



UNIVERSITY OF
SOUTHERN MAINE

SITE SUPERVISOR INTERNSHIP

Overview and Paperwork

for
Clinical Mental Health Counseling Concentration
HCE 686 – Internship

School of Education and Human Development
8 Bailey Hall
Gorham, ME 04038
(207) 780-5316
1-800-800-4USM, ext. 5316

TABLE OF CONTENTS

	Page
Welcome and Introduction	
Site Supervisor Qualifications and Training	1
Counselor Education Program Overview	2
Mental Health Counseling Concentration Overview	3
MH Counseling Concentration Curriculum Requirements	
Substance Abuse Counseling Expertise Area	
Expertise in Family Systems	4
Internship Overview	5
Typical Activities of MH Counseling Interns	
Typical Activities of the Substance Abuse Expertise	
Definition of Direct Service with Clients	6
General Expectations for Students	7
Procedures for Addressing Unsatisfactory Internship Performance	8
General Expectations for Site Supervisors	8
General Expectations for Faculty Supervisor	8
Application Form for Internship	9
Site Selection Form	10
Counseling Internship Memo of Understanding	11
Goal Contract	15
Internship Log Forms (2 pages)	16
Growth Oriented Evaluation of Counselor Competencies (2 pages)	18
Release of Information	20
Final Evaluation –Supervisor’s Form	21
Final Evaluation –Student’s Form	22
Midterm and Final Evaluation – Counseling Scoring Rubric	23

SITE SUPERVISOR INTERNSHIP

Overview and Paperwork

Clinical Mental Health Counseling Concentration

HCE 686 – Internship

WELCOME AND INTRODUCTION

Welcome and thank you so much for agreeing to supervise an intern from the USM Counseling Program at your site! This handbook is intended to offer you an overview of the Counselor Education Program, as well as the specifics of the Mental Health Counseling Concentration. Included are the forms you will be using with your intern, as well as helpful information. If at any point you have any questions, please feel free to contact the instructor of your intern's seminar class, or call the Department of Counseling, Adult and Higher Education at the contact information on the cover of this handbook.

SITE SUPERVISOR QUALIFICATIONS AND TRAINING

In order to maintain a high quality of training for our interns, we ask that our site supervisors have certain qualifications. Therefore, site supervisors **MUST** meet these minimum requirements:

- have at least a master's degree in counseling or a related field;
- have a minimum of two years, post-masters experience; and
- have the appropriate licensure or certification to practice in the setting.

Additionally, our accrediting body requires that the program make a commitment to have all internship site supervisors trained in clinical supervision. For individuals who have not had advanced training, we offer an online training manual.

If you have further questions, please contact alexander.katopis@maine.edu.

COUNSELOR EDUCATION PROGRAM OVERVIEW

The Master of Science in counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual specialties—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) Certificate Program may be taken independently of the master's degree. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework.

The mission of the counselor education program is to prepare counselors for ethical practice. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Program training includes traditional university-based courses, distance education, and clinical instruction. The program provides an integrated and conceptually sound framework of knowledge, skills, and self-awareness as a foundation for ethical practice in the fields of counseling and rehabilitation. In addition, the program provides leadership for the counseling profession at the state, regional, and national levels.

Students in the counseling program will be able to:

- demonstrate knowledge of core curriculum;
- demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation);
- demonstrate knowledge and skills in addressing issues of diversity;
- apply individual and group counseling skills and techniques;
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs;
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation;
- apply ethical decision-making in counseling situations; and
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

The Master of Science in counseling degree is divided into three specialty areas: school counseling, clinical mental health counseling, and rehabilitation counseling. Depending on the specialty area, the counselor education program requires fifty-four to sixty-three credit hours of coursework, which includes core courses, required specialty courses, and electives. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling specialties, and from the Council on Rehabilitation Education (CORE) for the rehabilitation specialty.

MENTAL HEALTH COUNSELING CONCENTRATION OVERVIEW

The Clinical Mental Health Concentration is designed to allow students to learn skills specifically relevant to treating clients facing acute problems and developmental life issues, as well as clients interested in enriching their present life through the establishment of greater coherence and well-being. Students' learning is accomplished through our clinical training courses and specialized electives. These specialized electives allow students to choose an area of interest which may include: children, family systems (which may also become an area of expertise), use of the creative arts, mind-body approaches, human sexuality, spirituality, or college mental health.

New students to the Clinical Mental Health Concentration are assured that they will always have the element of taking the program's clinical courses in an interactive, face-to-face, real-time classroom experience on campus. While technology allows us to have more and more courses offered at a distance, we believe it is important to always have the element of on campus classes.

Through our courses, students in the Mental Health Concentration can expect a comprehensive array of studies which integrate the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system. The roles, functions, skills, and professional identity of clinical mental health counselors are highlighted. Coursework focuses on the diagnosis, treatment, and prevention of mental and emotional disorders, psychological trauma, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students intern under the supervision of a licensed mental health clinician.

Graduates are eligible to sit for the National Counselor Examination (NCE) and prepared to be licensed as a clinical professional counselor (LCPC) in Maine. Those students interested in substance abuse issues may consider earning a Substance Abuse Expertise Certificate as part of this program, earning credits toward licensure as a drug and alcohol counselor (LADC).

MH Counseling Concentration Curriculum Requirements

The clinical mental health counseling specialty requires a total of sixty-three credit hours of coursework. The specialty offers students a comprehensive array of studies which integrates the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system with the roles, functions, skills, and professional identity of clinical counselors. Coursework will focus on the diagnosis, treatment, and prevention of mental and emotional disorders, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students will intern under the supervision of a licensed mental health worker. An individual graduating from this specialty will be eligible to sit for the National Counselor Examination (NCE) and it will also prepare them to be licensed as a clinical professional counselor (LCPC) in Maine. The clinical mental health counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Core Courses (36 credits)

- EDU 600 Research Methods and Techniques
- HCE 500 Orientation to the Counseling Profession
- HCE 604 Career Development
- HCE 605 Psychological Measurement and Evaluation
- HCE 620 Fundamentals of Counseling Theories
- HCE 621 Fundamentals of Counseling Skills
- HCE 626 Group Process and Procedures
- HCE 627 Group Counseling Practicum
- HCE 690 Individual Counseling Practicum Seminar
- HCE 691 Individual Counseling Practicum Laboratory

HCE 664 Culture, Tradition, and Diversity or HCE 612 Multicultural Counseling: Social
& Cultural Foundations of Helping Diverse Families
HCE 668 Human Development

Required Specialty Courses (21 credits)

HCE 640 Professional Issues for Mental Health Counselors
HCE 642 Perspectives in Chemical Dependency
HCE 644 Crisis Intervention
HCE 645 Diagnosis and Treatment Planning
HCE 686 Internship in Counselor Education (9 credits – 900 hours)

Electives (6 credits)

TOTAL: 63 Credits

Substance Abuse Counseling Expertise Area

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master's degree. This expertise is available as part of the clinical mental health counseling specialty. Students who complete this expertise area as part of their master's degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine. The following courses are required for the expertise area:

HCE 642 Perspectives on Chemical Dependency
HCE 643 Psychopharmacology, Substance-Related Disorders & Integrated Dual-Disorders
Treatment
HCE 644 Crisis Intervention
HCE 650 Basic Concepts in Couple and Family Counseling
HCE 686 Internship in Counselor Education (6 credits – 600 hours in an in-patient/out-patient
substance abuse treatment facility)

Expertise in Family Systems

For those persons interested in working in the area of family systems, the counselor education program offers coursework with a focus on counseling families, and in incorporating systemic perspectives even when counseling individuals. This area is available for masters and CAS students. The following courses are required for this area of expertise:

HCE 650 Basic Concepts in Couple and Family Counseling
HCE 670 Application of Family Systems Theories
HCE 686 Internship in Counselor Education (3 credits – 300 hours focused on family
counseling that is supervised by a supervisor trained in family systems approaches)

INTERNSHIP OVERVIEW

Clinical mental health counseling students must complete 900 clock hours (9 credit hours) of internship, and 360 (40%) of those hours must qualify as direct service. See “Definition of Direct Service with Clients” below.

For students who have done internship in three semesters of 300 clock hours (3 credit hours each) this workload will translate into 45 weeks of 20 hours per week. Internship can also be done in two semesters of 450 clock hours. This workload translates into 30 hours per week over the course of two 15 week semesters. These options are two possible ways to structure internship hours. Other arrangements can be made to fit into a student’s life situation and should be discussed with the academic advisor and site supervisor as necessary.

Typical Activities of Clinical Mental Health Counseling Interns. Typical activities we expect our clinical mental health counseling students to experience:

1. Orientation to mental health agency
 - familiarity with office materials, agency policies and procedures
 - understand philosophy and objectives
 - understand the role of measurement and evaluation within the agency
2. Individual Counseling
 - exposure to individual counseling and therapy
 - maintain caseload of individual clients/patients
 - implementation of appropriate theoretical interventions
 - engage in treatment planning
3. Group Counseling
 - active and regular involvement as a group co-facilitator
 - direct group facilitation after proper on-site training
4. Coordination and management activities
 - referral - identify outside service agency staff
 - participate in staff meetings
 - consult with staff; meet with agency direct
 - record keeping
5. Assessment
 - engage in intake assessment and diagnosis
 - provide follow-up & interpretation of standardized tests used in the setting
 - assist with program evaluation and research
6. Supervision and Evaluation
 - regular clinical supervision
 - on-going self evaluation
7. Education
 - exposure to various intervention strategies as deemed appropriate by field supervisor
 - workshop attendance, outside reading, etc.

Typical Activities of the Substance Abuse Expertise:

1. Intervention
 - confrontation-exposure to dealing with denial of addicted persons
 - referral to primary treatment
 - family awareness of illness

2. Individual Counseling
 - exposure to individual counseling and therapy
 - maintain caseload of individual client/patients
 - implementation of appropriate theoretical interventions
3. Group Counseling
 - active and regular involvement as a group co-facilitator
 - direct group facilitation after proper on-site training
4. Supervision
 - regular and consistent clinical supervision; on-site at least 1 hour per 10 hours on site
5. Education
 - exposure to various intervention strategies as deemed appropriate by field supervisor
 - workshop attendance, outside reading, etc.
6. Case Recording
 - maintenance of accurate and up-to-date clinical histories and treatment plans on each client/patient seen
7. Diagnosis
 - diagnoses of clients utilizing diagnostic and statistical manual criteria

The internship should be in both in-patient and out-patient facilities over the course of 600 hours. Overall, approximately 40% of an intern's time should be spent in direct client/patient contact in a counseling capacity with both an in- and out-patient basis.

It is understood that some activities must be conducted only in conjunction with the supervisor or other designated person. However, most activities may be experienced in stages, first as an observer, then as a co-leader or equal member, and then as the independent leader.

Definition of Direct Service with Clients. Direct service with clients means:

1. Counseling - assisting individuals, families or groups through the counseling relationship to develop understanding of intrapersonal and interpersonal problems, to define goals, to make decisions, to plan a course of action reflecting their needs, and to use information and community resources, as these procedures are related to personal, social, educational and vocational development.
2. Consulting - applying of scientific principles and procedures in counseling to providing assistance in understanding and solving a current or potential problem that the consultee/client may have in relation to a third party, be it an individual, a family, a group or an organization.
3. Referral - determining the advisability of referral to other specialists, informing the counselee of that judgment, and communicating as requested or deemed appropriate with referral sources.
4. Assessment - selecting, administering, and interpreting instruments designed to assess personal, interpersonal and group characteristics.

For the purposes of internship here are the activities with clients that constitute direct service:

- Individual counseling
- Individual consultation
- Group counseling
- Group consultation
- Telephone counseling
- Telephone consultation
- Teaching/instructing
- Intake/Assessment
- Assessment
- Referral

General Expectations for Students. Students should gain a thorough knowledge of the placement site, its goals, objectives and operating procedures and structure. Students are expected to:

1. Spend a minimum of 100 clock hours per course credit hour in the assigned setting.
2. Meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in the internship seminar for each semester they are registered. Counseling students are required to register for at least 2 credits for the summer internship section. In the spring and fall semesters students should register for the number of credits that match the number of on-site hours they expect to complete during the semester.
3. Complete as soon as possible a goal contract in conjunction with the site supervisor and faculty supervisor.
4. Appropriately use audio and/or video tapes for supervision. Taping is an expectation for all students at all sites.
5. Maintain a weekly log of internship activities. The purpose of this log is to assist in the process of determining progress toward meeting your goal contract and related on-going goals, in the required number of hours. Logs should reflect total hours of supervision and direct service for each week.
Interns are required to complete both pages of the log (the weekly summary [page #1] and weekly log of activities [page #2]). Logs will be maintained as part of the student's file and serve as the primary means for documenting internship and supervision hours.
6. Provide a final report on activities, including a self evaluation, as well as an evaluation of the placement site. Copies should be given to the site supervisor as well as the faculty supervisor. At the completion of the internship, all logs will be stored in the department. Logs will be kept on file in the Department for several years. After that time, they will be destroyed and a summary of internship activities for each student will be maintained as a permanent record. Students should maintain a copy of all internship logs for their own records.
7. In the event that a student registers for the internship and do not complete the required number of hours by the end of the semester, they will be assigned an incomplete (I) grade. A grade change will be submitted once students who have earned an incomplete (I) grade submit all required logs, evaluations and papers. Students are expected to attend all seminar classes while completing internship hours.
8. Students should attempt to gain as wide a variety of experiences as possible while at the placement site, including staff conferences, training or other experiences that are normally encountered in that type of setting.
9. The following is a list of expectations students should have met prior to the internship. Students are expected to:
 - have a clear view of their goals and objectives and expectations for the internship.
 - be able to identify and seek out support systems.
 - be able to establish relationships with staff.
 - understand the concept of confidentiality and privileged communication, as well as other legal and ethical issues.
 - have a clear perspective of role definition.
 - make a commitment of time for professional meetings, conferences, sessions with site supervisor, as well as to other appropriate activities.
 - understand that they work within a system and must accept that or seek another placement.
10. In the unusual circumstance that a student wants to drop or change his/her internship site, efforts should first be made to address the dissatisfaction with faculty and site supervisors. If the issues are not resolved and the student decides to leave the placement, he/she should:
 - Immediately notify both faculty and site supervisors of the decision.
 - Work with agency/organization to professionally terminate with staff and clients when appropriate.
 - Inform faculty and site supervisor by letter stating the rationale for changing the internship, e.g. activity was inconsistent with goal contract.

11. The final grade will be determined on the qualitative aspects of the student's internship by the faculty supervisors. The quantitative aspects of this experience serve only to establish minimum contact time. The final grade will be based on:
 - how well the goals and objectives of the internship contract have been met
 - how well the expectations of the semester--as detailed on the previous page--have been met
 - the site supervisor's evaluation
 - the student's self evaluation
 - the faculty supervisor's evaluation.

Procedures for Addressing Unsatisfactory 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 faculty and site supervisors to discuss the student difficulties and develop a plan of remediation.
2. collaboratively decide on corrective action that includes:
 - specifying the specific area(s) of weakness;
 - delineating concrete steps to remedy the problem(s);
 - identifying how each step will be evaluated;
 - 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.

General Expectations for Site Supervisors. The site supervisor is expected to:

1. schedule time for supervision with the student on a regular basis. A minimum of one hour per week is expected.
2. provide the student with ample experiences appropriate to the school, agency, hospital, or business
3. provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
4. assist the student to become an accepted member of the staff.
5. provide adequate facilities for the student to carry out assigned responsibilities.
6. provide a wide variety of experiences as possible for the student.
7. assist the student in a periodic self evaluation.
8. provide the student intern the opportunity to audio and/or video tape their interactions with clients.
9. be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
10. during the next to last week of the semester, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file.

General Expectations for Faculty Supervisor. The faculty supervisor is expected to:

1. conduct an introductory contact with the site supervisor. This will usually be via letter just prior to the beginning of the semester or during the first week.
2. conduct class meetings or seminars at least every other week throughout the semester.
3. visit the site supervisor and the student at the internship site at least twice during the semester.
4. assist students in processing their new knowledge.
5. assist students to integrate their experiences with theory and research.
6. evaluate the internship sites and the site supervisor.
7. evaluate the student and discuss that evaluation with him/her.

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program

APPLICATION FORM
HCE 686 - Internship in Counselor Education

This form must be completed in advance of the starting date of your supervised internship so that supervisory arrangements may be considered. Specific deadline dates are: April 1 of the previous year for spring, September 1 for summer & December 1 of the previous year for fall. Please send this completed form to, Counselor Education Program, 8 Bailey Hall, USM, Gorham, ME 04038. This is only an in-house application, program staff will register students 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 _____

_____ Bus. Telephone: _____

You must pass the CPCE comprehensive examination prior to taking internship. Date taken (or will take): _____

I plan to take the Internship during the following semester(s): fall ____; spring ____; summer ____ Year _____

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

Below is a list of courses required prior to internship. Look under the column for your specialty area, if there is a clear box for that course, provide the semester and year you completed (or will complete) this course.

Course	School	Rehab.	Clinical
HCE 690/691 Individual Counseling Practicum Seminar/Lab			
HCE 607 School Guidance Programs & Services		XXXXXXXX	XXXXXXXX
HCE 604 Career Development		XXXXXXXX	XXXXXXXX
HCE 609 The Practice of Counseling		XXXXXXXX	XXXXXXXX
HCE 644 Crisis Intervention (may be taken concurrently)	XXXXXXXX	XXXXXXXX	
HCE 645 Diagnosis & Treatment Planning (Most sites like their interns to take this course during the first session of internship.)	XXXXXXXX	XXXXXXXX	
HCE 622 Counseling Children & Adolescents *		XXXXXXXX	XXXXXXXX
HCE 611 Medical & Psychological Aspects of Disability	XXXXXXXX		XXXXXXXX
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families /or HRD 664 Culture, Tradition & Diversity	XXXXXXXX		XXXXXXXX
HCE 615 Vocational Counseling & Placement in Rehabilitation	XXXXXXXX		XXXXXXXX

*If you plan to work with children or adolescents, you must take the HCE 622-Counseling Children & Adolescents course.

I have previously completed an Internship course. If so, please indicate date & location:

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program

HCE 686 Internship in Counselor Education

Site Selection Form

It is important that we maintain accurate records of this in order for us to contact supervisors and conduct field visits. Please provide the following information and return to Kerry Bertalan as soon as your site(s) have been approved. You have four ways to return this form: (1) Mail (or deliver in person) to: Kerry Bertalan, SEHD, 8H Bailey Hall, USM, Gorham, ME 04038; bertalan@maine.edu; or Fax: 207-780-5315.

Student: _____ Credit hours registered for _____

Telephone: (Home) _____ (Work) _____

E-mail: _____

(1)
Site Supervisor: _____

School/Business/Agency Name: _____

Address	City	State	Zip
---------	------	-------	-----

Telephone: _____ E-mail: _____

Schedule at internship placement* (days & times):

(2)
Site Supervisor: _____

School/Business/Agency Name: _____

Address	City	State	Zip
---------	------	-------	-----

Telephone: _____ E-mail: _____

Schedule at internship placement* (days & times):

*You can submit your schedule to your faculty supervisor at the beginning of the semester.

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program

Course Number: HCE 686

Semesters: ___ Fall Year: _____
 ___ Spring
 ___ Summer

COUNSELING INTERNSHIP MEMO OF UNDERSTANDING

Site: _____

Address: _____

Telephone: _____

This Memo of Understanding is entered into between _____
(site supervisor's name)

site supervisor for _____, an internship student from the University of
(student's name)

Southern Maine, School of Education and Human Development, Counselor Education Program as represented

by _____.
(university supervisor's name).

The site supervisor agrees to assume responsibility for assisting the internship student in conducting activities related to his/her program experience. These activities are here defined between the student and the Counselor Education Program and are agreed to by the site supervisor.

The university faculty supervisor agrees to:

1. conduct an introductory contact with the site supervisor. This will usually be via letter just prior to the beginning of the semester or during the first week.
2. conduct class meetings or seminars at least every other week throughout the semester.
3. be available for consultation with the site supervisor either personally or by phone.
4. visit the site supervisor and the student at the internship site at least twice during the semester.
5. assist students in processing their new knowledge.
6. assist students to integrate their experiences with theory and research.
7. examines student logs ensuring accurate recording of activities and sufficient direct service (40%).
8. for rehabilitation interns only--provide weekly supervision where the agency supervisor is not a Certified Rehabilitation Counselor (CRC).
9. evaluate the internship sites and the site supervisor.
10. evaluate the student and discuss that evaluation with him/her.

The site supervisor agrees to:

1. provide documentation of training in supervision; if the site supervisor has no prior training in supervision, a training module is provided through the USM Counselor Education webpages:
https://usm.maine.edu/sites/default/files/counselor-education/Supervision_Training.pdf
 - a. Upon attesting to completion of this training, continuing education credits will be awarded.
 - b. By signing below, the site supervisor acknowledges reading and understanding the importance of this step:

2. orient students to agency/school activities, personnel and policies, particularly procedures surrounding confidentiality, due process, and risk assessment.
3. schedule time for weekly supervision throughout the internship; a minimum of one hour per week of individual supervision
4. provide training and supervision needed for students to follow the policies and procedures of the school, agency, hospital, or business where the internship is being completed.
5. assist the student to become an accepted member of the staff.
6. provide adequate facilities for the student to carry out assigned responsibilities.
7. provide as wide a variety of experiences as possible for the student.
8. assess ongoing intern performance and facilitate student self-evaluation.
9. provide the student intern the opportunity to audio and/or video tape their interactions with clients.
10. be available to meet with the faculty supervisor on scheduled visits and to advise the faculty supervisor of any problems which arise in connection with the student's progress.
11. During the next to last week of the semester, develop a written evaluation of the student's performance. This should be sent directly to the faculty supervisor and will assist in determining a course grade. The evaluation will be treated as non-confidential and retained in the student's file. A suggested format is included in the Supervisor's Handbook.
12. If your agency/school requires home visits, please check here _____. I agree to review the following Supervisor Checklist with my intern(s) in advance of each new home visit.
 - o All home-visit clients seen by an intern individually must be screened in a face-to-face meeting with agency staff first determining whether an individual visit is appropriate.
 - o Identify the importance of the insurance liability coverage and understanding the limits to his/her policy depending on the scope of coverage to the student.
 - o Identify where ethics of confidentiality and a potential breach would be in the best interest of the client should the client's behavior place student or the client at-risk.
 - o Exchange cell #s with student and supervisor in advance of scheduling home visits.
 - o Students must create a schedule of weekly planned home visits including the date, time, client's name, collateral names (relative, liaison) and address/location of planned visit(s) that will be shared with the supervisor.
 - o If supervisor discovers that a student is not at an expected home visit location according to the schedule, the supervisor will contact the student to determine if he/she requires assistance or to ensure he/she is not in an unsafe setting.
 - o Should the supervisor become aware of potential increased risks within a client's home, he/she will immediately notify the supervisor who will assess the risk to determine whether or not home visits can continue.
 - o When supervisors learn there could be risk of harm to students or clients during sessions in the home, they will rescind permission for home visits and involve law enforcement at their discretion.

Please initial here _____ that you have reviewed the above policy and agree to review the Supervisors Checklist with your intern(s) in advance of each new home visit.

The student intern agrees to:

1. act in a manner consistent with the ACA and/or ASCA Codes of Ethics.
2. be responsible for _____ hours/week at the internship site.
3. be responsible for being available to the site supervisor for supervision for one hour/per week.
4. comply with the rules and regulations of site (e.g., report writing, in-service training, etc.).
5. spend a minimum of 100 clock hours per course credit hour in the assigned setting.
6. meet on a regular basis for a seminar with other internship students. Students who divide the internship credit hours over two or more semesters must participate in internship seminar for each semester they are registered.
7. complete a goal contract in conjunction with the site supervisor and faculty supervisor.
8. maintain a log of internship activities.
9. appropriately use video recordings for supervision.
10. provide a final report on activities, including a self evaluation, as well as an evaluation of the placement site. Copies should be given to the site supervisor as well as the faculty supervisor.

Advising Students Who See Clients in the Home

Supervisor Checklist: *Review each of the following with your student(s) in advance of their home visits.*

- All home-visit clients seen by an intern individually must be screened in a face-to-face meeting with agency staff first determining whether an individual visit is appropriate.
- Identify the importance of the insurance liability coverage and understanding the limits to his/her policy depending on the scope of coverage to the student.
- Identify where ethics of confidentiality and a potential breach would be in the best interest of the client should the client's behavior place student or the client at-risk.
- Exchange cell #s with student and supervisor in advance of scheduling home visits.
- Supervisor screens all clients through face-to-face contact for appropriateness of home sessions
- Students must create a schedule of weekly planned home visits including the date, time, client's name, collateral names (relative, liaison) and address/location of planned visit(s) that will be shared with the supervisor.
- If supervisor discovers that a student is not at an expected home visit location according to the schedule, the supervisor will contact the student to determine if he/she requires assistance or to ensure he/she is not in an unsafe setting.
- Should the supervisor become aware of potential increased risks within a client's home, he/she will assess the risk to determine whether or not home visits can continue.
- When supervisors learn there could be risk of harm to students or clients during sessions in the home, they will rescind permission for home visits and involve law enforcement at their discretion.

Student/Supervisee Checklist- Be Safety Conscious When in a Client's Home: *Check with student(s) that they adhere to these precautions before making visits to a client's home.*

- Make sure that your supervisor/program knows when you go to a client's home and where that client's home is. Be clear about where you are going and how long you'll be there seeing the client. You can do this via phone when you arrive at the client's home in the client's presence but it might be easier to do it first and then let your client know you just called the office.
- Inform the client when you arrive that you're required to report to your supervisor following each visit to give an update from the session.
- On entering the home, be sure you know where the exits are, where there is a telephone and who else is present in the home. If it's the first time you see the home, ask the client for a tour of his/her home.
- Ask about family pets and whether any are spooked in the presence of strangers. Avoid contact with pets which may potentially bite or injure you.
- Be alert to notice any weapons or objects that can be used as weapons, as well as where hazards might be present in the home, e.g., unsafe heating.
- Be sure to have your cell phone with you and turned on, or at least check to ask to use a house phone if needed to call your supervisor after the session.
- Always be aware of where the nearest exit is in case of potential threats including fire; plan your escape route in case of any problems.
- Try to position yourself so you always have a clear route to an exit.
- If something does not feel right, immediately leave the premises.

University of Southern Maine
Counselor Education Program
HCE 686 – Internship

INTERNSHIP LOG

NAME: _____

SITE: _____

FOR WEEK BEGINNING: _____ LOG SHEET #: _____

	ACTIVITIES			TOTAL TIME
	Direct Service	Supervision	General	
TOTALS PRIOR TO THIS WEEK				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
WEEKLY TOTAL				
TOTALS TO DATE				

Intern Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

NOTE: Interns are required to complete both pages of the log (the weekly summary—page #1 and weekly log of activities—page #2).

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
7:15							
7:30							
7:45							
8:00 AM							
8:15							
8:30							
8:45							
9:00 AM							
9:15							
9:30							
9:45							
10:00 AM							
10:15							
10:30							
10:45							
11:00 AM							
11:15							
11:30							
11:45							
12:00 PM							
12:15							
12:30							
12:45							
1:00 PM							
1:15							
1:30							
1:45							
2:00 PM							
2:15							
3:15							
3:30							
3:45							
4:00 PM							
4:15							
4:30							
4:45							
5:00 PM							
5:15							
5:30							
5:45							
6:00 PM							
6:15							
6:30							
6:45							
7:00 PM							
7:15							
7:30							
7:45							
8:00 PM							
8:15							
8:30							
8:45							

University of Southern Maine
 Counselor Education Program
 HCE 686 - Internship

GROWTH ORIENTED EVALUATION OF INTERN COMPETENCIES

GENERAL COMPETENCIES

Please complete this page and the next to discuss with the intern after ten (10) weeks of the term. It is intended to enable the intern to work on areas for improvement.

Name of Intern _____ Date _____

Name of Supervisor _____

DIRECTIONS: Please circle the area that best describes the performance of the intern.

- 1 Highly Adequate
- 2 Adequate
- 3 Need for Growth

COMPETENCY	RATING
1. Listens to and appears interested in person(s) to whom he/she is talking.	1 2 3
2. Helps co-workers understand his/her goals and values.	1 2 3
3. Uses clinically sound judgment and skills in working with clients.	1 2 3
4. Uses a number of different approaches in dealing with clients.	1 2 3
5. Is knowledgeable about using the DSM.	1 2 3
6. Is able to develop congruent and useful treatment plans.	1 2 3
7. Consults with more knowledgeable clinicians when the need arises.	1 2 3
8. Is familiar with strategies and procedures for client placements and referrals.	1 2 3
9. Deals ethically with confidential matters.	1 2 3
10. Is informed of and uses relevant information, research findings and theory in dealing with clients.	1 2 3
11. Appropriately interprets data from tests and other sources.	1 2 3

University of Southern Maine

Counselor Education Program
HCE 686 – Internship

**GROWTH ORIENTED EVALUATION OF INTERN COMPETENCIES
DEMONSTRATION OF PERSONAL CHARACTERISTICS**

Intern: _____ Date: _____

Supervisor: _____

DIRECTIONS: Please circle the rating which you feel best describes the intern's ability with respect to the following statements.

- 1 Highly Adequate
- 2 Adequate
- 3 Need for Growth

CHARACTERISTICS	RATING
1. Demonstrates sensitivity to others, their feelings and their concerns.	1 2 3
2. Demonstrates ability to establish and maintain empathic relationships with others.	1 2 3
3. Demonstrates ability to communicate and relate effectively with staff and other persons outside the agency.	1 2 3
4. Demonstrates objectivity when working with individuals.	1 2 3
5. Demonstrates open-mindedness and acceptance of the values and needs of each person as an individual.	1 2 3
6. Demonstrates patience and tolerance for ambiguity in the absence of rules and stated policies.	1 2 3
7. Demonstrates confidence, belief and trust in the client's potential for change and growth.	1 2 3
8. Demonstrates maturity and emotional stability.	1 2 3
9. Demonstrates a sense of adequacy and self-worth as a person.	1 2 3
10. Demonstrates an openness to new experiences, and a willingness to make needed and purposeful changes	1 2 3
11. Demonstrates knowledge of and practices the counselor's professional code of ethics.	1 2 3
12. Demonstrates sincerity and honesty in relationships with others.	1 2 3
13. Demonstrates a willingness to accept and work with all clients.	1 2 3
14. Demonstrates self-insight and self-understanding.	1 2 3
15. Demonstrates interest in professional and self-growth activities.	1 2 3

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program

RELEASE OF INFORMATION

I, _____, authorize and request _____
under supervision of _____ to release information obtained in the
course of my counseling for the time period of _____ to _____ (dates)
to the agency or individual below:

Name: _____

Address: _____

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 use/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;
- 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, or other adverse consequences;
- 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.

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

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

Signature

Date

Authorized Representative

Signature of Witness

Relationship to Client (if signed by authorized person) _____

University of Southern Maine
Counselor Education Program
HCE 686 – Internship

INTERNSHIP FINAL EVALUATION
Supervisor’s Form
(Suggested Format for Site Supervisor's Final Evaluation)

It is requested that your evaluation be in the form of a letter, addressing the following general areas.

1. Professional Manner

2. Personal Relations (considered most important)
 - with clients
 - with staff members
 - with supervisor

3. Knowledge about the field
 - principles and purposes
 - resources (tools and information)

4. Prognosis
 - promise in the field
 - limitations noted and/or growth needed

You may include any additional comments you feel are pertinent.

We welcome feedback about the USM internship itself! Please make any additional comments and/or suggestions you have about the internship program on a separate piece of paper. These comments would be to evaluate the organization and supervision of the program (not of the individual intern), and would help improve the overall program.

Thank you for all of your work with our interns.

Please return to: Counselor Education Program
8 Bailey Hall
University of Southern Maine
Gorham, ME 04038

UNIVERSITY OF SOUTHERN MAINE

Counselor Education Program
HCE 686 Internship

INTERNSHIP FINAL EVALUATION

Suggested Format for Student

Please write whatever comments you wish to indicate the meaning that your particular internship program had for you. This is primarily intended to serve as an evaluation of you and the program. All materials will be confidential.

1. Present a description of the internship program at the site where you worked. Write it so that the program can be understood by someone not familiar with the placement site.
2. What, in your opinion, are the strengths and weaknesses of the internship site in which you participated? (The intent of this question is to compare your theoretical background preparation with the on-the-job circumstances you experienced.)
3. What did this internship do for you as a professional?
4. What did this internship do for you as a person?
5. List books and readings that have helped you in your internship.

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 responds 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 recognizes 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.
- 2

END OF SEMESTER
_____ **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

MIDTERM COMMENTS:

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 _____

FINAL COMMENTS

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 _____

9/2018, Rev