and peer group members of the supervision course. This is done to evaluate the intern’s counseling practice. The tape will be erased after supervision.

If you have any questions about this form, please contact:

Site Supervisor Contact Information	University Supervisor Contact Information
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Parent signature & Date



Consent to Record

I, _____, acknowledge and agree to be seen by the clinical mental health counselor intern. The counselor may engage in any counseling services deemed appropriate in encouraging positive educational and social development.

I understand that that the intern is an advanced-level graduate student in the Department of Counseling at the University of West Alabama and will audio/videotape counseling sessions for supervision purposes.

The tape will be reviewed by the University supervisor, the Site Supervisor, and peer group members of the supervision course. This is done to evaluate the intern’s counseling practice. The tape will be erased after supervision.

If you have any questions about this form, please contact:

Site Supervisor Contact Information	University Supervisor Contact Information
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Client Signature & Date



Student Self-Reflection Tape Review Form: Individual Session

Your Name:	Site:	Supervisor:
Date of Session:		

Brief client(s) background information (demographics, presenting concern):

Brief summary of the session (theoretical approach, techniques used, etc.):

Your focus (goals) in **this** session:

Conceptualization (your interpretation of what is happening with the client(s)):

What you feel went well in this session, and why:

What you would have done differently, and why:

Issues you would like to discuss in supervision:

Supervisor's Tape Critique Form: Rating Scale for Individual Session

Supervisor Name	Site:	Intern:
Date of Session:		

Directions: Circle the number that best represents the skill level of the counselor-in-training: 5 (high) to 1 (low)

Opening:

Was opening unstructured, friendly, and relaxed? Did the counselor discuss confidentiality? Did the counselor provide structure for the session?

5 4 3 2 1

Remarks:

Rapport:

Did the counselor establish good rapport with client? Was the tone of voice warm and respectful?

5 4 3 2 1

Remarks:

Interview Responsibility:

If not assumed by counselee, did counselor assume appropriate level of responsibility for the conduct of the counseling? Did counselor or counselee take initiative?

5 4 3 2 1

Remarks:

Interaction:

Were the counselee and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?

5 4 3 2 1

Remarks:

Acceptance/Openness/Genuineness:

Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?

5 4 3 2 1

Remarks:

Use of Theoretical Approach:

Did the counselor use a theoretical approach (SFBC, choice theory,) to assist the student? If so, note which theory the counselor was using.

5 4 3 2 1

Remarks:

Goal Setting:

Did counselor appear to be helping student arrive at his/her own goals? Were the goals realistic? How does the counselor plan to monitor progress toward goals? How will the student know if he/she is accomplishing the goals that have been set.

5 4 3 2 1

Remarks:

Closing:

Was the closing initiated by the counselor? Was it done smoothly and warmly?

5 4 3 2 1

Remarks:

General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview

How well did the counselor conduct the interview?

5 4 3 2 1

Remarks

ADDITIONAL COMMENTS:

Supervisor Name Printed: _____

Supervisor Signature: _____

Date: _____



Student Self-Reflection Tape Review Form: Small Group Session

Your Name:	Site:	Supervisor:
Date of Session:	Type of session:	Session Topic:

Your focus (goals) in **this** session:

Brief background information on the client.

Brief summary of the session (theoretical approach, techniques used, etc.):

Conceptualization (your interpretation of what is happening with the client(s)):

What you feel went well in this session, and why:

What you would have done differently, and why:

Issues you would like to discuss in supervision:

Supervisor's Tape Critique Form: Rating Scale for Small Group Session

Supervisor Name	Site:	Intern:
Date of Session:	Type of Session:	Topic:

Directions: Circle the number that best represents the skill level of the counselor-in-training: 5 (high) to 1 (low)

Opening:

Did the counselor provide structure for the session?

5 4 3 2 1

Remarks:

Rapport:

Did the counselor establish good rapport with the clients? Was the tone of voice warm and respectful?

5 4 3 2 1

Remarks:

Interview Responsibility:

Did the intern assume appropriate level of responsibility for the conduct of the counseling?

5 4 3 2 1

Remarks:

Interaction:

Were the counselees and counselor really communicating in a meaningful manner? Did counselor questions seem appropriate and intentional or conversational? Was counselor listening carefully?

5 4 3 2 1

Remarks:

Acceptance/Openness/Genuineness:

Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts? Did counselor seem genuine?

5 4 3 2 1

Remarks:

Goal Setting:

What was the goal of the session? At the end of the session, did the students seem to understand the material?

5 4 3 2 1

Remarks:

Closing:

How did the intern finish the session?

5 4 3 2 1

Remarks:

General Techniques: vocabulary level, use of silence, tone of voice, pacing, duration of interview

How well did the counselor conduct the small group or classroom guidance?

5 4 3 2 1

Remarks

ADDITIONAL COMMENTS:

Supervisor Name Printed: _____

Supervisor Signature: _____

Date: _____

UWA Clinical Mental Health Counseling Clinical Skills Evaluation Information for
Site Supervisors

Site Supervisors complete the following evaluation on each student using the scale to the right where:

1 equals Low, the student counselor lacks competence in this area;

2 equals Low Average, the student counselor evidences some competence but needs improvement;

3 equals Average, the student counselor evidences adequate competence;

4 equals High Average, student counselor's performance is more than adequate in this area;

5 equals High, the student counselor performs extremely well in this area;

and NA, student counselor evidence of the skill was not required for this course.

This evaluation is to be completed at the completion of Practicum or at the mid-point and completion of Internship.

Students showing deficient skills necessary for the above named course (score of 1-2) require a personal meeting with the instructor at midterm and or end term to discuss results and recommended next steps.

CL = Client

CN = Counselor

hx = history

dx = diagnosis,

tx = treatment



UWA Clinical Mental Health Counseling Clinical Skills Evaluation Form

Date		
Student Name		
Site Supervisor		
Circle One:	Midterm Evaluation	Final Evaluation

Basic Counseling Skills	1	2	3	4	5	NA
Demonstrates empathy in CL relationships						
Demonstrates unconditional positive regard in CL relationship						
Demonstrates development of therapeutic alliance with CL						
Demonstrates appropriate body language with CL including eye contact, body position, and distance from CL, taking into consideration social and cultural norms of the CL						
Demonstrates facial expressions congruent with language						
Avoids questions that are too complicated or indirect						
Maintains focus on CL issue as appropriate						
Asks open ended questions						
Summarizes periodically						

Avoids answering the question for the CL or leading						
Demonstrates ability to assess for suicidal ideation, homicidal ideation; and understands differences between sexual, physical, verbal, emotional, and elderly abuse						

Knowledge of relationship between diagnosis and treatment						
Understands the concept of informed consent and uses regularly with CLs						
Understands the concept of referral and termination						
Uses silence appropriately (knows when to break)						
Paraphrases accurately						
Reflects CL content with affect						
Advanced Counseling Skills	1	2	3	4	5	NA
Confronts CLs with incongruities in a professional and appropriate Manner						
Encourages transition of session content to outside functioning						
Interrupts appropriately						
Understands the concept of and practices within ones level of competence and training						
Understands the differences between personal and professional boundaries and demonstrates appropriate use of boundaries in interpersonal interactions						
Understands appropriate application of treatment related to chemical Addiction						
Evidences knowledge of the relationship between medications and Treatment						
Demonstrates understanding of difference between crisis, disaster, and trauma counseling						
Demonstrates ability to integrate selected theory within evidenced-based Practices						
Understands systems theory						
Self-discloses appropriately						

Professional Ethics and Manner	1	2	3	4	5	NA
Participates in class discussions and activities						
Demonstrates professional promptness in client settings						

Demonstrates professionalism in discussions of conflict or concern						
Participates in professional organizations in seminars, workshops, and or other activities that contribute to personal and professional growth.						
Can label CN's professional identification						
Application of ACA Code of Ethics						
Awareness of Social and Cultural Issues	1	2	3	4	5	NA
Demonstrates awareness of own personal biases and values						
Demonstrates awareness of own racial identity level						
Demonstrates awareness of the ways others' cultural differences impact therapeutic approach and session content						
Planning and In-session time	1	2	3	4	5	NA
Demonstrates ethical and timely documentation of assessment, treatment plan, case progress notes, referral and termination, ensuring all documentation is co-signed by the clinical supervisor						
Ability to develop and implement measurable treatment goals						
Can make an accurate DSM diagnosis when appropriate						
Can implement a professional intake interview including psychosocial history and mental status examination						
Self-Awareness and Openness to Supervision	1	2	3	4	5	NA
Understands the concept of and evidences regular practice of self-care						
Is aware of effect on others						
Understands the differences between personal and professional boundaries and demonstrates appropriate use of boundaries in interpersonal interactions						
Takes feedback non defensively						
Comprehends supervisory feedback and integrates it into next CL session						

Counselor Strengths:

Counselor Areas for Improvement:

Site Supervisor Signature & Date	
Intern Signature & Date	

CMHC Counseling Intern Evaluation of Site Supervisor

This completed evaluation will only be shared with your site supervisor after your relationship has been terminated. If shared, it will be used as an educational tool to provide feedback for their growth as an intern supervisor. If you do not want your supervisor to see the evaluation, check the box below. Please be constructive in your comments so as to assist these supervisors in their growth and support of future graduate interns.

Please do not share this evaluation with my site supervisor.

Intern's Name:
Site Supervisor's Name:
Placement:

1. Did you have an office in which to work with clients? Yes No
 - a. If no, did you have access to an office space in which to meet with clients privately? Yes No
 - b. Describe office set-up:

2. Were you provided
 - a. An orientation to the site policies? Yes No
 - b. An introduction to staff members? Yes No

3. What was your individual caseload?

0-5 clients 6-10 clients 11-15 clients 16 and up.

4. Did you consistently receive 1-hour of supervision from your supervisor? Yes No

- a. Did you consult with your supervisor regularly about the clients on your caseload
 Yes No
- b. Clarifying feedback:
5. Did you attend any of the following meetings/conferences? (check all that apply)
- Case Meetings
- Staff meetings
- Professional Development
- State or National Association Professional Development
6. How would you rate your supervisor's skills in the following areas as it relates to mentoring and supervising?
- a. Time Management skills Poor Fair Good Excellent
- b. Organization skills Poor Fair Good Excellent
- c. Communication skills Poor Fair Good Excellent
- d. Feedback skills Poor Fair Good Excellent
- e. Comments:
7. Would you recommend this supervisor to another graduate student? Why/why not?
8. Would you recommend this site to another graduate student? Why/why not?