

## **Individual Counseling Practicum (HCE 690 / HCE 691)**

Welcome to the Counselor Education program's web site for obtaining information on the practicum course. We believe that this course is among the most important experiences in our graduate program. Every effort will be made to enable students to have a range of experiences that will enhance their personal and career development.

The practicum, required of all Counselor Education students, provides opportunities for students to demonstrate their counseling skills under close supervision in a laboratory setting. Clients should come from the environment in which the students are preparing to work. The primary goal of the practicum course is to develop the expertise of counselor trainees to do individual counseling in a professional setting. This is accomplished by helping a student combine her/his counseling skills and personality into an effective therapeutic style, while enhancing the student's growth as a person and as a professional counselor.

Practicum offers students the opportunity to develop, sharpen, and demonstrate individual counseling skills. It is important for students to become aware of their biases and how these may affect the counseling process. The Counselor Education Program promotes personal growth in students by encouraging them to develop attitudes, values, and beliefs which will enhance and facilitate the helping process. HCE 690/691 provides this opportunity in a realistic setting.

During the individual counseling practicum class, students will have a regular 2½ hour class and a one hour individual supervision session each week. Starting the second week of class students will be seeing 3-4 clients a week and taping sessions, writing up extensive notes on these sessions, reviewing all tapes, and doing a verbatim for some of those weeks.

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## **Step-by-Step Directions for Starting Practicum**

**Step 1: Complete the Application for Practicum.** Students are required to complete an application by specific deadline dates\*:

December 1 of the previous year - to enroll for the following fall semester  
April 1 of the previous year - to enroll for the following spring semester

Specific courses are required prior to the practicum and are listed on the application form for practicum. Applications may be submitted subsequent to these dates, but will be accepted only on a space available basis. All applicants will be notified prior to the advance registration period as to their status. Those accepted will be given a section assignment. This will allow the student adequate time to plan for additional courses prior to the open of either advance or regular registration.

**Step 2: Meet with Faculty Advisor.** The next step is meeting with your advisor to discuss your ideas and to ask questions about a possible practicum site. You should schedule an appointment with your faculty advisor by the following deadlines:

February 15 - to enroll for the following fall semester  
September 15 - to enroll for the following spring semester

**Step 3: Attend introductory meeting.** Students are expected to attend the introductory meeting prior to practicum (scheduled by March for the fall semester and October for the spring semester). At this meeting, students are informed about the selection process for practicum sites, mandatory insurance, course requirements, and course materials (handouts). Personal disclosure statements and the need for background checks/fingerprinting (required for schools and some sites) will also be discussed.

**Step 4: Contact the field placement coordinator.** Following the introductory meeting, students need to immediately start thinking about selecting a site. Select a site with the advice of your advisor and the consent of your instructor and the University site coordinator. This process will be explained at the introductory meeting. Do not contact any site without checking with the field coordinator first. You should contact the field placement coordinator by the following deadlines:

April 1 - to arrange a site for the following fall semester.  
November 1 - to arrange a site for the following spring semester

**Step 5: Course registration.** The application for practicum is an in-house application. Students must still register as you do for other courses during the university's advance registration. Advance registration for the fall semester occurs in April and in November for the spring semester.

**Step 6: Meet with site liaison.** Once a practicum site is approved by the field coordinator, students should plan to meet with the site and receive agreement concerning the start date and hours at the site.

**Step 7: Submit the Site Selection Form.** When the practicum negotiations have been completed between you and site liaison, contact the field Placement Coordinator immediately, then complete the Practicum Site Selection Form and return to the program office (8 Bailey Hall) within one week in order to secure your site.

**IMPORTANT - The site cannot be formally approved until all paperwork is complete.**

**Step 8: Liability insurance.** All students in practicum (also required for HCE 627 Group Counseling and HCE 686 Internship in Counselor Education) are required to obtain professional liability insurance prior to the start of the course. Student may not begin to see clients until proof of insurance has been submitted to the program office. Students also must provide the program with a copy of the insurance binder (proof of insurance) by the first class meeting. Several sources of insurance are listed at <http://www.usm.maine.edu/cehd/Counselor-Education/Liability.htm>

**Step 9: Fingerprinting and background checks.** Schools and some clinical sites may require background checks/fingerprinting. This will be discussed at the introductory meeting. If required by the site, students must have their fingerprints taken through a process approved by the Maine Department of Education. For more information, go to Maine's website at: [https://www10.informe.org/cgi-bin/dps/fingerprint/select\\_type.pl](https://www10.informe.org/cgi-bin/dps/fingerprint/select_type.pl)

**Step 10: Personal disclosure statement.** Before you begin seeing clients, develop a personal disclosure statement that is in line with the site and is approved by the University instructor. The Disclosure Statement shall contain the following information.

Name, title, address, and phone number;  
A listing of degrees, credentials, and licenses;  
A statement of areas of competence;  
A general statement of counseling philosophy and a general proposed course of treatment;  
Confidentiality;  
Supervision  
Fees and insurance;  
Appointments; and  
Dissatisfaction/complaints

Students may use their own creativity and academic license to formulate a Disclosure Statement that changes the order or integrates the categories. The only requirement is that all of the above information be included in their statement

### **Client load**

Students will have clients to see on a weekly basis starting week 2 and should plan on seeing 3 clients minimum per week starting the second week of class. Clients are to be adults, over 18, unless students have taken HCE622- Counseling Children and Adolescents.

**Rehabilitation students** – Students must work with clients with disabilities.

**Mental Health students** – plan on a minimum of 3 adult clients a week. Students must have taken the HCE 622- Counseling Children and Adolescent course to see clients under the age of 18.

**School counseling students** – Plan on also seeing 2-3 children or adolescents (3 often works best as children are frequently absent or on field trips). At least one client should be elementary age (K-5); one client should be middle school age (grades 6-8); and one client should be of high school age (grades 9-12; or freshman in college).

Students will counsel clients weekly ending the week prior to the last class. This is important for students to gain in skills over time with supervision.

**Important Note:** The practicum site liaison is to assist the student in finding appropriate clients to work with; will oversee clients in the case of emergencies, possible dangers, or needed referrals; and will assist students in this. The liaison is not the student's supervisor but will still want to be briefed in some agencies or schools.

### **Responsibilities of student in supervision (with their USM supervisor)**

1. Do an intake on all clients and give a copy of this to the USM supervisor who will place it in the special file in the program office (400 Bailey).
2. See at least 3 clients weekly starting the second week of class.
3. Prepare notes on all sessions following the format of USM supervisor. These must be done weekly and on the day of the meeting.

4. Record all client sessions either with audio or video tapes.
5. Come to supervision prepared to discuss each client, with each of tapes cued up to a point for feedback and exploration.
6. Contact the USM supervisor immediately in the case of suicidal ideology or actions, suspicion of abuse, or suspicion of other situations of possible danger or harm.
7. prepare 3 verbatims and pass them to the USM supervisor.
8. Participate in mid-term and final evaluation.
9. Communicate to the university supervisor expectations of the site liaison.

### **Responsibilities of USM clinical supervisor**

1. Meet with each supervisee for 1 hour per week starting the second week of class and ending the last week of class or when student has completed all client sessions.
2. Review all clients each week. Have students come prepared with tapes keyed up to places the student wishes to discuss.
3. Keep track of student's intakes and client sessions
4. Have a copy of intakes of all clients filed in the program office (400 Bailey) in the practicum file.
5. Periodically take student tapes to review more fully.
6. Review all notes and analysis notes and give feedback.
7. Communicate issues that arise to the supervisor and site liaison as they affect clients.
8. Evaluate supervisees at mid-term and at the end of semester. A copy of the evaluation will be handed to both the instructor and the student. If desired by site, consult with site liaison during mid-term evaluation.
9. Discuss any concerns with practicum instructor on a regular basis.
10. Collect and file all one-page summaries and signed forms.
11. Complete final form documenting total client contacts.

### **Responsibilities of site liaison/supervisor**

1. Site liaison/supervisor will select and screen clients that are appropriate for the practicum student.
2. Site liaison/supervisor will be responsible for managing the referral process, if necessary, and other transitions following the completion of practicum.
3. Site liaison/supervisor will serve to assist in overseeing clients in the case of emergencies, possible dangers, needed referrals, and as needed by the site.
4. Site liaison/supervisor will communicate issues that arise to the university supervisor.
5. If desired, consult with USM supervisor around mid-term evaluation.

## **Responsibilities of University site coordinator**

1. Contact site liaison prior to each semester.
2. Meet with instructors and students in April and November.
3. Collect, review, and synthesis of site evaluations.

## **Confidentiality**

Confidentiality is a crucial aspect of the professional counselor's role. Every counselor trainee has the obligation to abide by the ethical standards established by the profession. The following is taken from the American Counseling Association Code of Ethics:

Counselors respect clients' rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process. (Ethical Standards, American Counseling Association, 2005, Sec. B.1.b).  
[www.counseling.org](http://www.counseling.org)

(Also, see the entire section of Section B on "Confidentiality, Privileged Communication, and Privacy" of the ACA Code of Ethics)

The standards of the American Psychological Association with regard to confidentiality (4.01 Maintaining Confidentiality) are:

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. [www.apa.org/ethic](http://www.apa.org/ethic).

These statements should guide the professional and ethical conduct of every student in use of audio and video tape recordings. In viewing or listening to recorded counseling or therapy sessions, counseling students are bound by the same legal and ethical considerations as if the client talked directly with a counselor or psychologist. Any questions that may arise regarding confidentiality should be directed to your instructor.

## **Disposition of Records Statement**

In the practicum course, normal case records are kept throughout the semester until the conclusion of the course. These records may include any of the following: intake notes, assessments, case notes, goal statements, release of information forms, a copy of the disclosure statement, video and/or audio tapes (these are to be taped over following supervision for each session), transcriptions, tape evaluations and critiques, and/or all other records. The aforementioned case records are held throughout the length of the course; upon completion of the semester, they will be destroyed or erased. The following notes will be permanent records and are exceptions to the above: the summary statement, a signed disclosure statement, all release of information forms and any other materials deemed necessary by the supervising professor. These documents will be kept as a permanent record for ten years at which time they will be destroyed.

## **Professional Affiliation**

It is strongly recommended that Counselor Education students join the American Counseling Association (ACA), nationally recognized professional organization for those in counseling and human resource development. ACA offers students a special membership rate, as well as half-rate for any of its 13 national divisions. The divisions represent counselors in a variety of settings. Most importantly, ACA members are eligible to purchase ACA liability insurance at a low rate.

## **Purpose and Expectations of Practicum**

The Practicum provides an opportunity for students to demonstrate their counseling skills under close supervision in a realistic setting. Clients or groups should come from the environment in which the students are preparing to work. The primary goal of the Practicum is to help students combine their counseling skills and personality into an effective therapeutic style.

### **Expectations**

1. There are certain fundamental skills and knowledge which students should possess prior to enrolling in the course. These are:
  - a. knowledge of self
  - b. listening skills
  - c. responding skills
  - d. willingness to learn and to change
2. In addition, students should be willing:
  - a. to experiment with a variety of counseling techniques
  - b. to examine their styles of interpersonal interaction.
3. As part of the practicum, students will be expected to:
  - a. practice skills learned in previous courses;
  - b. learn how effective they are in a helping relationship, under close supervision;
  - c. discuss their experiences with others in a supportive setting;
  - d. learn what problems others are encountering and what solutions could be considered;
  - e. discuss techniques that are successful;
  - f. work with a variety of clients in a variety of settings, when possible;
  - g. experience those forces that are unique to different settings, i.e., schools and agencies;
  - h. evaluate their professional growth;
  - i. relate theory to practice; and
  - j. research areas of individual interest.
4. Students should have a general knowledge of the acquisition and modification of human behavior advanced in the prominent approaches to counseling. Also, they should have an understanding of the techniques used by various practitioners. The following is a list of theoretical approaches with which students should be familiar.
  - a. Psychodynamic
  - b. cognitive/behavioral
  - c. humanistic/existential
  - d. developmental
  - e. systematic

You may wish to use the following in your review of these approaches:

Seligman, C. (2006) Theories of counseling and psychotherapy: Systems, strategies and skills. Pearson/Prentice Hall.

Corey, G.(2005). Theory and practice of counseling and psychotherapy 7th ed.). Thomson/Brooks & Cole Publishers.

In working with young children, you may wish to review:

Landreth, G. (2002). Play therapy: The art of the relationship (2nd ed). Taylor & Francis Books.

Sklare, G. (2005). Brief counseling that works (2nd ed.). Corwin Press.

Thompson, C., & Henderson, D. (2007). Counseling Children (7th ed.). Thomson/ Brooks & Cole.

### **Performance Criteria**

The following list of performance objectives, along with other course requirements as designated by the instructor and/or supervisor, is the basis for determination of the course grade. After completing the practicum the student should be able to:

1. Develop procedures for meetings with clients. establish an assignment at an institutional setting
  - a. contact institutional supervisor
  - b. obtain client referrals
  - c. arrange counseling sessions, time duration, and place, with clients
  - d. have face-to-face meetings with clients
2. Establish a safe and accepting environment for the client.
  - a. recognize the extent of inhibitions of client in interaction with the counselor
  - b. assist the client in overcoming inhibitions
  - c. if needed, discuss strengths/weaknesses and limitations with client
3. Elicit information from the client when appropriate, obtain basic biographical data
  - a. communicate the client's reason for being there
  - b. ascertain the attitudes and feelings of the client
  - c. establish what the client expects from the counselor and the counseling process
4. Recognize and understand the content presented by the client
  - a. listen to the details (who, what, when, where, why?) of what the client is saying
  - b. develop the ability to integrate facets of the counseling process
5. Recognize and understand the affect of the client
  - a. recognize and understand change in the client's affect
  - b. recognize and understand extremes in the client's affect
6. Distinguish the differences in the cognitive and affective messages of the client
  - a. recognize the discrepancies between the extremes of affect and content
  - b. recognize the inconsistencies and cognitive messages
7. Transmit understanding of the affective and cognitive message to the client.
  - a. paraphrase/restate, when appropriate, what has been communicated
  - b. verbally demonstrate understanding of client content and feeling
8. Distinguish the client's needs from one's own needs. know one's own inhibitions
  - a. know oneself, including one's limitations and strengths/weaknesses
  - b. recognize similarities and differences between oneself and the client
  - c. avoid bringing one's own problems into the counseling session
  - d. make the client's problems priorities of sessions.

9. Articulate the client's problems.
  - a. identify the client's problem areas
  - b. identify the personality dimensions related to the client's problems
  - c. specify problems in order of priority of client's needs
  - d. determine what the client has done up to now to solve the problem
  - e. determine the external and internal resources available to the client
  - f. determine if the problem is within the range of the counselor's training and experiences and, if not, define referral procedures

### **Procedures for Addressing Unsatisfactory Practicum/Internship Performance**

Students deemed by virtue of their mid-term assessments to not be making satisfactory progress in their internship are required to take the following steps:

1. jointly meet with both your university and site supervisors to discuss the student difficulties and develop a plan of remediation.
2. collaboratively decide on corrective action that includes:
  - a. specifying the specific area(s) of weakness;
  - b. delineating concrete steps to remedy the problem(s);
  - c. identifying how each step will be evaluated;
  - d. agreeing on specific timelines for achieving satisfactory performance for each step.
3. at the end of the agreed upon timetable, the parties will re-convene and assess student progress, repeating the above steps if the supervisors determine that student performance remains unsatisfactory and recommend further remediation.

### **Academic Support**

Students encountering difficulty with a course, believing that they should be performing at a higher level, or requiring adaptations, or accommodations, should consult with the instructor as soon as possible. Assistance with these and other matters is available at the following USM offices: The Learning Center, 253 Luther Bonney Hall, 780-4228; the Office for Academic Support for Students with Disabilities, 242 Luther Bonney Hall, 780-4706; University Counseling Services, 105 Payson-Smith Hall (Portland) and 110 Upton Hall (Gorham), 780-4050.



UNIVERSITY OF SOUTHERN MAINE  
Counselor Education Program

APPLICATION FORM for PRACTICUM

This form must be completed at least in advance of the starting date of your supervised practicum so that supervisory arrangements may be considered. Specific deadline dates are: April 1 of the previous year for spring and December 1 of the previous year for fall. Please send this completed form to Counselor Education Program, 8 Bailey Hall, USM, Gorham, ME 04038. Program staff will register you for the course at the appropriate time.

Name \_\_\_\_\_  
Last
First
M.I.

Home Address \_\_\_\_\_  
Street
City
State
Zip

Home Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Present Position \_\_\_\_\_ Employer & Address \_\_\_\_\_  
 \_\_\_\_\_ Work Telephone: \_\_\_\_\_

I plan to begin the following Practicum during: fall \_\_\_\_; spring \_\_\_\_ Year \_\_\_\_\_

Please check your specialty area:     \_\_\_ School Counseling  
    \_\_\_ Clinical Mental Health Counseling  
    \_\_\_ Rehabilitation Counseling

Below is a list of courses required prior to practicum. Look under the column for your specialty area, if there is a clear box for that course, provide the semester/year you completed (or will complete) this course. **Important note: Each required course requires a passing grade before the start of the practicum course.**

Course	School	Rehab.	Clinical MH	Psy.D.
HCE 500 Orientation to the Counseling Profession		xxxxx		xxxxx
HRD 668 Human Development (may be taken concurrently with practicum)				
HRD 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families /or HRD 664 (may be taken concurrently with practicum)		xxxxx		xxxxx
HCE 626 Group Process & Procedures				
HCE 604 Career Development (or HCE 615)				xxxxx
EDU 600 Research Methods & Techniques (may be taken concurrently with practicum)				
HCE 605 Psych. Measurement & Evaluation				
HCE 620 Fundamentals of Counseling Theories				
HCE 621 Fundamentals of Counseling Skills				
HCE 622 Counseling Children & Adolescents * (must be taken prior to or concurrently with practicum)		xxxxxx	xxxxx	
HCE 510/610 Intro. to Rehabilitation Program & Services	xxxxxxx		xxxxx	xxxxx

\*If you plan to work with children or adolescents, you must take HCE 622 prior to, or concurrently, with practicum.

( ) I have previously completed a practicum course. If so, please indicate course #, date & location:

\_\_\_\_\_

UNIVERSITY OF SOUTHERN MAINE  
Counselor Education Program

**HCE 690/691 Individual Counseling Practicum Seminar/Lab**

**Site Selection Form**

It is important that we maintain accurate records of this in order for us to contact site supervisors/liaisons. Please provide the following information and return to: Counselor Education Program, SEHD, 8 Bailey Hall, USM, Gorham, ME 04038 at least 30 days prior to the beginning of your practicum.

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

Telephone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

(Cell) \_\_\_\_\_

E-mail: \_\_\_\_\_

Site Supervisor/Liaison: \_\_\_\_\_

School/Business/Agency Name: \_\_\_\_\_

\_\_\_\_\_

Address	City	State	Zip
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Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

If possible, give days & times for the practicum student to be at the site.

\_\_\_\_\_

**UNIVERSITY OF SOUTHERN MAINE**  
School of Education and Human Development  
Counselor Education Program

Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Spring                      Year: \_\_\_\_\_

**Individual Counseling Practicum HCE 690/691**  
**Site Agreement Form**  
(Please Print)

Site: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Site Telephone: \_\_\_\_\_

This Agreement is entered into between \_\_\_\_\_, site liaison/supervisor for  
(site supervisor/liaison's name)

\_\_\_\_\_, a practicum student from the University of Southern Maine, Counselor  
(student's name)

Education Program as represented by \_\_\_\_\_.  
(faculty supervisor's name)

**EXPECTATIONS FOR CLIENT LOAD:**

USM Practicum students will begin seeing volunteer clients the second week of class. Students should plan on having at least four clients on a weekly basis to meet the practicum direct contact hour requirement of 40 hours. Volunteer clients are to be adults, over 18, unless students have taken HCE622 (Counseling Children and Adolescents).

**Rehabilitation students** – students must work with clients with disabilities over the age of 18, unless the student has taken HCE 622 (Counseling Children and Adolescents).

**Mental Health students** – plan on three to four adult clients a week. Students must have taken HCE 622 (Counseling Children and Adolescents) to see clients under the age of 18.

**School Counseling students** – plan on three to four children or adolescents a week (remember children are frequently absent or on field trips). At least one client should be elementary age (K-5); one client should be middle school age (grades 6-8); and one client should be of high school age (grades 9-12; or freshman in college).

Students will counsel volunteer clients on a weekly basis until the week prior to the last Practicum class meeting. This ongoing work with clients will allow for students to gain skills over time in conjunction with supervision.

**THE SITE LIAISON/SUPERVISOR WILL BE EXPECTED TO:**

1. select and screen clients that are appropriate for the practicum student.
2. be responsible for managing the referral process, if necessary, and other transitions following the completion of practicum.
3. serve to assist in overseeing clients in the case of emergencies, possible dangers, needed referrals, and as needed by the site.
4. communicate issues that arise to the university supervisor.
5. consult with USM supervisor around mid-term evaluation if desired by both parties.
6. meet with the practicum student to clarify processes and procedures of the site. If site personnel also expect to have supervisory meetings with the practicum student, it is the site personnel's responsibility to clarify the site's
7. liability needs/expectations in this area.

**USM PRACTICUM STUDENTS WILL BE EXPECTED TO:**

1. become familiar with site process and procedures.
2. do an intake on all clients and give a copy of this to the USM faculty supervisor who will place it in the special file in the program office (400 Bailey Hall).
3. see at minimum four clients weekly starting the second week of class.
4. prepare notes on all sessions following the format of USM faculty supervisor. These must be done weekly and on the day of the meeting.
5. record all client sessions either with audio or video tapes.

6. come to supervision prepared to discuss each client, with each of tapes cued up to a point for feedback and exploration.
7. contact the USM faculty supervisor immediately in the case of suicidal ideology or actions, suspicion of abuse, or suspicion of other situations of possible danger or harm.
8. prepare 3 verbatim and pass them to the USM faculty supervisor.
9. participate in mid-term and final evaluation.
10. communicate to the faculty supervisor expectations of the site liaison.

**USM FACULTY SUPERVISOR WILL BE EXPECTED TO:**

1. meet with each supervisee for one hour per week starting the second week of class and ending the last week of class or when student has completed all client sessions.
2. review all clients each week. Have students come prepared with tapes keyed up to places the student wishes to discuss.
3. keep track of student's intakes and client sessions
4. have a copy of intakes of all clients filed in the program office (400 Bailey) in the practicum file.
5. periodically take student tapes to review more fully.
6. review all notes and analysis notes and give feedback.
7. communicate issues that arise to the site liaison/supervisor as they affect clients.
8. evaluate supervisees at mid-term and at the end of semester. A copy of the evaluation will be handed to both the instructor and the student. If desired by site, consult with site liaison during mid-term evaluation.
9. discuss any concerns with practicum instructor on a regular basis.
10. collect and file all one-page summaries and signed forms.
11. complete final form documenting total client contacts.

**CONFIDENTIALITY**

Confidentiality is a crucial aspect of the professional counselor's role. Every counselor trainee has the obligation to abide by the ethical standards established by the profession. The following is taken from the American Counseling Association Code of Ethics:

Counselors respect clients' rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process. (Ethical Standards, American Counseling Association, 2005, Sec. B.1.b). [www.counseling.org](http://www.counseling.org)

(Also, see the entire section of Section B on "Confidentiality, Privileged Communication, and Privacy" of the ACA Code of Ethics)

The standards of the American Psychological Association with regard to confidentiality (4.01 Maintaining Confidentiality) are:

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. [www.apa.org/ethic](http://www.apa.org/ethic).

These statements should guide the professional and ethical conduct of every student in use of audio and video tape recordings. In viewing or listening to recorded counseling or therapy sessions, counseling students are bound by the same legal and ethical considerations as if the client talked directly with a counselor or psychologist. Any questions that may arise regarding confidentiality should be directed to the class instructor and/or faculty supervisor.

**AGREEMENT SIGNATURES**

Student's Signature	Date
Site Liaison/Supervisor's Signature	Date
USM Faculty Supervisor's Signature	Date

**UNIVERSITY OF SOUTHERN MAINE**  
**School of Education and Human Development**  
**Counselor Education Program**

Semester: \_\_\_\_ Fall \_\_\_\_ Spring      Year: \_\_\_\_

**Individual Counseling Practicum**  
**Clock Hours**

**Direct Contact**

Date and Time Spent	Date and Time Spent	Date and Time Spent	Date and Time Spent

Total Hours = \_\_\_\_\_

**Group Supervision/Class Meetings**

Date and Time Spent	Date and Time Spent	Date and Time Spent

Total Hours = \_\_\_\_\_

**Individual Supervision with Faculty Supervisor**

Date and Time Spent	Date and Time Spent	Date and Time Spent

Total Hours = \_\_\_\_\_

**Meetings with Site Liaison/Supervisor**

Date and Time Spent	Date and Time Spent	Date and Time Spent

**Total Hours = \_\_\_\_\_**

**Administrative Hours**

Date and Time Spent	Date and Time Spent	Date and Time Spent	Date and Time Spent

**Total Hours = \_\_\_\_\_**

**TOTAL CLOCK HOURS\* = \_\_\_\_\_**

*\*Note: A minimum of 40 client contact hours and 100 clock hours (which include client contact hours) are expected for practicum.*

## Intake Form

This is an outline for the intake evaluation, listing sub-headings in areas of information that should be included in each intake evaluation as a minimum data base. Additional information may be required by your supervisor and/or site.

1. Identifying information.  
Name, date of birth, town of residence, age and current status (e.g., job, grade, etc.)
2. Date of the intake evaluation.
3. Referral source and relationship to referred.
4. Referral problem.  
Identify the problem in behavioral/objective terms as the referral source(s) view it. If, for instance, the parents and the school differ on the referral problem, both viewpoints should be stated and ascribed explicitly to that person or those persons.
5. History of problem/strengths  
Include a brief statement describing the nature, extent, frequency, etc. of the problem as well as a brief chronological history of its development. Also, included here may be a description of any accompanying physical symptoms, specifically those related to the identified problems, changes in grades and/or school achievement, job history, etc. Describe psychological and interpersonal strengths and resources of the client.
6. Social history.  
Provide a brief description of the nature of the client's current social life, social skills, cultural and linguistic background, activities enjoyed, nature and number of friendships, and the nature of academic adjustment.
7. Family history.  
Include a family constellation identifying all members of the family, with order of children, and members currently living in the client's household. Include a statement describing the nature of any intimate relationships the client currently has or previously has had. A brief statement giving the parents' education, financial and occupational status is desirable. Furthermore, if there is a history of psychiatric, psychological or medical disorders in other family members, it should be noted here.
8. Occupational history.  
Include a brief description of the nature of the client's past and present jobs, including reasons for job change as well as a description of interpersonal relationships with peers, subordinates and supervisors. (If the client is school age, describe his/her school history.)
9. Medical history.  
State the health and medical status of the client, the date of the last complete physical examination, the name of the physician who performed the last physical examination and who provides ongoing medical care. The presence of any significant physical symptomology or medical illness should be noted here.

UNIVERSITY OF SOUTHERN MAINE  
Counselor Education Program  
Individual Counseling Practicum  
8 Bailey Hall, Gorham, ME 04038 (207) 780-5316  
**RELEASE OF INFORMATION**

I, \_\_\_\_\_, authorize and request \_\_\_\_\_  
**(Practicum Client-printed name)** **(Practicum Student-printed name)**  
under the supervision of \_\_\_\_\_ to release information obtained in course of my  
**(Faculty Supervisor-printed name)**  
practicum counseling experience to the agency or individual listed below:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

The purpose for release of this information is: \_\_\_\_\_

My authorization specifically permits any and all identity, evaluation, testing, diagnostic, treatment, and attendance records, to include any reference to alcohol and/or drug abuse/treatment, mental health treatment and /or HIV infection status, to be released.\*

I understand that:

- My consent is entirely voluntary, and I may choose to revoke this authorization at any time should I desire by notifying the University of Southern Maine orally or in writing, except to the extent that it has already been acted upon. *Revocation may be the basis for denial of health benefits or other insurance coverage.*
- I can review my records and refuse authorization to disclose all or some of the information contained therein, but that refusal may result in improper diagnosis or treatment, *denial of coverage or a claim for health benefits or other insurance*, or other adverse consequences.
- I can refuse to sign this authorization. I need not sign this form in order to assure treatment, *payment, enrollment in a health plan or eligibility for benefits (if applicable)*, except (a) if my treatment is related to research, then an authorization may be required; or (b) if the purpose of the health care is solely to create protected health information to be provided to a third party, then an authorization may be required.
- I can have a copy of this form upon request.
- I can cross out any provision in the form with which I do not agree.
- Any disclosure of information carries with it the potential for an unauthorized re-disclosure and the information may not be protected by federal or state confidentiality rules.
- Partial or incomplete disclosures, as compared to the information requested to be disclosed, will be labeled as such. *(Please note that language regarding benefits and insurance coverage is state law; for the purposes of Practicum no billing of benefits or insurance will be involved.)*

\*I choose to limit the information released to that stated below:

\_\_\_\_\_  
\_\_\_\_\_

**I DO/DO NOT** (please circle one) authorized the Practicum Student/University to make subsequent disclosures of the health information identified above to the Individual or Agency identified above. This does not apply to re-disclosure of alcohol or substance abuse treatment information disclosed under 42 CFR Part 2.

**This authorization to release information expires ninety (90) days from the date of consent.**

\_\_\_\_\_  
(Practicum Client Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Authorized Representative Signature)

\_\_\_\_\_  
(Signature of Witness)

Relationship to Client (if signed by Authorized Representative) \_\_\_\_\_

**NOTE for receiving Individual or Agency: We understand that in order for you to share information, you will need to send a copy of your Release. We look forward to receiving this form for our records.**



Counselor Education Program  
Individual Counseling Practicum  
**DISCLOSURE STATEMENT (Adult)**  
for

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Counselor Trainee

The following disclosure statement is provided to give you information concerning my background and the nature of the process for which you have volunteered.

I am currently a student in the Counselor Education Program at the University of Southern Maine (USM). One requirement of my training is to successfully complete a practicum course. The primary goal of a practicum course is to develop a counselor trainee's skills in the area of individual counseling in a professional setting. Therefore, I will be expected to practice skills learned in previous courses, work with a variety of clients, and evaluate my professional growth. I have a general knowledge of theoretical approaches to human behavior and training in counseling techniques, and will be expected to apply this knowledge and skill.

Counseling is a process of change. Personal understanding and individual change occur over a period of time. As a counselor trainee, it is my role to help you recognize your potential for change. Your volunteer experience will be defined by the limits of the academic semester. This means that we will finish by the middle of December in the fall, or the middle of May in the spring. Because of my status as a trainee, it is important that you as a volunteer know that if you have suicidal and/or homicidal thoughts, you may be better served by seeking other services.

Confidentiality is a crucial aspect of the professional counselor's role, and is therefore important for this practicum course. I want to make sure I clarify the nature of confidentiality through this course. Because I am in training, I am closely supervised by USM faculty and a site liaison/supervisor. Therefore, information is shared with these individuals for the purpose of monitoring my progress. Information may include written documentation such as intakes and progress notes, as well as oral processing. I am also required to make audio and/or visual recordings of each of our sessions to evaluate my counseling skills. My university supervisors will review these recordings and verbatim transcriptions. On occasion, my class will also review selected portions of recordings. All of these individuals are expected to follow ethical guidelines for confidentiality. Beyond the needs of class and supervision, all information and recordings will remain confidential.

It is important that I clarify special circumstances where confidentiality cannot be maintained. These circumstances include: 1) threat of serious harm to self or others; 2) reasonable suspicion of child abuse, or abuse of elder or any incapacitated person; 3) court order; 4) voluntary release signed by client or guardian; 5) in defense against legal action or formal complaint which client makes before a court or regulatory board; and/or 6) during supervisory consultations.

At the end of our work together, I will be required to produce a one-page summary of our sessions, which will be kept in a locked, confidential space for ten years. All other materials produced for this practicum class will be destroyed within 30 days of the conclusion of the course and all recordings will be erased. However, the agency in which you are being seen may have additional policies regarding this issue.

If you have any concerns regarding your volunteer experience, or if you are dissatisfied for any reason please contact me or the Department of Human Resource Development at the University of Southern Maine (780-5316). You are welcome to ask questions at any time.

Please sign and date on the line below. Your signature indicates you understand and agree with the above statement and terms.

---

Printed Name

---

Signature

---

Date

UNIVERSITY OF SOUTHERN MAINE  
Counselor Education Program

Individual Counseling Practicum  
**DISCLOSURE STATEMENT (Children)**  
for

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Counselor Trainee

The following disclosure statement is provided to give you (and your minor child) information concerning my background and the nature of the process for which you (and your child) have volunteered.

I am currently a student in the Counselor Education Program at the University of Southern Maine (USM). One requirement of my training is to successfully complete a practicum course. The primary goal of a practicum course is to develop a counselor trainee's skills in the area of individual counseling in a professional setting. Therefore, I will be expected to practice skills learned in previous courses, work with a variety of clients, and evaluate my professional growth. I have a general knowledge of theoretical approaches to human behavior and training in counseling techniques, and will be expected to apply this knowledge and skill.

Counseling is a process of change. Personal understanding and individual change occur over a period of time. As a counselor trainee, it is my role to help your child recognize his/her potential for change. Your child's volunteer experience will be defined by the limits of the academic semester. This means that we will finish by the middle of December in the fall, or the middle of May in the spring. Because of my status as a trainee, it is important that you (and your child) as a volunteer know that if your child has suicidal and/or homicidal thoughts, your child may be better served by seeking other services.

Confidentiality is a crucial aspect of the professional counselor's role, and is therefore important for this practicum course. I want to make sure I clarify the nature of confidentiality through this course. Because I am in training, I am closely supervised by USM faculty and a site liaison/supervisor. Therefore, information is shared with these individuals for the purpose of monitoring my progress. Information may include written documentation such as intakes and progress notes, as well as oral processing. I am also required to make audio and/or visual recordings of each session to evaluate my counseling skills. My university supervisors will review these recordings and verbatim transcriptions. On occasion, my class will also review selected portions of recordings. All of these individuals are expected to follow ethical guidelines for confidentiality. Beyond the needs of class and supervision, all information and recordings will remain confidential.

It is important that I clarify special circumstances where confidentiality cannot be maintained. These circumstances include: 1) threat of serious harm to self or others; 2) reasonable suspicion of child abuse, or abuse of elder or any incapacitated person; 3) court order; 4) voluntary release signed by client or guardian; 5) in defense against legal action or formal complaint which client makes before a court or regulatory board; and/or 6) during supervisory consultations.

At the end of working with your child, I will be required to produce a one-page summary of our sessions, which will be kept in a locked, confidential space for ten years. All other materials produced for this practicum class will be destroyed within 30 days of the conclusion of the course and all recordings will be erased. However, the agency in which your child is being seen may have additional policies regarding this issue.

If you (or your minor child) have any concerns regarding this volunteer experience, or if you (or your minor child) are dissatisfied for any reason please contact me or the Department of Human Resource Development at the University of Southern Maine (780-5316). You and your child are welcome to ask questions at any time.

Please sign and date on the line below. Your signature indicates you understand and agree with the above statement and terms.

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Printed Name of Minor Child

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Signature of Minor Child

---

Date

---

Signature of Parent or Guardian

---

Date

**UNIVERSITY OF SOUTHERN MAINE**  
**HCE 691-Individual Counseling Practicum Lab and HCE 686 Internship in Counselor Education**  
**Counseling Scoring Rubric**

[Evaluation is a combination of the rubric developed by Mary Ann Hanna (1997) and  
the practicum performance criteria developed by USM faculty.]

**MIDTERM and FINAL EVALUATION**

Check one:       HCE 691 Practicum Lab                      or                       HCE 686 Internship

This evaluation provides the opportunity for both students and supervisors (both individual and seminar supervisors) to rate the progress of students through the semester. Please circle the number for each item which most accurately represents your behavior as related to the specific competency area. It is expected that practicum students would routinely rank with 2s or 3s, as many of these items are designed to continue to be used through internship. Ratings for each item will be totaled for an overall composite score, which at the end of the semester will show readiness for internship.

**Section I: Professional Responsibility**

**1. Starting**

- 5        Begins the semester with the practicum site established and has an initial relationship with the site liaison. The Practicum Site Selection Form and evidence of student insurance has been submitted to the Program AA (Kerry Bertalan). The student comes to the first individual supervision session with the Practicum Site Agreement Form signed by the necessary representatives. A schedule that will work for site personnel and clients has been established. All paperwork for use in client sessions has been prepared. Also, the Practicum Hours Sheet is ready to complete throughout the course of the semester. If required by the individual faculty supervisor, materials have been read prior to the first session, and the student comes with appropriate questions.
- 4        (Between 5 & 3) Comment:
- 3        Begins the semester with most (about 75%) but not all the tasks completed necessary to start at the practicum site. The student comes to the first individual supervision session with clear steps to finish the setup process and is responsive to the suggestions made during the supervision session. Appropriate questions are asked.
- 2        (Between 3 & 1) Comment:
- 1        Begins the semester with only about 50% of site tasks completed necessary to begin at the site. The student comes to the first individual supervision session with vague ideas how to proceed and depends on the supervisor to structure the next steps the trainee should take. Global questions are asked, showing a lack of attention to detail.

**2. Individual Supervision**

- 5        Comes prepared to each session with needed materials, questions, organized, and any research completed and initiates part of the interactive dialogue with supervisor; listens carefully and understands suggestions made and consistently makes attempt to incorporate suggestions and reviews their effectiveness with supervisor after their utilization or is able to justify why a suggestion was not used; initiates interaction to justify why a suggestion was not used; initiates interaction/discussions of set supervision and always seeks clarification in unfamiliar situations; has definitive goals for achievement in the supervisory process.
- 4        (Between 5 & 3) Comment:
- 3        Comes to supervision sessions willingly, and is prepared in terms of materials, questions, and research about 75% of the time; is responsive to the suggestions made during the supervision session with moderate interaction with the supervisor during these sessions with the supervisor initiating most of the interaction; will at times make attempts to incorporate suggestions and

review their effectiveness with supervisor if they are utilized but is not always able to verbalize if suggestions should or should not be used given personal philosophy and client need; rarely initiates discussions outside of supervisory session; has goals for supervision but they are rather vague or global.

2 (Between 3 & 1) Comment:

1 Is not an active participant in supervision and comes prepared about 50% of the time; does not initiate interaction in the supervisory session, being solely dependent on supervisor to set goals and direction for session; provides little feedback to supervisor as to effectiveness of suggestions, primarily because there is little utilization of these suggestions within sessions; rarely utilizes supervision to discuss unfamiliar or unusual situations.

### **3. Completing of Assignments/Recordings**

5 Accurately completes all assignments that are required in neat, readable, concise manner; hands in all work efficiently and on-time without reminders; expresses information clearly and effectively through written communication.

4 (Between 5 & 3) Comment:

3 Assignments are completed in a readable, accurate, and concise manner about 75% of the time; reminders are infrequently.

2 (Between 3 & 1) Comment:

1 Assignments are not neat and/or efficiently done, with frequent errors; work is not always handed in on time.

### **4. Professional Behavior**

5 Utilizes behavior within clinical sessions; understands and maintains appropriate interactions and boundaries with clients; expresses information clearly and effectively through oral communication; dresses appropriately; demonstrates knowledge of current professional literature; is respectful of client and supervisor appointment times; provides client with full attention in session; attends professional development activities when applicable.

4 (Between 5 & 3) Comment:

3 Does utilize professional behavior and clear oral communication within clinical sessions about 85% of the time; understands appropriate interactions and boundaries with clients, but may need some assistance in operationalizing this understanding; dresses in an appropriate manner; demonstrates some knowledge of current professional literature; is usually respectful of client and supervisor appointment times; at times, may be distracted by own internal process and not provide client with full attention in session; may attend professional development activities when applicable.

2 (Between 3 & 1) Comment:

1 Evidences attention to such professional mannerisms as language behavior or dress about 50% of the time; oral communication is at times unclear; rarely indicates knowledge of current professional literature; is frequently late or unprepared for client sessions and/or does not provide clients with full attention; rarely takes advantage of available professional development activities.

### **5. Ethical Behavior**

5 Understands and utilizes ACA and/or CRC Code of Ethics (depending on the student's concentration) and/or other appropriate ethical codes as determinant for all professional behavior and as a basis for all decisions making; has begun "thinking ethically" by integrating knowledge

and application of ethics with innate clinical wisdom; readily seeks consultation on ethics for unique or unusual situations.

4 (Between 5 & 3) Comment:

3 Demonstrates academic knowledge of ACA and/or CRC Code of Ethics (depending on the student's concentration) and/or other appropriate ethical codes but lacks the ability to fully utilize and integrate the code with innate clinical wisdom when making professional decisions; does seek help of other professionals when in doubt of proper behavior.

2 (Between 3 and 1) Comment:

1 Demonstrates little understanding of ACA and/or CRC Code of Ethics (depending on the student's concentration) and/or other appropriate ethical codes and therefore must be frequently reminded in supervision of appropriate ethical behaviors.

## **Section II: Theoretical and Procedural Knowledge**

### **6. Initial Intakes**

5 Demonstrates ability to easily develop rapport with new clients, making them feel at ease; shows respect to client; is able to communicate authentic caring to client vs. being just a good technician; is able to identify the real problem which brings the client to counseling; thoroughly covers all areas of client development which are associated with the presenting problem; is able to correctly assess risk factors such as homicide, suicide, and inability to care for self.

4 (Between 5 & 3) Comment:

3 Develops rapport with new clients at least 75% of the time during the intake; communicates authentic caring to client, but rough edges of technique is still present; covers at least 75% of all areas of developmental information needed during the initial intake; is able to provide a general description of the problem that client brings to provide a general description of the problem that client brings to counseling; with assistance from supervisor, is able to assess risk factors.

2 (Between 3 & 1) Comment:

1 Is reticent in initial sessions, and often struggles to develop rapport with client during this session; initial interactions do not demonstrate respect for the client; evidences more concern about techniques than about empathetic caring of client; intake lacks focus and organization; often does not come away with clear understanding of client problem; often fails to assess risk factors.

### **7. Exploration of client strengths and concerns**

5 Identifies client strengths. Personality dimensions related to the client's concerns are easily recognized. Determines what the client has done up to now to solve the problem, and can specify concerns in order of priority of clients needs. Is consistently appropriate regarding the developmental context of the client. Determines if the concern is within the range of the student's training and experience, and if not, can define referral procedures.

4 (Between 5 & 3) Comment:

3 Identifies client strengths. May recognize how client's personalities contribute to concerns, but has some difficulty verbalizing them. Also, may not always ask what the client has tried to address concerns. Can recognize and name concerns, but may not consistently be able to rank the priority of concerns. Is appropriate regarding the developmental context of the client. Still learning limits and need for referrals/how to make referrals.

2 (Between 3 & 1) Comment:

- 1 May verbalize client strengths almost as an afterthought. Connects personality dimensions and client concerns with difficulty; needs assistance from the supervisor. Identifies concerns without details or context. May not always understand the developmental context of the client.

#### **8. Eliciting information from clients**

- 5 Demonstrates ability to obtain basic biographic data from client and/or available resources. The student explores the client's understanding of counseling and the reasons for accessing counseling. The student easily ascertains the attitudes and feelings of the client toward the process and the counselor, as well as establishes what the client expects from the counselor and the process. The client identifies the client's community and family resources, as well as the client's utilization of these resources. The details presented by the client are absorbed and then integrated into the counseling process.

- 4 (Between 5 & 3) Comment:

- 3 Absorbs about 75% of the information shared by new clients. The student explores the process of counseling with clients, but not in depth or with many details. May have a picture of the system from which the client comes, but may not have gotten all the details.

- 2 (Between 3 & 1) Comment:

- 1 Gathering information is haphazard and lacks organization. The student struggles to maintain a balance of relationship-building and gathering information.

#### **9. Working with client affect**

- 5 Easily recognizes and understands client affect, as well as changes and extremes in affect. The student consistently and accurately reflects client affect, and adeptly integrates observations of discrepancies back into counseling. Understands the difference between affect and content, and consistently explores times when client affect and content do not match.

- 4 (Between 5 & 3) Comment:

- 3 Recognizes and understands client affect, as well as when discrepancies exist. However, may not always know how to insert these observations back into the counseling process. May also observe a mismatch of content and affect, but shows some hesitancy to reintegrate these observations into the counseling process.

- 2 (Between 3 & 1) Comment:

- 1 Has significant difficulty with client affect (either with recognizing or reflecting); also struggles with ways to further explore these dynamics in counseling.

#### **10. Diagnostic and Case Conceptualization Skills.**

- 5 Is able to identify salient features of the client (and when appropriate derive DSM diagnosis); is able to formulate case hypotheses; able to express conceptual framework and formulate appropriate strategies/interventions; requests feedback on difficult to assess clients and utilizes this feedback in decision making.

- 4 (Between 5 & 3) Comment:

- 3 Expresses conceptual framework and formulates appropriate strategies/interventions, but sometimes needs assistance. Can formulate case hypotheses with assistance (Help is needed in order to derive an appropriate DSM diagnosis when appropriate.)

- 2 (Between 3 & 1) Comment:

- 1 Has difficulty formulating case hypotheses, expressing conceptual framework and/or formulating appropriate strategies/interventions.

### **11. Counseling Theories and Techniques**

- 5 At least 90% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates strong knowledge of both theories and their accompanying techniques; demonstrates an ability to use a pluralistic and integrated approach to clinical work.
- 4 (Between 5 and 3) Comment:
- 3 At least 75% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates competent knowledge of both theories and their accompanying techniques.
- 2 (Between 3 & 1) Comment:
- 1 Demonstrates limited knowledge of and has difficulty applying theory and techniques appropriately to meet the individual needs of clients and as a result, little client progress is shown or clients choose to not engage in counseling.

### **12. Ability to articulate an understanding of counseling process**

- 5 Can consistently identify the distinctions between process and content; can utilize this understanding to move counseling forward. Can analyze the stages of the counseling interview; can adjust the process throughout the counseling interview depending on what is happening at each stage. Can clearly identify the process of helping clients change.
- 4 (Between 5 & 3) Comment:
- 3 Has an understanding of the difference between process and content, and can begin to verbalize the difference. Has a general understanding of the stages of the counseling interview. Is beginning to understand and verbalize the process of what helps clients change.
- 2 (Between 3 & 1) Comment:
- 1 Has difficulty explaining the differences between process and content. The stages of a counseling Interview are explained with assistance. The process of helping clients change is not clearly understood.

### **13. Establishing Counseling Relationship**

- 5 At least 90% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.
- 4 (Between 5 & 3) Comment:
- 3 At least 75% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.
- 2 (Between 3 & 1) Comment:
- 1 Has significant difficulty exhibiting a knowledge of and/or use of the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.

#### **14. Coping with client inhibitions**

- 5 Can easily recognize the extent of inhibitions of the client in interaction with the counselor; can generate several strategies to assist the client in exploring and overcoming inhibitions; and is comfortable sharing, when appropriate, one's own strengths/limits with client.
- 4 (Between 5 & 3) Comment:
- 3 Recognizes inhibitions of the client in interaction with the counselor – at times may have difficulty verbalizing them; can assist the client in overcoming inhibitions; and can offer, when appropriate, sharing of one's own strengths/limits with client.
- 2 (Between 3 & 1) Comment:
- 1 Can sense when a client has hesitancy in sessions, but has difficulty verbalizing what may be happening. Strategies to assist the client in overcoming inhibitions are generated with assistance from the supervisor. Hesitates, or is unsure when, to offer one's own strengths/limits with the client.

#### **15. Listening Skills**

- 5 Demonstrates competent use of all levels of basic listening skills including all of the lower listening/attending skills and the higher level skills, such as feedback and reflection of meaning.
- 4 (Between 5 & 3) Comment:
- 3 Demonstrates comfortable use of lower and medium level of basic listening skills but exhibits some challenges with use of higher level skills.
- 2 (Between 3 & 1) Comment:
- 1 May demonstrate fairly comfortable use of lower level skills such as listening and attending, but has significant difficulty with all higher level skills, including reflection of feeling, focusing, reflection of meaning, influencing summary, etc.

#### **16. Knowledge of the Counseling System**

- 5 Demonstrates understanding of the roles of the client, the self as counselor, role of self as impacts on clients, role of history of self and client, and interactive nature of all systemic roles with the new systemic relationship formed between counselor/client.
- 4 (Between 5 & 3) Comment:
- 3 Has moderate understanding of the roles of the client, the self as counselor, self as impact on clients, history of self and client and interactive nature of all roles with new system created by client/counselor relationship, but has some difficulty translating knowledge into action.
- 2 (Between 3 & 1) Comment:
- 1 Has significant difficulty in understanding or recognizing the multiple system of roles and their interaction when working with clients.

#### **17. Awareness of the systems in which the client functions.**

- 5 Demonstrates awareness of, and exploration of, the client's social and family systems. Demonstrates a deep understanding of the complexities of the institutional systems in which the client exists (such as agency or school).
- 4 (Between 5 & 3) Comment:



- 3 Demonstrates awareness of the client's social and family systems. Demonstrates a beginning understanding to the institutional systems in which the client exists (such as agency or school).
- 2 (Between 3 & 1) Comment:
- 1 Has significant difficulty in understanding or recognizing the systems from which clients come. Struggles to understand the institutional systems in which the client exists (such as agency or school).

## **18. Diversity Awareness**

- 5 Can consistently identify and prevent cultural bias in counseling; understands the effects of prejudice and trauma on a client's concerns and life development; consistently recognizes and responds to individual differences, as well as to qualities and characteristics of groups in a pluralistic society; demonstrates a deep understanding and appreciation of the context in which the client lives (i.e., culture/family/community).
- 4 (Between 5 & 3) Comment:
- 3 Can identify cultural bias in counseling; begins to understand the effects of prejudice and trauma on a client's concerns and life development; recognizes and begins to respond to individual differences, as well as to qualities and characteristics of groups in a pluralistic society; demonstrates an understanding and appreciation of the context in which the client lives (i.e., culture/family/community).
- 2 (Between 3 & 1) Comment:
- 1 Has difficulty identifying cultural bias in counseling; understand the effects of prejudice and trauma on a client's concerns and life development only with assistance; may recognize individual differences, but may not be able to verbalize how these differences are important; struggles to understand or appreciate the context in which the client lives (i.e., culture/family/community).

## **19. Understanding Client's Reality**

- 5 Utilizes clinical interview and appropriate continued questioning to ascertain the reality of each client and appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet the client at client's phenomenological reality; treatment goals reflect an in-depth level of understanding about the client.
- 4 (Between 5 & 3) Comment:
- 3 Acknowledges the need to meet the client at client's reality level, but has some difficulty in appropriate ascertaining reality of each client through appropriate interviewing and questioning techniques and/or has difficulty in adapting techniques, theory and personal affect to meet the client at client's level of reality; occasional personal biases may appear.
- 2 (Between 3 & 1) Comment:
- 1 At least 60% of the time or more, fails to acknowledge the need to meet the client at the client's reality level and/or to utilize appropriate methods for ascertaining that reality level and/or adapting techniques, theory and personal affect to meet the client at client's level of reality; personal biases may also be present.

## **20. Counselor Judgment**

- 5 Demonstrates good and exemplary ethical judgment with each client on an individual basis, which indicates a deep and complex grasp of issues involved and a sense of where future progress is possible for that particular client; displays good timing on interventions in the counseling process.

- 4 (Between 5 & 3) Comment:
- 3 Although appears to understand the process of determining issues involved within problems presented by each individual client, has difficulty translating that understanding into practice and/or understanding how they relate to future progress for client.
- 2 (Between 3 & 1) Comment:
- 1 Demonstrates little or no grasp of the deep and complex issues of individual clients; does not indicate ability to sense path of future progress; poor timing of intervention in counseling process.

**21. Working with healthy boundaries.**

- 5 Demonstrates an insightful knowledge of one's own inhibitions; demonstrates clear knowledge of oneself, limits, and strengths; consistently recognizes similarities and differences between oneself and client; does not bring one's own problems into the counseling session; consistently makes the client's problems the priority of sessions.
- 4 (Between 5 & 3) Comment:
- 3 Demonstrates a growing knowledge of oneself, limits, and strengths; shows a recognition of similarities and differences between oneself and client, but this may not be consistent; does not bring one's own problems into the counseling session; makes the clients problems the priority of sessions.
- 2 (Between 3 & 1) Comment:
- 1 Struggles to verbalize limits and strengths; inconsistently recognizes similarities and differences between oneself and client; at times the session focus may wander off the client.

**22. Use of self**

- 5 Uses self disclosure appropriately and with confidence; uses humor in a way that matches the client with whom the student is working; is aware of transference issues and explores these dynamics in supervision.
- 4 (Between 5 & 3) Comment:
- 3 Is beginning to understand and use appropriate self disclosure; shows the appropriate use of humor, but at times may have to learn how to moderate it from client to client; understands transference issues, but may recognize only the very clear examples in sessions.
- 2 (Between 3 & 1) Comment:
- 1 Struggles with appropriate self disclosure; may use humor, but may find it difficult to match it to clients; struggles to recognize transference issues without assistance.

**23. Case Management**

- 5 Understands the need for assessments, consultations, and referral of clients and demonstrates a knowledge of sources for such consultation and referral and is willing to seek such for the benefit of the client; works effectively with outside agencies in order to maintain treatment continuity.
- 4 (Between 5 & 3) Comment:
- 3 Demonstrates awareness of client's needs that may require assessment, consultation, or referral, but needs assistance in planning and implementing.

- 2 (Between 3 & 1) Comment:
- 1 Demonstrates little awareness of client's needs which require assessment, consultation or referral and must be directed to do so by supervisor.

#### **24. Termination**

- 5 Routinely processes termination dynamics with client in a timely and effective manner; consistently and successfully summarizes the counseling process in session; has a range of referrals and network resources to offer as necessary.
- 4 (Between 5 & 3) Comment:
- 3 Processes termination dynamics with client; effectively summarizes the counseling process in session; offers referrals as necessary.
- 2 (Between 3 & 1) Comment:
- 1 Ends the counseling process without thoroughly processing termination dynamics with client; struggles to summarize the counseling process in session; unsure how to offer referrals.

#### **25. Site Policy and Procedures**

- 5 Completes paperwork that is required by the site in an expedient manner; is very cooperative in adhering to site rules and policies; demonstrates commitment to mission statement of site by enthusiastic embracement of that mission statement as evidenced by daily interaction with peers and clients.
- 4 (Between 5 & 3) Comment:
- 3 Demonstrates knowledge of site rules and policies, but may be challenged by those policies to the extent that professional judgment is clouded and performance declines; is not always expedient in completion of paperwork if required by the site; acknowledges and understands mission statement of site, but does not always adhere to that statement in interaction with colleagues and clients.
- 2 (Between 3 & 1) Comment:
- 1 Does not evidence knowledge of site rules and policies; does not complete paper work if required by site; does not evidence awareness of site's mission statement.

### **Section III. Personal and Professional Development**

#### **26. Self Evaluation of Counseling Skills**

- 5 Consciously makes an effort to improve counseling skills through utilization of video/audio recordings, professional resources including supervisor, peers, texts, journals, and other appropriate methods; acknowledges that no one is perfect in terms of skills and that improvement can always be made; presents new ideas for improvement of skills; able to assess self relative to an outside criteria.
- 4 (Between 5 & 3) Comment:
- 3 Although uses recordings and professional resources to improve counseling skills, may effectively coordinate these efforts about 75%; there may be more effort on a client by client basis and/or there appears to be recognition of a plateau of acceptable personal effort.
- 2 (Between 3 & 1) Comment:
- 1 Using resources appears to be haphazard and/or it seems little personal effort exerted to improve counseling skills (or little recognition is exhibited in the need for improvement).

## **27. Personal Growth**

- 5 Demonstrates awareness of the need to continue to grow as an individual and to strive toward balances in all areas of own life through participation in a wide range of recreational and professional activities, reading of diverse sources, discussions of various community and world topic with colleagues, etc.; able to establish and maintain healthy boundaries in all areas of life.
- 4 (Between 5 & 3) Comment:
- 3 Can verbalize awareness of the need for a counselor to care for one's own self and to continue to grow as an individual; may have a slightly unbalanced focus which emphasizes the development of counseling skill and technique with an inadequate emphasis on the development of self; may be challenged by finding the balance of that relationship to the improvement of counseling skills; may exhibit some areas of unhealthy boundaries within total life.
- 2 (Between 3 & 1) Comment:
- 1 Does not acknowledge need for emphasis on personal growth that extends to areas outside the immediate constraints of professional life.

## **28. Counseling Style Development**

- 5 Exhibits conscious effort to develop own personal style of counseling that is congruent with own personality and career goals; is aware of own strengths and areas of weakness and has sufficient understanding of various counseling theories as to be able to "fit" theories and techniques to own personal style so that performance in sessions seems to be a natural outgrowth of behavior and personal interaction outside the counseling session; knows career goals and develops skills that are congruent with those goals.
- 4 (Between 5 & 3) Comment:
- 3 Utilizes theories in appropriate manner, but at times seems stiff with the implementation of techniques and that stiffness appears to be because the techniques does not fit with own personality outside of the counseling session; has distinct career goals, but does not see a differentiation among techniques in terms of suitability for various career paths.
- 2 (Between 3 & 1) Comment:
- 1 Does not seem to understand the relationships between own personality, utilization of specific techniques and theories, and career goals.

## **29. Interactions with Colleagues**

- 5 Exhibits respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) as defined by such behaviors as respect of other's values and preferences for techniques, respect for other's work loads and time commitments; avoidance of transmittance of gossip and manipulation of other's for personal gain; is successful as a team member.
- 4 (Between 5 & 3) Comment:
- 3 Aware of and can verbalize what respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) should be, as defined above, but at times may not exhibit such behavior in minor ways in one or two areas.
- 2 (Between 3 & 1) Comment:
- 1 Exhibits disrespectful behaviors toward colleagues (including administrators, supervisors, peers) as to indicate that self and personal needs are more important than others; tends to become involved in conflictive situations which are not of clinical work.

**30. Willingness to Work on Personal Issues**

- 5 Recognizes and/or acknowledges personal issues which may interfere with performance as a counselor and is willing to take necessary steps (i.e. seek counseling for self) to resolve such issues sufficiently as to provide excellent counseling service to others.
- 4 (Between 5 & 3) Comment:
- 3 Is willing to acknowledge possible personal issues which may have interfered with performance as a counselor but may be reluctant/not ready to seek amount and/or type of professional help required in order to sufficiently resolve issues as to provide adequate counseling service to others.
- 2 (Between 3 & 1) Comment:
- 1 Denies personal issues which may interfere with performance as a counselor.

\_\_\_\_\_ **TOTAL SCORE** By End of Semester  
**A score of 90 or more by all parties = ready for internship**  
**A score below 60 = need for meeting to discuss options**

**What do you feel are your strengths?**

**What are your areas of further growth in which you are aware?**

**Other comments?**

Student \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_