

**NORTH CAROLINA STATE UNIVERSITY**  
**COUNSELOR EDUCATION PROGRAM**  
**MASTERS AND DOCTORAL PRACTICUM/INTERNSHIP HANDBOOK**

**ACADEMIC YEAR**  
**2016-2017**

**Updated by H. Lupton-Smith on 8/25/16**

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## **Defining Professional Counseling**

Definition of Professional Counseling Practice (adopted by the American Counseling Association, 1997):

“The application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systematic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.”

A profession is a vocation requiring special knowledge, skill, and education in a formal department of learning, and a professional is one who belongs to such a learned society or skilled vocation. A professional displays the methods, skills, principles, and values of the chosen vocation in such a way as to be distinguished from an amateur.

Criteria for attributing professional status to a vocation have been suggested by counselor educators such as Herr (1989). These include:

1. Members are educated to serve community rather than self-interests.
2. Practitioner behaviors are internally regulated through early defined standards of practice and ethical codes.
3. An institutional culture and socialization process exists and is perpetuated through formal training programs.

Descriptions of professionalism among counselors in training compiled by Johnson and Reilly (1997) include:

1. Internalized attitudes, perspectives, and personal commitments to the standards, ideals, and identity of a profession
2. A process rather than a product
3. Active participation and leadership in professional organizations
4. Continuing professional growth and knowledge
5. Acquiring appropriate credentials

Counseling is a profession. Counseling in education has two broad categories of disciplines that serve as the “formal departments of learning” underpinning the profession. The behavioral science disciplines counselor education has drawn upon in the formation of its knowledge base include anthropology, economics, psychology, and sociology. Education serves as the applied professional base.

Professionals in counseling strive to improve the profession, develop a personal philosophy for professional relationships, evaluate the effects of their work, and engage in continuous professional development (Johnson & Reilly, 1997). The purpose of the practicum and internship (supervised field practice) is professional development. The goal of the year of field experience is to prepare counselors-in-training for the duties and responsibilities of being a professional counselor.

## Vision Statements

### North Carolina State University (NCSU)

The mission of NCSU is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement, NCSU creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, NCSU provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

### College of Education (COE)

**[Mission]** The COE is a voice of innovation for learning across the lifespan. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

**[Vision]** To be a nationally ranked, research-intensive, professional COE with distinction for working, teaching, and learning in technology enhanced environments.

### Counselor Education (CE)

The Counselor Education program at NC State shares the University's land grant **Mission**. Through our Scientist-Practitioner and School-College -Community Collaboration Model, we train culturally competent counselors and counselor educators who are able to work collaboratively across settings to effectively lead, serve, and advocate for the academic, career, and personal-social development of children, adults, families, and communities. Our **Vision** is to push forward the frontiers of knowledge: Advanced video, computer, and networking technologies do and will continue to link Counselor Education graduate students and faculty with regional, state, national, and international partners in teaching, research, and service endeavors designed to offer hope to persons with the least access to educational and career opportunities afforded by life in the 21<sup>st</sup> century.

## Frequently Asked Questions (FAQs)

The opportunity for supervised field experience is an important milestone in the development of professional counselors. It is usually a time of great excitement for most students, but it can also be a time of uncertainty and anxiety as well. Accordingly, we thought it might be useful to discuss some of the general concerns Counselor Education students have voiced in the past through a series of frequently asked questions (FAQs). Since this list is not intended to be exhaustive, your particular question may not be among those assessed. Please feel free to ask your concentration coordinator or Practicum group supervisor about any concerns you may have relative to your supervised field experience.

### 1. Who is my concentration coordinator?

The different counseling specialty groupings in the Counselor Education Program are called *concentrations* instead of tracks. The concentration coordinators are:

Dr. Baker (School Counseling)

Dr. Marc Grimmett (Clinical Mental Health Counseling)

Dr. Raymond Ting (College Counseling and Student Development)

The concentration coordinators also serve as the university supervisors during internships. Dr. Helen Lupton-Smith is serving as the Clinical Coordinator.

### 2. What is CACREP, and what do NCC and LPC mean?

CACREP is the acronym for Council for the Accreditation of Counseling and Related Education Programs (<http://www.cacrep.org/>). The four programs (3 master's level concentration programs and the doctoral program) are all CACREP accredited.

The National Certified Counselor, or NCC designation is obtained through a national examination and is a prerequisite for any specialty certification from the National Board of Certified Counselors (NBCC) (<http://www.nbcc.org/>).

LPC is the acronym for Licensed Professional Counselor. In North Carolina, LPCs are able to engage in private practice and possibly collect third party (insurance company) payments (<http://www.ncblpc.org/newsletter.html>).

Talk with your concentration coordinator for more detailed information about any of these areas.

### 3. How many hours are involved in the Practicum, and what are the basic requirements?

The basic requirements of the Practicum include but are not limited to: 100 hours or more of counseling and counseling related activities. At least 30 hours of the 100 hours should involve counseling individual clients, and at least 10 should involve group counseling, group guidance, or group psychotherapy. Therefore, a total of 40 hours of direct service to clients must be met.

**4. Do all of my sessions need to be taped?**

No. You are required to submit a **minimum** of 10 videotapes, **as assigned**, throughout the semester. In rare, extenuating circumstances it may be possible to work out an alternative arrangement with your Practicum Instructor, site supervisor, and Concentration Coordinator (e.g., audiotaped sessions accompanied by full transcriptions). The sites that agree to serve as placement sites also agree to allow recording of counseling sessions for the purpose of supervision.

**5. Why aren't all of the students in my Practicum group from the same concentration?**

The Practicum groups are heterogeneous for two basic reasons. First, it is important for the students from different concentrations to learn about the problems, issues, and concerns other students in different concentrations face and how they try to address them. Second, the number of students representing the various concentrations varies each year and so do the specialties of the Practicum supervisors. Supervision groups during internships, however, will be homogeneous by concentration.

**6. Why aren't all the Practicum groups working on the same thing at the same time?**

Each Practicum supervision group is expected to progress at the pace that is best for the members of that group. Since the Practicum supervision groups are operated as concerns based groups, some may spend longer on some topics than other groups. Some may even address new topics that are not part of the original syllabus especially if the Practicum group supervisor believes the group will benefit from this new information.

**7. Why do some Practicum groups have requirements that others do not have?**

The overall requirements for each Practicum supervision group are essentially the same. The differences that do occur with the different Practicum groups reflect the interests and experiences of the various Practicum group supervisors as well as the program's concern for continually improving the Practicum experience. Each year the supervisors discuss the different approaches they have used in their respective sections and each year the curriculum is changed to incorporate the most effective innovations and to delete those that are no longer useful or appropriate.

**8. Is it possible to change Practicum supervision groups?**

It is possible to change Practicum supervision groups during the first week of classes, but only under extenuating circumstances.

**9. Do I have to stay at the same placement site for Practicum and Internship?**

Normally students remain at the placement site for Practicum and Internship. However, there have been occasions when students have moved to another site during Internship. All changes in placement sites must be approved, in writing, by the student's concentration coordinator and clinical coordinator prior to the change.

**10. Is it possible to spread my Practicum and Internship over more than two (2) semesters?**

Spring 2017 Practicum can only be completed in the Spring. Internship will follow Practicum and will be completed over 2 semesters: Internship I in the following Fall

(300 hours) and Internship II in the Spring (300 hours). A student may apply to take internship in 1 semester by submitting a formal request to the students' faculty advisor but the Counselor Education program believes that best clinical practice includes completing Internship over 2 semesters. (See Appendix I)

**11. The requirements for the Practicum seem to be much more extensive than the requirements for other classes. Are all these requirements?**

The requirements of the Practicum meet the *minimum standards* of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) guidelines. Students who expect to become LPCs will have to meet additional supervision requirements

**12. Is it possible to take another course while enrolled in Practicum?**

A course that is a prerequisite for the Practicum such as ECD 530 Theories of Counseling or ECD 562 (Techniques of Counseling) cannot be taken concurrently with the Practicum. However, other courses may be taken at the same time as Practicum

**13. If I think I have been treated unfairly during the Practicum or internship, what do I do?**

If your concern is about the way you are being treated off campus or at your placement site, you should immediately inform your Practicum group supervisor and your concentration coordinator. The three of you may then decide how best to proceed. The clinical coordinator can also be helpful in this kind of situation.

If your concern is about the way you are being treated on campus in your Practicum supervision group, and your complaint does not involve illegal or criminal behavior, you should first seek to resolve the issue (s) with your Practicum supervisor. If this is not possible due to the nature of the complaint or if the outcome of the meeting is not satisfactory, you may share your concerns with the clinical coordinator or your concentration coordinator who is usually your advisor.

The concentration coordinator and/or the clinical coordinator will try to help you resolve the complaint informally and will call your attention to the Department, College, and Graduate School Grievance procedures presented on pp.17-18 in the program's student handbook.

**14. What will happen if I do not accumulate the 100 hours of counseling related activities I need for the Practicum?**

First, please note that it is highly unlikely that this situation will occur if you have an approved Practicum site at the beginning of the semester and your site supervisor is aware of the taping requirement. If you have ANY difficulties at your placement site notify your Practicum group supervisor immediately.

Students who have not completed an adequate number of tapes by mid-semester will receive an unsatisfactory grade report at that time. Students who fail to complete the requirements of the Practicum prior to the end of finals week will receive a "U" for the

semester and will need to retake the Practicum the following Spring semester to make up deficits and therefore not be able to continue with their Internship until the following year, delaying their graduation date. (Please see FAQ #10).

Students who do not attend class or their individual supervision sessions regularly, who do not complete their assignments, or who do not submit taped counseling sessions in a timely manner will receive the letter grade “U” for the semester.

**15. If I accumulate more than 100 hours of counseling related activities during Practicum, can I begin counting hours toward the internship experience? Can I end my Practicum class early?**

No. Hours accumulated during the semester can only be counted toward the Practicum experience.

**16. Can I begin or participate in my Practicum experience during the semester before Practicum starts or the summer before Internship starts and begin accumulating hours toward my overall required total?**

No. Because you can only be supervised by program faculty during the official academic semester, it is not possible to count these hours toward your total required hours. The 100 hours, both direct and indirect are considered supervised practice hours, meaning that you are receiving both site and university supervision during the time of accrual. You may begin your Practicum experience early for orientation, administrative, or other such duties, but UNDER NO CIRCUMSTANCES ARE YOU PERMITTED TO CONDUCT DIRECT SERVICE ACTIVITIES PRIOR TO THE START OF THE PRACTICUM.

**17. What is CCERC and how does it fit into my overall Practicum or Internship experience, hours, and taping requirements?**

CCERC (Community Counseling, Education and Research Clinic) is located inside the WELL (Wade Edwards Learning Lab) at 714 St. Marys St, Raleigh NC. CCERC is a community counseling clinic sponsored by the Counselor Education program. Graduate student interns who staff CCERC provide counseling to community clients under the supervision of program faculty. On a yearly basis CCERC offers two paid graduate assistantships to doctoral students from the Counselor Education program and accepts three masters interns through an application process.

# LEAD & SERVE

LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

**LEAD** and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge, as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE**: elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

## General Course Information

**Course Prefix and Title:** ECD 642 Practicum in Counseling (Spring, 2016)

**Course Catalog Description:** Student participation in introductory supervised individual and group counseling experiences in a school, college, or agency setting.

**Number of Credits:** 3 credit hours

**Class location:** TBA (for group meetings)

**Meeting Time:** This course consists of weekly group and individual meetings. Group meetings will be held on Mondays from 5:15-6:45pm. The instructor will assign each student a specific day and time to meet weekly for individual supervision at a specified location.

**Course Prerequisites:** Theories of Counseling (ECD 530) and Techniques of Counseling (ECD 562)

**Instructor Information:**

Name: John Smith, NCC

E-Mail: [jsmith@ncsu.edu](mailto:jsmith@ncsu.edu)

Phone: (919) 333-3333

Office Hours: By appointment only

Name: Helen S. Lupton-Smith, PH.D. (Will serve as Clinical Coordinator)

E-Mail: [helen\\_lupton-smith@ncsu.edu](mailto:helen_lupton-smith@ncsu.edu)

Office location: 520-E Poe Hall

Office phone and/or other contact information: (919) 515-2244

Office Hours: By appointment only

**Course Materials:**

There is no textbook required for this course. Instead, students will be assigned journal readings periodically, and should be ready to share reflections, thoughts, and implications for practice with their supervision group. However students may be referring to the text used from

Techniques in Counseling class: ECD 562:

Ivey, A. E., & Ivey, M.B. and Zalaquett,, C.P. (2014). Intentional interviewing and counseling: Facilitating client development in a multicultural society (8<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

### **Course Objectives: Expected Competencies for Practicum Students**

All practicum students are expected to meet certain competencies upon the completion of ECD 642. By the end of this course all students are expected to be able to demonstrate the following basic professional counselor behaviors: (NCDPI #11) (CACREP III.F)

- Demonstrate professionalism as evidenced through submitting all required paperwork and forms which includes the submission of proof of professional liability insurance coverage while participating in Practicum (CACREP I.S)
- Demonstrate an understanding of the developmental/ educational context as well as theories for facilitating optimal development and wellness over the life span (LEAD & SERVE #4, CACREP II.G.3.H.)
- Experience the professional counseling role, its functions and relationships with other human service providers (CACREP II.G.1.B.)
- Demonstrate ethical behaviors and ethical standards of professional organizations and credentialing bodies; including respect, integrity, and personal responsibility (LEAD & SERVE #6; CACREP II.G.1.J.)
- Engage in Reflective self-evaluation and demonstrate an understanding of personal characteristics and behaviors that influence the helping process (LEAD & SERVE #7; CACREP II.G.5.B.)
- Demonstrate a commitment and sensitivity to multiculturalism with regard to cultural, economic, developmental, ethnic, racial, gender, religion, and sexual orientation diversity through course experiences (LEAD & SERVE #8; CACREP II.G.2.B & E)
- Demonstrate practical applications of counseling knowledge: relevant concepts, theories, orientation to wellness and prevention, and skills to sites and clients (LEAD & SERVE #3, #9, CACREP II. G.5.A.,C.,D.,E.,F.,G.)
- Participate in facilitating group counseling experiences and demonstrate an understanding of group facilitation skills, group dynamics, and counseling group theory (CACREP. II.G.6.A.,B.,C.,D.)
- Participate in opportunities to formally evaluate faculty and supervisors who provide curricular and clinical experiences (CACREP.I.BB.)
- Experience and interaction with counseling supervision models, practices, and processes through involvement in the supervision process (CACREP II.G.1.E.)

### **Expected Competencies**

**Interpersonal Skills:** degree to which the individual works effectively with other persons in the setting, e.g., verbal and non-verbal communication skills, ability to establish positive relationships, reactions of other persons)

**Professional Behavior:** includes dependability, use of suggestions and/or constructive criticism; promptness; ability to work independently; willingness to assume responsibility; initiative; and

cross-cultural competence or multicultural sensitivity

**Counseling Knowledge Base:** understanding of and ability to apply in one's role as a counselor counseling theory and research; legal and ethical standards; knowledge of specific intervention techniques; and knowledge of developmental theory

**Counseling Skills and Process:** includes demonstrating basic counseling skills and counseling relationships (e.g., establishing rapport, empathy, diversity, paraphrasing, summarizing)

**Technical Competence:** assessment and evaluation skills; administrative components of counseling such as progress notes, treatment planning and other applicable record-keeping; implementation of individual counseling techniques; implementation of group counseling techniques; ability to plan and implement developmental activities for clients; ability to establish and implement consultation relationships. If you are not certain of your ability to demonstrate any of the above skills or behaviors, please contact your group supervisor for additional instruction in any of these areas.

### **Course Format**

This course is the third component of the Department's clinical experience sequence in the application of counseling theory. The course is a supervised practicum experience offered in several individual seminar sections, which focus on case conceptualization, client assessment and evaluation, oral and written case reporting, and the overall evaluation of counseling performance in individual and group interventions.

Each section of the practicum uses a concerns-based developmental group supervision format or model. In this format or model students are expected to openly discuss current cases and professional issues in counseling, develop their own personal counseling styles, and participate in giving and receiving feedback. Since all supervision groups are concerns-based, all groups will develop their own style and pace for completing the course curriculum. The methods of instruction in all groups will include mini-lectures, demonstrations, group discussion, and student presentations.

Considerable attention will be placed on your personal professional development throughout this course. Therefore, respecting the confidentiality of other students and clients is of great importance. The purpose of this course is to provide participants with the opportunity to further develop their skills in individual counseling, group work, and consultation while under direct supervision.

### **Course requirements:**

#### **Approved Placement**

All students are required to have a placement site that has been approved by their respective concentration coordinator prior to enrolling in ECD 642. **Students who do not have approved sites will not be able to continue in ECD 642.** Securing verification of a site approval is the responsibility of the student. It should be noted that your concentration coordinator must

approved all changes in placement sites.

### **Liability Insurance**

Please note that all students are required to have liability insurance while enrolled in this course.

**Students who do not have liability insurance will not be allowed to continue in ECD 642.**

American Counseling Association (ACA) student liability insurance is available to ACA members. American School Counseling Association (ASCA) student insurance is also acceptable for students in the school counseling concentration. Forms for joining ACA and for obtaining insurance coverage are available in 520 Poe. Applications are also available through ACA's website. Proof of insurance includes the Declarations (or cover) page of the policy, detailing coverage and effective dates of coverage which must span Fall semester. If you do not have this document in time for the first class meeting, please contact ACA and have them fax the declarations page as soon as possible to the Counselor Education, Attention: Dr. Helen Lupton-Smith, at fax: (919) 515-6891; (office phone is 919/515-2244).

### **Attendance Policy**

You are required to attend all group and individual supervision sessions. If you must miss a class or supervision session, please notify your instructor by e-mail at least 48 hours in advance.

Announcements regarding schedule delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations and posted on the university home page on the Internet. If a class meets while the university is operating under the Adverse Weather Policy, individual students will not be penalized for non-attendance and will be allowed to make up any missed work. In the case of an emergency, please contact the Department office and leave a message. **If for any reason you miss more than three (3) group meetings or individual sessions combined, you will be unable to receive a satisfactory grade (S) in this course.**

### **Emergency Procedures**

In case of emergency please contact your site supervisor immediately. After consulting with your site supervisor (or if you are unable to reach your site supervisor), call your instructor John Smith at 919-333-3333. Clinical Coordinator, Dr. Helen Lupton-Smith may also be consulted during this process.

### **Major Assignments/Projects:**

All students, regardless of program concentration, must complete the following course requirements:

1. **A minimum of 100 hours of counseling and counseling related activities.** The 100 hours must include a minimum of 30 hours of counseling with individual clients plus a minimum of 10 hours of group guidance, group counseling or group psychotherapy. Time spent in individual or in-group supervision with the course instructor will not count toward completion of the remaining 60 hours of "counseling-related activities."

2. **A minimum of one (1.0) hour per week of individual supervision with the course**

**instructor.**

The supervision may be based on your videotapes or direct observation by the supervisor. One hour of individual supervision is a minimum. You may request additional time with the course instructor. You must accumulate a minimum of 11 weekly individual supervision hours.

**3. A minimum of one and one-half (1.5) hours per week of group supervision with other master's students.**

The 1.5-hour class meeting on Monday evenings from 5:15-6:45pm constitutes this requirement.

**4. A minimum of 10 recorded counseling sessions.**

Recorded sessions are required, and will only be accepted on approved tablets from the Counselor Education program. Each week submit the following to the instructor: (a) tablet with session recording; (b) student reaction form; (c) individual rating form; (d) client case notes, and (e) signed client consent form. All recordings and corresponding paperwork will be due by Monday during group meetings.

**Due dates for all tapes are listed on the tentative learning schedule below.**

**5. One (1) 30-minute formal case presentation made to the supervision group.**

Format for the case presentation will be discussed in detail prior to the due date.

**6. One (1) Transcription from a Counseling Session:**

Reviewing transcribed counseling sessions provides students and supervisors a concrete platform in which to develop awareness and counseling approaches, interactions and reflection. Students are expected to transcribe 15 minutes of a counseling session in which the student would like to gain additional awareness about a counseling interaction and/or demonstrate specific counseling approaches. Students will provide the transcription to the instructor on the assigned due date and should be prepared to discuss during a later individual supervision session.

**7. Resource Sharing:**

Throughout the semester students will compile a list of resources to use in professional practice. Resources may include therapy manuals, handouts for clients, websites, continuing education trainings, or other materials that enhance counseling practice with clients. Students are expected to contribute a minimum of 5 resources to the list by the date listed below. These resources will be discussed in class on the due date.

**8. Counselor's Toolbox:** For this assignment each student will identify and share a single counseling activity/intervention they utilized in either their individual or group sessions. This is an opportunity to highlight your creativity and strengths as a counselor.

- A. You will give an overview of your activity/ intervention for approximately 5-10 minutes. (Not a presentation- no PowerPoint slides please!)
- B. You will write up a one-page instruction guide for others to use your activity.
- C. Lead the group in discussing the strengths of the intervention, challenges of the intervention, and opportunities for it to be applied in different situations.

**9. Written Reflections (2):** Students will be asked to write two written reflections of the course of the semester. One will be a mid-semester reflection and the other will be an end of semester reflection (due dates listed below). Each reflection should be 2-3 pages, double spaced, and provide deep and insightful information about your growing skills as a counselor, your experiences at your site, challenges and growth, as well as your supervision experience.

### **Evaluation**

The course will use an S-U grading system. The student will have a formative evaluation of professional counseling behaviors that will be conducted throughout the practicum and before the end of the drop period. Final grades will be based upon the following:

1. The student completing all required class assignments.
2. The student demonstrating professional behaviors consistent with the Expected Competencies attached to the syllabus and with the ACA Code of ethics.
3. The student receiving at least a B grade on the Counseling Interview Rating Form
4. The student receiving a 3 rating or higher on each item of the Practicum Evaluation Form.

### **TENTATIVE COURSE SCHEDULE**

Dates and topics are subject to change based on several factors within the group such as: (a) the stage of proficiency of basic counseling skills of individual group members; (b) stage of development of the supervision group; and (c) the need to address topics that arrive from counseling sessions.

1. We will begin class checking in and discussing topics students wish to bring to the group.
2. Next, we will cover a topic identified by the supervisor that has been affecting the group to encourage skill development & counselor growth.
3. Any additional assignments (case conceptualizations/ counselor toolbox) will conclude the group.

### **Course Material:**

### **Assignment:**

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
1	1/11	Welcome, roles/ responsibilities, syllabus overview & paperwork  1. Assign Case Conceptualization Dates 2. Assign Counselor's Toolbox Discussion Dates 3. Overview of Google Drive	

	1/18	No class: MLK Holiday	
2	1/25	Building Rapport Exercise	
3	2/1	Role Reversal Exercise	Tape 1
4	2/8	Attending to Client Feelings Exercise	Tape 2
5	2/15	Case Presentation 1 (STUDENT NAME)	Tape 3
6	2/22	Counselor Toolbox Discussion 1 (STUDENT NAME)	Tape 4
7	2/29	Case Presentation 2 (STUDENT NAME)	Tape 5 & Mid-Semester Reflection Due
8	3/07	Counselor Toolbox Discussion 2 (STUDENT NAME)	Tape 6
9	3/14	Case Presentation 3 (STUDENT NAME)	Tape 7
10	3/21	Counselor Toolbox Discussion 3 (STUDENT NAME)	Tape 8
11	3/28	Case Presentation 4 (STUDENT NAME)	Tape 9
12	4/04	Counselor Toolbox Discussion 4 (STUDENT NAME)	Tape 10
13	4/11	Overview of resource list postings	Resource List Postings Due Final Reflection Due
14	11/30	Closing discussion Reflections on Growth and Development	

### **IMPORTANT INFORMATION**

A complete list of reminders for the beginning of the semester can be found at

[http://www.ncsu.edu/provost/academic\\_regulations/beg\\_of\\_semester.html](http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html)

University policy dictates that the following be included in the course syllabus:

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

[http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

[http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/) For more information on NC State's policy on working with students with disabilities, please see

[http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Help for taking and passing PRAXIS I and II is available in the College of Education Learning Technology Resource Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at [www.ets.org/praxis](http://www.ets.org/praxis) Information on CED Teacher Education is found at <http://ced.ncsu.edu/teachered>

The College of Education's Conceptual Framework may be found in its entirety at [http://ced.ncsu.edu/about/conceptual\\_framework.ht](http://ced.ncsu.edu/about/conceptual_framework.ht)

## Guidelines for Case Conceptualization

**Guideline for Write-Up (bring enough copies for classmates and instructor) Also bring a 10 minute segment you have identified from a tape with the client that you will play in group of a time in session where you would like to demonstrate something to the group or gain some feedback.**

Counselor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Identifying data: age, sex, race, marital/family status, school and/or job status, living situation, etc.
2. Presenting problem: client's words and from counselor's point of view; prioritize problems
3. History of presenting problem: duration of presenting problem; precipitating events for seeking counseling, (sudden or insidious), previous problem solving and resources used
4. Cultural considerations: How does the counselor's cultural lens impact on her/his view of the client or of the client's presenting issue? What cultural factors are most significant in understanding the client and the world in which the client lives?
5. Previous counseling or help seeking: attitudes about that, results
6. Medical concerns: illnesses/ problems; medications
7. Alcohol and drug use
8. Social history physical, social, emotional, spiritual; support systems
9. Family history: past and present relationship with family, problems and strengths of family
10. Mental status:
  - Affect: appropriate, blunted, constricted
  - Judgment: intact, impaired
  - Oriented or disoriented
  - Thought process: intact, flight of ideas
  - Mood: anxious, depressed
  - Memory: intact, impaired
  - Speech: normal, loud, soft, pressured
  - Suicidal or homicidal ideation
  - Attitude: cooperative, angry
11. Symptomatology: frequency, duration, intensity of symptoms
  - Depression as evidenced by \_\_\_\_\_
  - Anxiety as evidenced by \_\_\_\_\_

Stress as evidenced by \_\_\_\_\_

12. Impairment in functioning: school, social relations, family, job  
Current functioning as compared to past year

13. Strengths, assets:

14. Counseling goals:

15. Counseling techniques, strategies, interventions

### **Guideline for Presentation**

Demographic and relevant background information about the client and treatment

Observations about what is happening within a session and what may have changed since a previous session

Your integration of your own knowledge into your understanding of the case

Reflections about what went well or was difficult for you in the session

Identification of specific skills you used at different points in the session

Planning for the next session or next steps in treatment and any questions or issues you wish to raise in supervision

Identification of the theoretical model(s) you are using

Describe your understanding of the client in broader contexts such as social, familial, and other perspectives

Describe your understanding of your own contextual position as an intern functioning within certain cultural, social, ethnic, class, and other frameworks

**Informed Consent**

I agree to participate in supervision sessions with \_\_\_\_\_ who has explained the limits of confidentiality to me. I am aware that my session will be videotaped (or observed live) for the purposes of instruction and supervision, and that segments of the tape on which I appear will be viewed by Dr. Marc Grimmertt or Dr. Helen Lupton-Smith, course instructors, and/or other doctoral level supervisors in the counselor education program at NCSU.

\_\_\_\_\_  
Supervisee's signature

\_\_\_\_\_  
Date

**CCERC**

The Community Counseling, Education, and Research Clinic  
Sponsored by the Counselor Education program at  
North Carolina State University

## **CCERC: Community Counseling, Education, and Research Clinic**

- **The Community Counseling, Education, and Research Clinic (CCERC) of the NC State Counselor Education Program at the WELL offers World Class, Accessible, Culturally Inclusive Counseling services to our community.**
- **CCERC provides mental health and career counseling services to individuals, couples, and families.**
- **At CCERC, Counselors, who are graduate students in the NC State University Counselor Education program, provide counseling services under the supervision of counselor education faculty.**
- **Cost: A sliding fee scale is used to assure counseling services can be provided for any income level. As a training, education, and research clinic for counselors, counselor supervisors, and counselor educators, CCERC is able to offer a sliding fee scale that matches what clients are able to afford.**
- **Multicultural Competence: All CCERC counselors are trained in multicultural counseling and are culturally competent, with knowledge and skills to work with clients of diverse cultural backgrounds and personal identities.**
- **Contact Us to Make an Appointment**  
**Website: [go.ncsu.edu/ccerc](http://go.ncsu.edu/ccerc) Phone: 919-856-9233 ext. 107**  
**Email: [ccerc\\_admin@ncsu.edu](mailto:ccerc_admin@ncsu.edu)**  
**Location: Wade Edwards Foundation and Learning Lab (WELL)**  
**714 St. Mary's Street, Raleigh, NC 27605**

**LOGS, CLINICAL FORMS & ADMINISTRATIVE FORMS**

**North Carolina State University  
Counselor Education Program  
Masters Practicum  
Understanding the Practicum Process and Required Forms**

Task	Responsible party	Timeline/Process	
		Beginning	End
<p><b>Step 1:</b> The student comes up with 3 or 4 sites he/she is interested in. He/she may use the Practicum site database in the department or come up with more ideas by meeting with his/her advisor.</p> <p><b>*Note:</b> For students in the school counseling concentration the Process and Timeline for Wake County Practicum sites follows a separate process. Do not contact Wake County Public Schools or personnel directly. All school counseling students will contact Mrs. Bonita Apperson at <a href="mailto:bonita_apperson@ncsu.edu">bonita_apperson@ncsu.edu</a> in September to set up an appointment as she will help with placement in schools. Come to her with location you are interested in, level (elementary, middle, or high) and some possible names of schools. She will have a list of schools and help match and place.</p>	<p>The student meets with advisor and discusses possible Practicum/Internship sites and can also consult with the clinical coordinator.</p>	<p>Student will meet with the advisor at the beginning of the semester. School Counseling students will contact and meet with Ms. Bonita Apperson.</p>	<p>Students will be looking and contacting sites all throughout the semester in order to secure a site and site supervisor as soon as possible. Once secured students will inform Helen Lupton-Smith, the clinical coordinator so she can create a data base of who is placed where and an email distribution of site supervisors. Students should also keep his/her faculty advisor informed.</p>
<p><b>Step 2:</b> The student contacts sites and secures a site with a site supervisor who meets the requirements of a masters degree in counseling or related field with 2 years post masters experience. Students from all three concentrations will then complete the <b>Practicum Index Card Information Form</b> (Note: timeline may vary for school counseling concentration people but process is the same.)</p>	<p>Students will download the form from the Website under current students forms from the Practicum Handbook or the form may already be cut up on its own on the Counselor Education website, complete, and turn in to the Clinical</p>	<p>Mid Spring semester before Spring Practicum</p>	<p>End of fall or when site is secured, the student will complete and submit to the Clinical Coordinator</p>

	Coordinator		
<p><b>Step 3:</b> All students will get the following paperwork completed and turn it in to the clinical coordinator before they are allowed to see clients on their site: Students will download the following <b>Practicum Contract</b> and <b>Signature Page of the Student Handbook</b> as well as turn in their insurance information.</p> <ol style="list-style-type: none"> <li>1. <b><u>The Practicum Contract</u></b> involves the student completing the form, getting the signature of the site supervisor and then getting his/her faculty advisor to sign off. As part of this form, the Site Supervisor will fill out information on his/her qualifications/experience. This form then will be turned in to the clinical coordinator.</li> <li>2. <b><u>Signature Page of the Practicum Handbook</u></b> (showing the student has read and understands the handbook. Student signature)</li> <li>3. <b><u>Insurance Information</u></b> (demonstrating the student is covered by liability insurance)</li> <li>4. The doctoral student supervisors need to also have insurance coverage while they are providing supervision. (They can obtain insurance from the</li> </ol>	<p>The Student who will interact with the site supervisor, faculty advisor, and clinical coordinator</p>	<p>Start working on fall semester before spring practicum and finish by the end of fall semester.</p>	<p>1.Finish before the start of Practicum on the first day of the spring semester. All of this paperwork should be signed by the appropriate people and turned in to the clinical coordinator.</p> <p>2.The Clinical Coordinator will file appropriate paperwork in the masters and doctoral students' clinical files.</p>

American Counseling Association or American School Counseling Association.)			
<b>Step 4:</b> The student can download the <b>Client Taping Release Form</b> and <b>Informed Consent</b> forms from the Practicum Handbook which will be online. Students will show their site supervisor, get clients to sign and turn in to doctoral student supervisor. Note each specific site may have their own Informed Consent form that they want students to use when the intern is providing counseling services.	The Student gets clients to sign	Ongoing as student gets clients	Ongoing as student gets clients- <b>Informed Consent forms can be held on to by students or doctoral student supervisors- to be disposed of at the end of the semester.</b>
<b>Step 5:</b> The doctoral student supervisor will download the <b>Supervision Informed Consent</b> from the Practicum Handbook and give it to their masters students to sign in their Practicum Groups. The doctoral students will collect those.	Masters student intern signs and gives to the doctoral student supervisor	1 <sup>st</sup> week of Practicum class	1 <sup>st</sup> week of Practicum class. The doctoral student supervisors will give those to the clinical coordinator for the masters students' clinical files.
<b>Step 6:</b> The student downloads <b>the Counselor Interview Rating Form</b> and <b>Counselor Self Evaluation Reaction Form</b> from the Practicum Handbook and will complete these and turn them in every time they turn in a video tape to their doctoral supervisor during the semester with an attached SOAP note form.	Student completes and gives to doctoral student supervisor	2 <sup>nd</sup> or 3 <sup>rd</sup> week of class	Continues throughout the semester until the end of the semester. The doctoral student supervisor will give feedback on these forms and then return to the masters student intern.
<b>Step 7:</b> The student downloads and completes <b>the Practicum Weekly Log</b> each week to keep track of direct and indirect service hours at their site.	Student keeps a weekly log and gets site supervisor to sign off and turns in weekly to doctoral student supervisor during Practicum	Beginning of semester	End of semester. The doctoral student supervisor can turn in the final log to the clinical coordinator to file

	class or supervision, and keeping a copy.		in the masters student file.
<p><b>Step 8:</b> The Doctoral Student Supervisor downloads and completes the <b><u>Evaluation of Masters Practicum Student</u></b> asking for feedback from the site supervisor. The site supervisor may complete a separate form or give the doctoral supervisor feedback to add to the evaluation. The doctoral supervisor will then go over with the student. (The Site Supervisor may also go over this form with the student.)</p>	<p>The doctoral student supervisor completes with feedback from the site supervisor. The site supervisor may also complete an evaluation form (optional for Practicum)</p>	<p>Evaluation is done once at mid-semester and at the end of the semester.</p>	<p>Evaluation is done the second time at the end of the semester. Copies of these evaluations will be turned in to the clinical coordinator to go in the Practicum students clinical files.</p>
<p><b>Step 9:</b> The student completes the following paper work to finish up the semester.</p> <p><b>1. Counseling Practicum Summary Sheet</b> Student will download, complete and has site supervisor and doctoral student supervisor sign off. Doctoral student supervisor will submit to the clinical coordinator.</p> <p><b>2. Student Evaluation of Practicum Experience</b> (Student will complete this electronically and submission goes to the clinical coordinator and graduate assistant of counselor education who will form a report for clinical coordinator to help determine ongoing and future sites that are quality experiences for interns.</p> <p><b>3. Student Evaluation of Masters Practicum Doctoral Supervisor</b> form. Masters interns will be sent an electronic copy of an evaluation for the doctoral supervisor to be submitted and sent back anonymously to the clinical coordinator. A report will be generated and sent to each doctoral supervisor for their feedback as a supervisor from the clinical</p>	<p>Student</p>	<p>Last week of the semester</p>	<p>Last week of the semester. All paperwork will end up with the clinical coordinator who will update faculty advisors and internship instructors in preparation of next semester's internship. <b>The Summary Sheet</b> will be filed in the student's clinical file,. <b>The Site Evaluation</b> form data will be compiled and shared with Program faculty, and the students will have evaluations conducted on them mid and end term (discussed previously) and those will be in their clinical files.</p>

coordinator.			
<b>Step 10:</b> The Doctoral Student Supervisor completes the <b><u>Supervision Hours Provided/Received by Doctoral Supervisor</u></b> form and turns in to the Clinical Coordinator	Doctoral Student Supervisor	Last week of the semester	Last week of the semester- submitted to Clinical Coordinator who will file in doctoral clinical files.
<b>Step 11:</b> The Clinical Coordinator completes the <b><u>Clinical Checklist</u></b> for both the masters and doctoral students' clinical files.	Clinical Coordinator		End of the semester. The clinical coordinator completes and puts a copy in the student's clinical file.

**Note:** Unless otherwise specified “the student” mentioned in the steps above refers to the masters counseling student who is entering and then operating in his/her masters Practicum.

The same process applies to both the on campus and on line masters students. The on line students will have a university supervisor for Practicum who may be a doctoral student or program faculty.

During Practicum students will have a once a week group supervision with their doctoral student supervisor for an hour and a half, as well as a one hour weekly individual supervision session with the same supervisor. The doctoral student supervisor in turn is supervised by a fulltime faculty member who may be the Clinical Coordinator or working in conjunction with the Clinical Coordinator. Masters Practicum students will be expected to turn in a minimum of 10 videotaped sessions (each a “clinical hour”) to their doctoral student supervisor during the semester.

**North Carolina State University  
Counselor Education Program  
Masters Internship  
Understanding the Internship Process and Required Forms**

**The Counselor Education faculty believes it is best practice to take Internship over 2 semesters. However, if a student wants to do a full time internship in the fall semester of his/her final year, students must apply to his/her faculty advisor. For the application process for a 1 semester internship see Appendix \_\_\_\_\_ Internship I (300 hours) is in the Fall semester following Practicum and Internship II (300 hours) in Spring. (Those who apply and get approved for 1 full semester of Internship would take 600 hours in the fall semester following Practicum.)**

**Note: Most Masters Practicum Students continue in the same site from their Practicum to their Internship, therefore you do not need to complete Steps 1 and 2 in the following table. If you are at a new site for internship please complete Step 1 and 2.**

Task	Responsible party	Timeline	
		Beginning	End
<b>Step 1:</b> Once the student has secured a new site for internship with a site supervisor who meets the requirements of a masters degree in counseling or related field with 2 years post masters experience, the student needs to complete the <b><u>Internship Index Card Information Form</u></b>	Student will complete the form and turn in to the Clinical Coordinator.	Beginning of fall semester by the first day of classes but preferably before, as soon as site is known.	By or before the first day of fall classes this form should be turned in to the clinical coordinator.
<b>Step 2:</b> Students with a new site for internship must download from the Practicum/Internship Handbook or website and complete the <b><u>Internship Contract</u></b> . This involves getting the signature of the site supervisor and then getting their faculty advisor/supervisor to sign off. This form then will be turned in to the clinical coordinator.	The Student who will interact with the site supervisor, faculty supervisor, and send paperwork to the clinical coordinator	Beginning of fall semester by the first day of classes.	By or before the first day of class this paperwork should be signed by the appropriate people and turned in to the clinical coordinator. 2.The Clinical Coordinator will file appropriate paperwork in the masters students' clinical files.
<b>Step 3:</b> The student downloads and completes <b><u>the Internship Weekly</u></b>	Student keeps a weekly log and gets	Beginning of semester	End of semester.

<p><b>Log</b> each week to keep track of direct and indirect service hours at their site.</p> <p>The Clinical Mental Health concentration has its own log, the College Counseling concentration has its own log, and the School Counseling concentration has its own log.</p>	<p>site to sign off turning in weekly to faculty supervisor (internship instructor) during Internship class. Ask instructor if you need to keep your own copy or if you will get your log back.</p>		
<p><b>Step 4:</b> The Counselor Education program will send the Site Supervisor the <b>Evaluation of Masters Internship Student</b> mid and end term electronically and the site supervisor will complete, go over with the masters intern, and submit the electronic evaluation that will go to the internship instructor and clinical coordinator.</p>	<p>Site supervisor will complete.</p>	<p>Evaluation is done once at mid-semester and at the end of the semester.</p>	<p>Evaluation is done the second time at the end of the semester. Copies of these evaluations will be downloaded and filed by the clinical coordinator and placed in the Internship student's clinical file.</p>
<p><b>Step 5:</b> The student completes the following paper work to finish up the semester.</p> <p>1. <b>Weekly Log</b> Student turns the final log into the Internship Instructor.</p> <p>2. <b>Student Evaluation of Internship Experience</b> (Student completes this form electronically and graduate program assistants will compile a report and submit to the clinical coordinator.</p>	<p>Student can turn the final weekly log to the faculty supervisor (internship instructor) the last week of class. (The faculty supervisor will then use the cumulative hour information from the log to complete the Internship Completion Checklist –(see Step 6). This form will be filed in the student's clinical file.</p>	<p>Last week of the semester</p>	<p>Last week of the semester. All paperwork will end up with the clinical coordinator who will file the paperwork in the students' clinical files and check off on the checklist. Internship instructors can complete the paperwork process in the student file or ask for the assistance of the clinical coordinator.</p>
<p><b>Step 6:</b> The internship instructors</p>	<p>Internship</p>		<p>End of the</p>

<p>themselves or with the help of the clinical coordinator will check off documents on the <u>Internship Completion Checklist</u> (which is already in the student file) and file paperwork in the student's clinical file.</p> <p>The Clinical Coordinator will make sure the Internship Completion Checklist is completed and in place in the file.</p>	<p>Instructor</p> <p>Clinical Coordinator</p>		<p>semester</p>
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**Note:** Unless otherwise specified “the student” mentioned in the steps above refers to the masters counseling student who is entering and then operating in his/her masters Internship. Also, the term internship instructor and faculty supervisor are used interchangeably.

The same process applies to both the on campus and on line masters students.

During Masters Internship, students will have a once a week group supervision that meets for an hour and a half with their Faculty Supervisor, as well as a one hour weekly individual supervision with their Site Supervisor. Taping requirements are determined by each Faculty Supervisor and Site Supervisor.

**North Carolina State University**  
**Counselor Education Program**  
**Masters Practicum/Internship Index Card Information**  
(circle one)

1. Student's Name: \_\_\_\_\_

2. Student Concentration:

- College Counseling and Student Development  
 Clinical Mental Health Counseling  
 School Counseling

3. Student's Local Address:

Street Name and Number: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Phone (where a message will always reach you): \_\_\_\_\_

Email: \_\_\_\_\_

4. Emergency Contact Information:

Phone number where we can reach student in case of an emergency:

\_\_\_\_\_

Name of someone other than the student who can be reached in case of an emergency:

\_\_\_\_\_

Phone: \_\_\_\_\_

5. Site Name: \_\_\_\_\_

Street Name and Number: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_

**North Carolina State University  
Counselor Education Program  
Practicum/Internship Contract**

**This contract outlines the primary expectations for the Practicum/Internship Masters counseling student, the Site Supervisor, and the University Supervisor (Faculty Advisor). Please read to make sure all individuals involved understand the basic process and requirements for the clinical portion of the Counselor Education program. The Contract contains 4 parts: Part I- An Overview of the Process; Part II- Site Supervisor Information; Part III- Faculty Advisor Information and Part IV. Student Information. After reviewing all items, if you agree to the contract, please sign and date where a signature is requested at the end of the document. The Student will complete his/her part, take the paperwork to the Site Supervisor, bring it to his/her Faculty Advisor, and ultimately all paperwork will end up with the Clinical Coordinator who will file the contract in the student's clinical file.**

**Part I- An Overview of the Process**

**1. Hours**

**For Practicum:** The total site experience should equal 100 hours with a minimum of 40 hours of direct client contact/service which will include 10 hours of group counseling.

**For internship:** The total experience for internship should equal 600 hours with a minimum of 240 hours of direct client contact/service. Most students will complete this experience over two semesters (fall and spring) following spring Practicum and complete 300 hours per semester with 120 hours of direct service each semester.

The Masters Practicum is in the spring semester from January to April and the Masters Internship is over two semesters, the following Fall and Spring. In exceptional situations the student may apply to the faculty advisor to complete Internship in 1 semester. See Appendix I for that process.

**Direct client contact/hours** is defined by CACREP as interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used to refer to time spent by Practicum or Internship students working directly with clients. Examples of direct client contact are: a.) individual counseling, b.) group counseling, c.) psycho-education groups or classroom guidance, and d.) parent or family meetings/counseling. All activities that are not applications of counseling, consultation, or human development skills will be counted as **in-direct or non-direct contact hours/service**.

**2. Setting goals and Orienting the student at the Practicum/Internship Site**

\*As a Practicum or Internship site for the Counselor Education Masters Program at North Carolina State University, the Site Supervisor will collaborate with the student in developing **goals for the clinical experience**.

\*The Site Supervisor will provide an **orientation** of the site to the counseling student. This will involve general information, an understanding of the structure and roles of the counseling office, and an introduction of the student to staff and others whom he/she will work with.

### **3. Supervision**

\***As a Practicum site**, the site supervisor may provide optional supervision in addition to serving as a “host” for the site. The Practicum students will receive ongoing group and individual supervision by **Counselor Education Doctoral Student Supervisors** who in turn will be supervised by a faculty member in the Counselor Education Program. The Masters Practicum students will need to videotape clients which will be viewed as part of their university individual and group supervision.

\***As an Internship site**, the Site Supervisor will need to spend a minimum of one hour a week in direct supervision of the Masters Internship student. As the clinical experience progresses, the supervisor will consult with the student on his/her caseload and any professional concerns that may arise. The student will receive constructive feedback on his/her performance. At the university, the student interns will receive group supervision in a class for which they are registered, typically facilitated by their faculty advisor who coordinates their track (school counseling; community agency counseling; college counseling).

### **4. Professionalism and Ethical behavior**

The site and university supervisor will model professional and ethical behavior (e.g. confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self awareness and monitoring etc.) Students need to be aware and behave in accordance with the American Counseling Association Code of Ethics and discuss with their site supervisor any ethical guidelines/codes specific to their site. Students are expected to exhibit professional behavior at their site.

Note: All masters student interns need to purchase Liability Insurance that covers them during Practicum and Internship experiences. (Insurance can be purchased through the American Counseling Association)

### **5. Taping**

\*As part of students’ requirements, a minimum of 10 tapes are required during Practicum and additional taping may be required for Internship. Taping must begin within the first three weeks of the semester. Supervisors can be very helpful to students in identifying clients that may be agreeable to taping sessions for training and university supervision purposes. Students have a **Client Taping Release** form for any clients who will be taped, to review and sign. However, students may use release forms and Informed Consent forms that are particular to a specific site. During Internship, taping is optional. Site Supervisors are asked to review student video tapes as is needed during the weekly one hour supervision sessions.

### **6. Practicum and Internship Training Sessions and University-Site Contacts:**

Two trainings will be held for site supervisors and masters students who will be doing their Practicum and Internship. It is important that all site supervisors and the masters student interns

attend. The first session will be in **December** and the second in **August**. Both trainings will be conducted by the Counselor Education Program. At the first training, the Site Supervisors will receive an orientation about Practicum as well as a continuing education component where Continuing Education Units (CEUs) will be earned. Site Supervisors, University Supervisors, and masters student interns will meet at this time. After the training, continuing supervision will be provided by the University (Counselor Education Program) in conjunction with supervision received on site by the Site Supervisor. The second training in December will prepare the Site Supervisors and student Interns for the Internship process. A continuing education component will be provided here as well with CEU credits.

**University Supervision for Practicum:** As was mentioned briefly in the previous section on “Supervision”, for Practicum, the Masters student will receive individual and group supervision from a Counselor Education Doctoral Student Supervisor who in turn is supervised by a full-time faculty supervisor. The Practicum student’s Faculty Advisor is also involved in monitoring the Practicum student’s progress. The student’s Faculty Advisor will be available to the Site Supervisor during the semester to review student performance and for any concerns as well as the Counselor Education program’s Clinical Coordinator. The Doctoral Student Supervisor will also contact the Site Supervisor to introduce him/herself in case the Site Supervisor needs to contact him/her for any reason and to help monitor student progress.

**University Supervision for Internship:** For Internship, the Masters Internship student will receive 1 hour weekly structured individual supervision from the Site Supervisor. At the University, the student intern will receive weekly group supervision from the Internship class which may or may be taught by the student’s faculty advisor. The University Supervisor will keep in contact with the Site Supervisor to review student performance and any concerns by phone, e-mail, and/or visit. (The Doctoral Student Supervisor will not be involved during Internship/Spring Semester.)

### **7.Evaluation:**

The Site Supervisor will provide ongoing feedback to the student concerning his/her performance at the Practicum or Internship site. The students will also get ongoing feedback from their University Supervisors (Practicum- from their Doctoral Student Supervisors and Internship- from their Faculty Supervisors).

The Site Supervisor and University Supervisor will evaluate the Practicum or Internship student at mid semester and end of the semester. During Practicum the doctoral student supervisor will complete the evaluations while soliciting feedback from the site supervisor and go over the feedback with the students. The site supervisor is welcome to complete a separate evaluation during Practicum but that is optional. During Internship, the primary responsibility of evaluation will come from the Site Supervisor who will complete the mid and end of the semester evaluations and go over the feedback with the student interns. They will then send the evaluation to the internship instructors. The Counselor Education Program’s student evaluation form for Practicum is called The Evaluation of Masters Practicum Student and for internship it is the Site Supervisor’s Evaluation of Masters (concentration name) Intern. There is a specific internship evaluation form for each of the three concentrations and for internship this form will

be sent out electronically mid and end term and can be submitted to the internship instructor clinical coordinator electronically. Directions will be provided on this.

## **Part II. -Site Supervisor Information**

To be completed by Site Supervisor

1. Name of North Carolina State University Counselor Education Program Practicum/Internship Student: \_\_\_\_\_

2. Name of Site Supervisor: \_\_\_\_\_

3. Site Supervisor Position/Title: \_\_\_\_\_

4. Name of Site (Institution or Agency): \_\_\_\_\_

5. Site Supervisor's Phone: \_\_\_\_\_

6. Site Supervisor's Email: \_\_\_\_\_

7. Site Supervisor's Address (at site): \_\_\_\_\_

8. Site Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD):

9. Does Site Supervisor have a masters degree in counseling or counseling related field? \_\_\_\_\_ (If a School Counselor, must have a NC school counseling license.)

10. Does Site Supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience (e.g. school, college, community agency)? \_\_\_\_\_

11. Credentials of Site Supervisor: Please spell out acronyms

• Licensure: \_\_\_\_\_

• Certification(s): \_\_\_\_\_

12. Years of Post-Master's Experience: \_\_\_\_\_

13. Years of Counseling Experience: \_\_\_\_\_

14. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution

Degree/Year

Title of Program

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15. Professional Experience (chronological order beginning with most recent experience)

Job Titles/Duties

Year/Dates

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16. Does the Site Supervisor verify that the NCSU Counselor Education student will be able to complete the following:

• 10 videotapes of individual counseling session for Spring Semester? \_\_\_\_\_

• 30 hours of individual counseling for Spring Semester? \_\_\_\_\_

• 10 hours of group counseling for Spring Semester? \_\_\_\_\_

- 100 hours total for Practicum Spring Semester? \_\_\_\_\_
- 240 total hours of direct (individual/group) counseling experience for Fall and Spring Semester Internship 1 and 2 (unless student applied for 1 semester internship and doing all in the fall semester)? \_\_\_\_\_
- 600 hours of total direct and indirect counseling for fall and spring Internship 1 and 2 (unless student applied for 1 semester internship and doing all in the fall semester) ? \_\_\_\_\_
- Site Supervisor will provide one hour of scheduled weekly individual supervision to the Counselor Education student during Internship 1 and 2? \_\_\_\_\_
- Site Supervisor will make every effort to participate in both the Practicum and Internship Training sessions? \_\_\_\_\_
- Site Supervisor will evaluate the student at mid-term and the end of each semester? \_\_\_\_\_

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 Site Supervisor Signature

---

 Date

### **Part III- Faculty Advisor Information**

To be completed by Faculty Advisor

1. Faculty Advisor Name: \_\_\_\_\_
2. Faculty Advisor Phone: \_\_\_\_\_
3. Faculty Advisor E-mail: \_\_\_\_\_
4. Faculty Advisor University Address: \_\_\_\_\_

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5. Faculty Advisor Signature: The faculty advisor must read the following and initial and sign at the end if in agreement.

- The student's Faculty Advisor has approved the above stated Practicum/Internship Site. \_\_\_\_\_ (initial signifying agreement)
- The Faculty Advisor approves the Site Supervisor credentials as being in Counseling or Counseling related preparation \_\_\_\_\_ (initial) or is comprised of sufficient Counseling coursework \_\_\_\_\_ (initial). (If so, please describe.)
- The NCSU Counselor Education Faculty Advisor agrees to contact the Site Supervisor during the Fall and Spring semesters by phone, e-mails, and/or visit/s to assist in monitoring student progress. \_\_\_\_\_ (initial)

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 Faculty Advisor Signature

---

 Date

**Part IV.- Student Information**

To be completed by Student

1. Masters Practicum/Internship Student Name: \_\_\_\_\_
2. Student Phone: \_\_\_\_\_
3. Student E-Mail: \_\_\_\_\_
4. Student Address: \_\_\_\_\_

**Statement of Good Standing:**

Place a check on the line for each statement that is true; write an explanation for items that are not checked.

\_\_\_\_\_ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

\_\_\_\_\_ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

\_\_\_\_\_ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Masters student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

\_\_\_\_\_ I agree to inform the Counselor Education Program if, while I am a Masters student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

\_\_\_\_\_ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e .the Office of Student Conduct) regarding applicant behavior/conduct on campus.

Ethical Guidelines:

Place a check on the line to indicate you plan to adhere to each guideline.

\_\_\_\_\_ I plan to uphold client confidentiality as well as the limits to confidentiality.

\_\_\_\_\_ I am aware of the limits to my training and abilities and plan to see assistance with supervisors when a clinical situation is beyond my abilities and training.

\_\_\_\_\_ I will identify myself as a counselor-in-training and not misrepresent myself.

\_\_\_\_\_ I will accurately and reliably maintain written and other records require by my site.

\_\_\_\_\_ I will refrain from counseling people with whom I have other types of relationships. (I will avoid dual relationships.)

\_\_\_\_\_ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.

\_\_\_\_\_ I will monitor my own emotional and physical status and practice self awareness to avoid any adverse impact on my clients.

\_\_\_\_\_ I will discuss ethical standards with my supervisors.

**By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Practicum/Internship Handbook. I understand this contract and will uphold this contract to the best of my ability. I also agree to that I have purchased liability insurance which will cover the time span of my clinical experience.**

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

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

**Faculty Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**North Carolina State University  
Counselor Education Program - Informed Consent Agreement**

The Counselor Education Program's students obtaining their Masters of Counseling are trained in counseling skills, theories, and techniques so they are able to help individuals in the helping relationship in a variety of the following ways:

- Improving client's personal, social skills, and adjustment to life situations
- Assisting clients in improving other skills like problem solving and decision making skills
- Helping clients work through personal, vocational, and relationship concerns.

The Masters Counseling Practicum students from the Counselor Education Program are required to videotape sessions with clients for training purposes. These recordings are solely for the purposes of enabling the counseling faculty to assess and help develop the skills of the counselor-trainee.

The information obtained from or divulged by the client is treated with the strictest confidence in accordance with the ethical and professional standards provided by the American Counseling Association and the American School Counselor Association. Information will not be transmitted to any person or agency without the written consent of the client and/or the parent/guardian of the client (if the client is a minor). The exceptions of confidentiality are: *1.Subpoena or court ordered by a judge; 2.Suspicion of child/elderly abuse/neglect; 3.Client threatens/commits harm to self or a third party.*

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**I hereby agree to the following:**

- Taping of all counseling sessions. Tapes will be erased at the termination of counseling.
- The counseling faculty and counseling peer supervision group will listen to or view the tape to assess counselor trainee skills.
- What is said or done by the student or client will be kept in confidence and not be transmitted outside of the counseling supervision class or supervision process. Only the client or parent/guardian may elect to release this information to persons or agencies outside the counseling program.
- Testing may be determined to be helpful for the client and if deemed necessary by the client and counselor-trainee, will be conducted to provide additional case information.
- The case records maintained concerning the counseling sessions will be kept in a confidential file and always under the protection of the counselor-trainee and faculty.

**Sign and date below on the lines to signify you have read, understood, and agree to all of the content on this Informed Consent Agreement.**

---

Client or Parent/Guardian Signature

---

Date

**North Carolina State University  
Counselor Education Program  
Client Taping Release Form**

I \_\_\_\_\_ agree to be counseled by a Practicum/ Internship student in the Counselor Education Program at North Carolina State University. I understand that my identity will remain anonymous and all information will be kept in strictest confidence. I also understand, however, that a threat of harm to myself or another person must be reported.

I realize that the counselor is a graduate student being trained in counseling skills and that he/she is receiving supervision from a faculty member in the Counselor Education Program at NCSU

I understand that my counselor will be recording our sessions for his/her educational purposes only. I give permission for interviews to be recorded and for the university supervisor and other counselors-in-training to listen to those counseling sessions only when used as a part of their counselor training program.

Client's signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian's signature \_\_\_\_\_

(if client is under 18 years of age)

Counselor's signature \_\_\_\_\_ Date: \_\_\_\_\_

**North Carolina State University  
Counselor Education Program  
Authorization to Receive or Release Information**

I hereby authorize \_\_\_\_\_

to receive, release, or discuss information relating to my counseling services with/to

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

A photocopy of this authorization shall be as valid as the original.

Date \_\_\_\_\_ Signed \_\_\_\_\_

(signature of client and legal guardian)

Date \_\_\_\_\_ Signed \_\_\_\_\_

(signature of counselor trainee)

Date \_\_\_\_\_ Signed \_\_\_\_\_

(site supervisor)

**North Carolina State University**

**Counselor Education Program**

**Supervision Informed Consent-Masters Practicum**

I agree to participate in supervision sessions with \_\_\_\_\_  
who has explained the limits of confidentiality to me. I am aware that my session will be  
audio-taped or videotaped (or observed live) for the purposes of instruction and supervision,  
and that segments of the tape on which I appear will be viewed by  
my instructor, or other doctoral level supervisors in the Counselor Education Program at North  
Carolina State University.

\_\_\_\_\_  
Supervisee's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

**North Carolina State University  
Counselor Education Program  
Counselor Interview Rating Form  
Masters Techniques of Counseling Class/ Practicum  
(circle one)**

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

**Evaluator:** \_\_\_\_\_

Please rate the student on a scale of 1 to 5 in the following areas using this rating system:

- 1-Student does not meet expectations
- 2-Student is slightly below expectations
- 3-Student meets expectations
- 4-Student slightly exceeds expectations
- 5-Student exceeds expectations

Give **ONLY ONE** number for each skill

**Note:** You might not demonstrate each of the below skills in every tape so there may be skills that will not be rated.

Counseling Process: Stage of the Session	Skill	Rating	Examples/ Comments
<b>Stage 1: Empathic Relationship: Initiating the Session</b>	Developing rapport, greeting, structuring the session		
<b>Stage 2: Story and Strengths/ Gathering Data</b>  <b>Stage 3: Setting Goals</b>  <b>(Stages 1,2, and 3 use the skills from the basic listening sequence)</b>	Attending Behavior (Visual, vocal , verbal tracking, body language, nonverbal matching)		
	Empathy		
	Open-ended Questions		
	Appropriate Closed Questions		
	Encouragers (“nodding, “uh huh”; key word encouragers)		
	Paraphrasing		
	Reflection of feeling		
	Summarizing		

<p><b>Stage 4: Restory-Working</b></p> <p>(While skills from the basic listening sequence are still being used, new action oriented skills are introduced at this stage.)</p>	Focusing		
	Empathic Confrontation		
	Reflection of Meaning		
	Interpretation/ Reframing		
	Self Disclosure		
	Feedback		
	Immediacy		
	Logical Consequences		
	Psycho-education (i.e. teaching relaxation skills, assertiveness training)		
	Instruction: Directives (i.e. "I'd like us to try a role play together. Would you be willing to try it?")		
<p><b>Stage 5: Concluding the session:</b></p> <p>Generalizing and Acting on New Stories</p>	Summarization of content and feeling		
	Homework		
	Follow-up and support (looking ahead to the next session and what to work on until that time)		

Rating form adapted from Ivey, Ivey, and Zalaquett Intentional Interviewing and Counseling (8<sup>th</sup> edition)

**North Carolina State University**  
**Counselor Education Program**  
**Counselor Self-Evaluation Reaction Form**  
**Masters Techniques Class/ Practicum (circle one)**  
Name \_\_\_\_\_

These questions are designed to help guide personal reflection about your counseling sessions as well as practice and understanding of client case conceptualization. This form should be completed shortly after you have reviewed your tape. You may use the information from this form during supervision to highlight questions and concerns.

1. Comment on your professionalism leading up to and in the session: i.e. punctuality, professional attire, ethics.
2. Comment on how you opened the session? What were your thoughts and emotions?
3. Comment on the quality of the relationship that developed between you and the client? On a scale of one to ten, with ten meaning “perfect empathy, harmony, and compatibility,” how would you rate the relationship?
4. Comment on any notable patterns of interpersonal behavior that may have developed between you and the client during the session. Examples may include power struggles, displaced aggression, parent/child roles, or flirtation.
5. Comment on any material presented in the session that caused you discomfort.
6. Comment if there was silence in the session and if so, how did that impact the session?
7. Comment on multicultural competence in this session? (In what ways were you similar/different from the client? In what ways did these similarities/differences play out in the session?)
8. Comment on a wellness approach and did it factor into this session?
9. Comment on any theoretical approach or approaches that guided your work with this client?
10. Comment on how well you feel you ended the session. Use a scale of one to ten with ten being perfect.

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Please complete the following SOAP notes on your session. (Counseling case notes to be completed on each client seen. Session # \_\_\_\_\_)

Session Summary: Subjective complaint (client's conceptualization of the problem/issues):

Observations of Counselor (counselor's observations of client behaviors during session)

Assessment of Client's Development (counselor's assessment of themes, patterns, overall client development/skills etc.)

Plans for Next Session (i.e. Name one thing that you would have done differently in this session. Name one thing that you plan to do again with this client or similar clients. Plans for client/Plans for counselor)





## Internship Weekly Log- College Counseling and Student Development

### ECD 652 College Student Development Internship

#### Weekly Log

Student Name:

Supervisor Name:

Internship Site:

Week:

Date	*Direct Services	Indirect Services	Total hours
1/10			
1/11			
1/12			
1/13			
1/14			
Total			

Remarks/Reflections: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cumulative hours: \_\_\_\_\_

Direct services hours this week: \_\_\_\_\_

Cumulative direct services hours: \_\_\_\_\_

Indirect services hours this week: \_\_\_\_\_

Cumulative indirect services Hours: \_\_\_\_\_

Individual Supervision Hours at Site \_\_\_\_\_

Cumulative \_\_\_\_\_

Individual Supervision Hours at University \_\_\_\_\_

Cumulative \_\_\_\_\_

Group Supervision Hours at Site \_\_\_\_\_

Cumulative \_\_\_\_\_

Group Supervision Hours at University \_\_\_\_\_

Cumulative \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Direct Services: interaction with clients that includes the application of counseling, consultation, or human development skills. (CACREP Standard 2001)

**Internship Weekly Log- School Counseling**

**North Carolina State University  
Counselor Education Program**

ECD 651: Internship in School Counseling

**WEEKLY LOG**

**Name of Intern:**

**Date:**

**Weekly Journal Reflections:**

**Total Hours Logged This Week** \_\_\_\_\_

**Total Accumulated Hours** \_\_\_\_\_

**Direct Service** \_\_\_\_\_

**Direct Service** \_\_\_\_\_

**Indirect Service** \_\_\_\_\_

**Indirect Service** \_\_\_\_\_

**Signature of Site Supervisor (Signifies Accuracy of Hours Logged)**\_\_\_\_\_

**Evaluation of Masters Practicum Student  
North Carolina State University  
Counselor Education Program**

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

**Practicum/Internship Site:** \_\_\_\_\_

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

**Please rate the student according to the following scale based on the different areas of his/her professional development**

1 (Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe)

**A. PERSONAL CONDUCT**

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Self Awareness	1	2	3	4	5	N
Emotional Stability	1	2	3	4	5	N
Self Control	1	2	3	4	5	N
Cooperativeness	1	2	3	4	5	N
Adaptability	1	2	3	4	5	N
Ability to be a team Player	1	2	3	4	5	N

General Comments on personal characteristics:

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**B. INTERPERSONAL SKILLS**

With other colleagues/ counselors/staff members	1	2	3	4	5	N
With Administrators	1	2	3	4	5	N
With Clients	1	2	3	4	5	N
With Support Personnel	1	2	3	4	5	N

General Comments on interpersonal skills:

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**C. PROFESSIONAL BEHAVIOR**

Dependability	1	2	3	4	5	N
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	Poor	Below Av.	Av.	Above Av.	Excellent	N
Use of Suggestions and constructive criticism	1	2	3	4	5	N
Promptness	1	2	3	4	5	N
Ability to work independently	1	2	3	4	5	N
Willingness to assume responsibility	1	2	3	4	5	N
Initiative	1	2	3	4	5	N
Cross Cultural Competence/ Multicultural Sensitivity	1	2	3	4	5	N

General Comments on professional behavior:

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#### **D. COUNSELING KNOWLEDGE BASE**

Counseling theory and research	1	2	3	4	5	N
Legal and Ethical standards	1	2	3	4	5	N
Knowledge of specific intervention techniques	1	2	3	4	5	N
Knowledge of developmental theory	1	2	3	4	5	N

General Comments on counseling knowledge base:

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#### **E. COUNSELING SKILLS AND PROCESS**

Genuine interest in clients	1	2	3	4	5	N
Ability to understand the client's point of view	1	2	3	4	5	N
Ability to relate to diverse clients	1	2	3	4	5	N
Ability to establish and maintain rapport	1	2	3	4	5	N

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Ability to assess and have insight into client's problems	1	2	3	4	5	N
Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	1	2	3	4	5	N

General Comments on counseling skills and process:

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#### **F. TECHNICAL COMPETENCE**

Assessment and evaluation skills	1	2	3	4	5	N
Implementation of individual counseling techniques	1	2	3	4	5	N
Implementation of group counseling techniques	1	2	3	4	5	N
Ability to plan and implement developmental activities for clients	1	2	3	4	5	N
Ability to establish and implement consultation relationships	1	2	3	4	5	N

General Comments on technical competence:

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#### **G. OVERALL RATING OF STUDENT**

	1	2	3	4	5	N
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**Please comment on the two following questions:**

**What are the greatest strengths of the student?**

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**What areas need further development?**

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**Name of Practicum Site** \_\_\_\_\_

**Name of Site Supervisor (Please Print)** \_\_\_\_\_

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

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

**THANK YOU!!**

**Site Supervisor's Evaluation of Masters Clinical Mental Health Counseling Intern  
North Carolina State University  
Counselor Education Program**

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

**Practicum/Internship Site:** \_\_\_\_\_

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

**Please rate the student according to the following scale based on the different areas of his/her professional development. Place the appropriate number in the space to the right of the standard statement. All standards are taken from the 2009 CACREP Standards for Clinical Mental Health Counseling.**

**1(Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe).**

**Upon completion of this evaluation form, please review with the student intern. The student may keep a copy for his/her records and submit the original to the University Internship Instructor.**

**B. FOUNDATIONS. Skills and Practices:**

Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (B.1.) \_\_\_\_\_

Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (B.2.) \_\_\_\_\_

**General comments on foundations competence:**

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

**D. COUNSELING, PREVENTION, AND INTERVENTION. Skills and Practices:**

Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (D.1.) \_\_\_\_\_

Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (D.2.) \_\_\_\_\_

Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (D.3.) \_\_\_\_\_

Applies effective strategies to promote client understanding of and access to a variety of community resources. (D.4.) \_\_\_\_\_

Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (D.5.) \_\_\_\_\_

Demonstrates the ability to use procedures for assessing and managing suicide risk. . (D.6) \_\_\_\_\_

Applies current record-keeping standards related to clinical mental health counseling. (D.7.) \_\_\_\_\_

Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (D.8.) \_\_\_\_\_

1 (Poor); 2 (Below Average); 3 (Average); 4 (Above Average); 5 (Excellent); N (No opportunity to observe).

Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (D.9.) \_\_\_\_\_

**General comments on counseling, prevention, and intervention competence:**

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**F. DIVERSITY AND ADVOCACY. Skills and Practices:**

Maintains information regarding community resources to make appropriate referrals. (F.1.) \_\_\_\_\_

Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (F.2.) \_\_\_\_\_

Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (F.3.) \_\_\_\_\_

**General comments on diversity and advocacy competence:**

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**H. ASSESSMENT. Skills and Practices:**

Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (H.1.) \_\_\_\_\_

Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (H.2.) \_\_\_\_\_

Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (H.3.) \_\_\_\_\_

Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (H.4.) \_\_\_\_\_

**General comments on assessment competence:**

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**J. RESEARCH AND EVALUATION. Skills and Practices:**

Applies relevant research findings to inform the practice of clinical mental health counseling. (J.1.) \_\_\_\_\_

Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (J.2.) \_\_\_\_\_

Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (J.3.) \_\_\_\_\_

**1 (Poor); 2 (Below Average); 3 (Average); 4 (Above Average); 5 (Excellent); N (No opportunity to observe).**

**General comments on research and evaluation competence:**

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**L. DIAGNOSIS. Skills and Practices:**

Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (L.1.) \_\_\_\_\_

Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (L.2.) \_\_\_\_\_

Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (L.3.) \_\_\_\_\_

**General comments on diagnosis competence:**

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**What are the strengths of the student intern?**

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**What areas need further development?**

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**\*PLEASE PRINT YOUR NAME, SIGN AND DATE BELOW.**

_____ <b>Site Supervisor Name</b>	_____ <b>Site Supervisor Signature</b>	____/____/____ <b>Date</b>
_____ <b>Student Name</b>	_____ <b>Student Signature</b>	____/____/____ <b>Date</b>
_____ <b>University Supervisor Name</b>	_____ <b>University Supervisor Signature</b>	____/____/____ <b>Date</b>

**THANK YOU**

**Site Supervisor's Evaluation of Masters College Counseling and  
Student Development Intern  
North Carolina State University  
Counselor Education Program**

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

**Practicum/Internship Site:** \_\_\_\_\_

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

**Please rate the student according to the following scale based on the different areas of his/her professional development. Place the appropriate number in the space to the right of the standard statement. All standards are taken from the 2009 CACREP Standards for Student Affairs and College Counseling.**

**1(Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe).**

**Upon completion of this evaluation form, please review with the student intern. The student may keep a copy for his/her records and submit the original to the University Internship Instructor.**

**B. FOUNDATIONS. Skills and Practices:**

Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling. (B.1.) \_\_\_\_\_

Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community. (B.2.) \_\_\_\_\_

Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development. (B.3.) \_\_\_\_\_

Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding). (B.4.) \_\_\_\_\_

Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions. (B.5.) \_\_\_\_\_

Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants. (B.6.) \_\_\_\_\_

Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions. (B.7.) \_\_\_\_\_

**General comments on foundations competence:**

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

**C. COUNSELING, PREVENTION, AND INTERVENTION. Knowledge:**

Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education. (C.1.) \_\_\_\_\_

Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education. (C.2.) \_\_\_\_\_

(Poor); 2 (Below Average); 3 (Average); 4 (Above Average); 5 (Excellent); N (No opportunity to observe).

Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education. (C.4.) \_\_\_\_\_

Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate. (C.5.) \_\_\_\_\_

#### **D. COUNSELING, PREVENTION, AND INTERVENTION. Skills and Practices:**

Applies multicultural competencies to the practice of student affairs and college counseling. (D.1.) \_\_\_\_\_

Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students. (D.2.) \_\_\_\_\_

Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises. (D.3.) \_\_\_\_\_

Demonstrates the ability to use procedures for assessing and managing suicide risk. (D.4.) \_\_\_\_\_

Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education. (D.5.) \_\_\_\_\_

Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education. (D.6) \_\_\_\_\_

#### **General comments on counseling, prevention, and intervention competence:**

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#### **F. DIVERSITY AND ADVOCACY. Skills and Practices:**

Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment. (F.1.) \_\_\_\_\_

Analyzes postsecondary student needs for appropriate learning and developmental opportunities. (F.2.) \_\_\_\_\_

Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development. (F.3.) \_\_\_\_\_

Applies multicultural competencies to serve diverse postsecondary student populations. . (F.4.) \_\_\_\_\_

Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values). . (F.5.) \_\_\_\_\_

Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students. . (F.6.) \_\_\_\_\_



**Site Supervisor's Evaluation of Masters School Counseling Intern  
North Carolina State University  
Counselor Education Program**

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

**Practicum/Internship Site:** \_\_\_\_\_

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

**Please rate the student according to the following scale based on the different areas of his/her professional development. Place the appropriate number in the space to the right of the standard statement. All standards are taken from the 2009 CACREP Standards for School Counseling.**

**1(Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe).**

**Upon completion of this evaluation form, please review with the student intern. The student may keep a copy for his/her records and submit the original to the University Internship Instructor.**

**B. FOUNDATIONS. Skills and Practices:**

Demonstrates the ability to apply and adhere to ethical and legal standards (B.1.) \_\_\_\_\_

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program (B.2.) \_\_\_\_\_

**General comments on foundations competence:**

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

**D. COUNSELING, PREVENTION, AND INTERVENTION. Skills and Practices:**

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (D.1.) \_\_\_\_\_

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (D.2.) \_\_\_\_\_

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (D.3.) \_\_\_\_\_

Demonstrates the ability to use procedures for assessing and managing suicide risk (D.4.) \_\_\_\_\_

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (D.5.) \_\_\_\_\_

**General comments on counseling, prevention, and intervention competence:**

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

1 (Poor); 2 (Below Average); 3 (Average); 4 (Above Average); 5 (Excellent); N (No opportunity to observe).

**E. DIVERSITY AND ADVOCACY. Knowledge:**

Identifies community, environment, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students (E.2.) \_\_\_\_\_

**F. DIVERSITY AND ADVOCACY. Skills and Practices:**

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (F.1.) \_\_\_\_\_

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (F.2.) \_\_\_\_\_

Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural students (F.3.) \_\_\_\_\_

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students (F.4.) \_\_\_\_\_

**General comments on diversity and advocacy competence:**

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**H. ASSESSMENT. Skills and Practices:**

Assess and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (H.1.) \_\_\_\_\_

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development (H.2.) \_\_\_\_\_

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (H.3.) \_\_\_\_\_

Makes appropriate referrals to school and /or community resources (H.4.) \_\_\_\_\_

Assess barriers that impede students' academic, career, and personal/social development (H.5.) \_\_\_\_\_

**General comments on assessment competence:**

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**J. RESEARCH AND EVALUATION. Skills and Practices:**

Applies relevant research findings to inform the practice of school counseling (J.1.) \_\_\_\_\_

Develops measureable outcomes for school counseling programs, activities, interventions, and experiences (J.2.) \_\_\_\_\_

Analyzes and uses data to enhance school counseling programs (J.3.) \_\_\_\_\_

**General comments on research and evaluation competence:**

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1 (Poor); 2 (Below Average); 3 (Average); 4 (Above Average); 5 (Excellent); N (No opportunity to observe).

**L. ACADEMIC DEVELOPMENT. Skills and Practices:**

Conducts programs designed to enhance student academic development (L.1.) \_\_\_\_\_

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities (L.2.) \_\_\_\_\_

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (L.3.) \_\_\_\_\_

**General comments on academic development competence:**

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**M. COLLABORATION AND CONSULTATION. Knowledge:**

Knows school and community collaboration models for crisis/disaster preparedness and response (M.7.) \_\_\_\_\_

**N. COLLABORATION AND CONSULTATION. Skills and Practices:**

Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (N.1.) \_\_\_\_\_

Locates resources in the community that can be used in the school to improve student achievement and success (N.2.) \_\_\_\_\_

Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (N.3.) \_\_\_\_\_

Uses peer helping strategies in the school counseling program (N.4.) \_\_\_\_\_

Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families (N.5.) \_\_\_\_\_

**General comments on collaboration and consultation competence:**

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**P. LEADERSHIP. Skills and Practices:**

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (P.1.) \_\_\_\_\_

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers) (P.2.) \_\_\_\_\_

**General comments on leadership competence:**

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**What are the strengths of the student intern?**

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**What areas need further development?**

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**\*PLEASE PRINT YOUR NAME, SIGN AND DATE BELOW.**

_____ Site Supervisor Name	_____ Site Supervisor Signature	____/____/____ Date
_____ Student Name	_____ Student Signature	____/____/____ Date
_____ University Supervisor Name	_____ University Supervisor Signature	____/____/____ Date

**THANK YOU**

**North Carolina State University  
Counselor Education Program  
Counseling Practicum Summary Sheet  
(circle one)**

Student Name \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
 Concentration: \_\_\_\_\_  
 Site Supervisor: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

**Part I. Practicum Hours**

1. Total hours of direct service: \_\_\_\_\_  
 2. Total hours of indirect service: \_\_\_\_\_

**Part II. Practicum Services**

**A. Direct Service Hours**

1. Total number of clients seen for individual counseling: \_\_\_\_\_  
 2. Number of individuals seen once: \_\_\_\_\_  
     Twice: \_\_\_\_\_  
     Three times: \_\_\_\_\_  
     Four times: \_\_\_\_\_  
     Five times: \_\_\_\_\_  
     Six times: \_\_\_\_\_  
     More than six \_\_\_\_\_  
 3. Number of group counseling sessions: \_\_\_\_\_  
 4. Number of Parent and Family Counseling Sessions \_\_\_\_\_  
 5. Number of Classroom Guidance or Psycho-educational Groups \_\_\_\_\_

**B. Indirect Service Hours**

6. Number of hours of Professional Development Activities attended. \_\_\_\_\_  
 (i.e. Any professional programs, presentations, or in-services you attended. Briefly describe.) \_\_\_\_\_  
 \_\_\_\_\_  
 7. Number of hours of Consultation \_\_\_\_\_  
 8. Number of hours of Program Development \_\_\_\_\_  
 9. Number of hours of Assessment\_ (Discuss the names of kinds of Assessment, i.e. IEP or specific kinds of tests) \_\_\_\_\_  
 \_\_\_\_\_  
 10. Number of hours of Case Management \_\_\_\_\_

**Part III. Supervision:**

**To be completed by Doctoral Student Supervisors, Site Supervisors, and Students for Practicum and by Site Supervisor, University Supervisor, and Student Intern for Internship.**

Total Hours of Individual Supervision: Site \_\_\_\_\_ University \_\_\_\_\_ Total \_\_\_\_\_  
 Total Hours of Triadic Supervision: Site \_\_\_\_\_ University \_\_\_\_\_ Total \_\_\_\_\_

Total Hours of Group Supervision: Site \_\_\_\_\_ University \_\_\_\_\_ Total \_\_\_\_\_  
Number of video tapes turned in by student: Site \_\_\_\_\_ University \_\_\_\_\_ Total \_\_\_\_\_  
Number of video tapes critiqued in individual supervision:  
Site \_\_\_\_\_ University \_\_\_\_\_ Total \_\_\_\_\_

Signing below indicates you have reviewed the information provided and it is accurate to the best of your knowledge.

**Student Signature and Date:** \_\_\_\_\_

**Site Supervisor Signature and Date:** \_\_\_\_\_

**University Supervisor Signature and Date:** \_\_\_\_\_

**North Carolina State University**  
**Counselor Education Program**  
**Student's Evaluation of Practicum/Internship Experience**  
(circle one)

Student Name: \_\_\_\_\_  
Practicum/Internship Site: \_\_\_\_\_  
University Supervisor: \_\_\_\_\_  
Semester/Year: \_\_\_\_\_

Please rate your site on a scale of 1 to 5 in the following areas using this rating system:

- 1-Very unsatisfactory
- 2-Somewhat unsatisfactory
- 3-Somewhat satisfactory
- 4-Satisfactory
- 5-Very satisfactory

Circle **ONLY ONE** number for each question

1. Orientation to site by site supervisor

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

2. Level of interaction with site supervisor and/or agency personnel

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

3. Amount of feedback received from site supervisor

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

4. Amount of feedback received from agency personnel

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

5. Helpfulness of site supervisor's feedback

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

6. Feedback was provided in a constructive fashion

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

7. Degree to which site supervisor and other agency personnel provided evaluations or indications of your overall performance

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

8. Site supervisor and agency personnel's interest in your comments or input

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

9. Effectiveness of site supervisor's communication with you

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

10. Work environment created by site supervisor and agency personnel

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

11. Diversity of learning experiences at site

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

12. Degree to which experience expanded your ability to provide counseling services in this type of setting or with this particular population

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

13. Overall satisfaction with site

Very Unsatisfactory    1        2        3        4        5        Very Satisfactory

14. I had the opportunity to work with the following clientele:

- Children and adolescents
- Families
- Couples
- Adults only
- Other (please specify): \_\_\_\_\_

15. I had the opportunity to work using these methods:

- Individual counseling
- Family counseling
- Group counseling
- Psychoeducation
- Consulting/classroom guidance
- In-home counseling
- Intakes/assessments
- Report writing

- Staff presentations/case conferences
- Career counseling
- Other (please specify): \_\_\_\_\_

16. I was able to get my required hours within the semester.

- Yes
- No

If the answer is no, please explain:

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**North Carolina State University  
Counselor Education Program  
Student Evaluation of Masters Practicum Doctoral Student Supervisor**

**Doctoral Student Supervisor:** \_\_\_\_\_

**Semester and Year:** \_\_\_\_\_

Please evaluate your supervisory experience in the following areas using the following scale:

1-Strongly Disagree

2-Disagree

3-No opinion

4-Agree

5-Strongly Agree

Circle **ONLY ONE** number for each question

1. My supervisor was genuinely interested in my growth as a professional counselor.

Strongly Disagree 1      2      3      4      5      Strongly Agree

2. My supervisor was professional in his/her dealings with me.

Strongly Disagree 1      2      3      4      5      Strongly Agree

3. My supervisor made suggestions regarding my taped sessions that were beneficial.

Strongly Disagree 1      2      3      4      5      Strongly Agree

4. My supervisor created a setting of support.

Strongly Disagree 1      2      3      4      5      Strongly Agree

5. My supervisor treated me as a professional.

Strongly Disagree 1      2      3      4      5      Strongly Agree

6. My supervisor was dependable regarding his/her meetings with me.

Strongly Disagree 1      2      3      4      5      Strongly Agree

7. My supervisor offered me helpful and constructive feedback.

Strongly Disagree 1      2      3      4      5      Strongly Agree

8. The requirements the supervisor made of me were fair and challenging.

Strongly Disagree 1      2      3      4      5      Strongly Agree

9. My supervisor was both interested in and aware of my experiences at my site.

Strongly Disagree 1      2      3      4      5      Strongly Agree

10. My supervisor created an environment in which I felt supported and challenged.

Strongly Disagree 1      2      3      4      5      Strongly Agree

11. My supervisor was effective in the group class portion of Practicum, using the group forum and peers' experiences to help each individual.

Strongly Disagree 1      2      3      4      5      Strongly Agree

12. My supervisor served as a resource for me providing new educational material and clinical ideas that helped me personally and professionally.

Strongly Disagree 1      2      3      4      5      Strongly Agree

What do you feel you gained as a result of your work with your doctoral supervisor?

What could your supervisor have done to make your experiences more profitable?

Please offer any additional comments you feel might be useful:

**North Carolina State University**  
**Counselor Education Program**  
**Practicum Completion Checklist**  
**Concentration** \_\_\_\_\_  
**Spring Semester** \_\_\_\_\_  
**(Year)**

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

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

1. \_\_\_\_\_ Index Card Information Form
2. \_\_\_\_\_ Practicum/Internship Contract
3. \_\_\_\_\_ Signature Page from Student page signifying student read Practicum/Internship handbook
4. \_\_\_\_\_ Student Insurance Information: Liability Coverage Documents
5. \_\_\_\_\_ Evaluation of Masters Practicum/Internship Student –Mid-term and End of Semester
6. \_\_\_\_\_ Counseling Practicum Summary Sheet

**North Carolina State University  
Counselor Education Program  
Internship Completion Checklist**

Concentration \_\_\_\_\_ Year \_\_\_\_\_  
**Fall Internship I \_\_\_\_\_ Spring Internship II \_\_\_\_\_ or Full time Fall \_\_\_\_\_**  
 (Check the appropriate lines above)

**Intern \_\_\_\_\_ Site \_\_\_\_\_**

All requirements for the internship have been met and Satisfactory grade submitted to TRACS.

University supervisor name: \_\_\_\_\_

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

Site supervisor name: \_\_\_\_\_

Hardcopies of documents placed in clinical file within the cumulative file (check and attach to this document.)

\_\_\_\_\_ Final log for Internship 1 and II or full time Internship containing total hours, direct service hours, and indirect service hours (signed by site supervisor)

\_\_\_\_\_ Intern's synthesis paper (reflections on the internship experience) (school counseling concentration; college counseling concentration)

\_\_\_\_\_ Site supervisor's end of semester evaluation of intern for each semester in internship

\_\_\_\_\_ Copy of completed consultation assignment report

\_\_\_\_\_ # of total hours of individual supervision by university supervisor

\_\_\_\_\_ # of total hours of group supervision by university supervisor

\_\_\_\_\_ # of total hours of individual supervision by site supervisor

\_\_\_\_\_ # of total hours of group supervision by site supervisor

\_\_\_\_\_ NCBLPC Verification of Graduate Experience Form

## **APPENDICES**

**ORDER OF APPENDICES**Appendix Title

APPENDIX A	Substance Abuse Overview
APPENDIX B	Working with Families
APPENDIX C	Intake Interviewing and Sample Suicide Assessment
APPENDIX D	No Harm Contract
APPENDIX E	Individual Session Case Notes
APPENDIX F	Case Notes (SOAP Format)
APPENDIX G	Session Write-Up (Case Conceptualization)
APPENDIX H	Student Signature Page
APPENDIX I	Policy for students taking a 1 vs. 2 semester internship

## APPENDIX A

### ECD 642 Substance Abuse Overview

#### Part 1: General Concepts

##### Introduction

The goal of this overview is to review basic concepts related to chemical dependency or substance abuse as well as to review the role of counselors in responding to this public health issue. Most of the examples in the overview are related to adolescents and adults but any of the information can be tailored to different populations depending on your setting and objectives.

##### Definitions

**Chemical Dependency** is a physical and /or psychological addiction to any and /or all mind or mood altering drugs, e.g. alcohol, cocaine, valium, etc. **Addiction** is a state of periodic or chronic intoxication in which a person attaches to an action or a substance with compulsion to continue and with reduced self-efficacy. During addiction, a substance or an experience prevents or precludes the individual's other life options and consistently interferes with personal, family, social or occupational functions.

**Substance abuse** is a maladaptive pattern of substance use, which has defining characteristics: (a) the continued use of a substance despite the individual experiencing recurrent adverse physical, psychological, emotional, and social consequences; and (b) recurrent use of the substance is obviously physically hazardous to the individual or to others.

The maladaptive pattern of substance use, which characterizes substance abuse, is maintained through both addiction and denial. **Denial** is a psychological defense mechanism wherein individuals refuse to acknowledge that they have a problem or that their behavior is inappropriate. Denial becomes an integral part of the disease and major obstacle to recovery.

**Alcoholism** (along with nicotine dependence) is one of the most common forms of substance abuse in the United States. Although problem drinking has been a social issue for centuries, alcoholism was not defined as an illness by the American Medical Association until 1954. Alcoholism is defined as a disease characterized by significant impairment--which may involve physiological, psychological, or social dysfunction--that is directly associated with persistent and excessive use of alcohol. It is chronic, progressive, and eventually fatal if untreated.

Alcohol and other drugs are associated with 50% of all murders, spousal abuse, and traffic fatalities; 52% of all rapes; 68% of all manslaughter; and 695 of all drowning.

##### *Discussion*

1. What are your earliest memories of your family's attitude toward drinking? Was it O.K. or not O.K.? What were the rules? Were there different rules for smoking?
2. When was the first time you learned about addiction? How did this happen? What was the impact on you?

3. What are your current thoughts about the appropriate use of alcohol, cannabis (pot), and cocaine? Should all drugs be legalized?

### Substance Classifications

Psychoactive drugs may be classified in to two very general categories: STIMULANTS and DEPRESSIVES and according to their overall effect on the central nervous system. A third category, HALLUCINOGENS are compounds that alter consciousness without delirium, sedation, excessive stimulation or intellectual or memory impairment.

Stimulants include amphetamine-like drugs, anti-depressants, and miscellaneous agents such as caffeine. This class of drugs produces a feeling of heightened energy and well being (elevation of mood). Wakefulness or attention is enhanced, appetite is suppressed, and increased motor activity including talking is common. Tolerance occurs within a short time period. Although both caffeine, cocaine, and nicotine are stimulants, they are pharmacologically distinct from the amphetamine - like drugs also classified as stimulants.

Stimulant forms include:	<u>Amphetamine</u>	<u>Synthetics</u>	<u>Street Drugs</u>
	Methadrine	Ritalin	Crystal, Meth
	Benzedrine		Crank, Coke,
	Dexedrine		Crack, Rock
			Snow, Girl

Depressants include sedative-hypnotic agents, minor tranquilizers, and narcotic analgesics. These drugs, which include muscle relaxation, drowsiness, and eventually sleep. These effects are in part dose-dependent and depend upon other factors such as time of day and intent of use. In very high dose the effects progress to marked sedation, stupor, anesthesia, coma, and death through respiratory depression.

All of the drugs in this category have the characteristic of potentiation. This means that the net effect of combining these substances tends to be multiplicative rather than additive. Mixing drugs in this category, therefore, heighten their lethality. Sedative- hypnotics--- including alcohol and barbiturates--- in particular already have a narrow margin of safety. There is relatively little differentiation between the dose for desired therapeutic effect and a dangerous or even lethal dose.

Depressant forms include:	<u>Barbiturates</u>	<u>Narcotics</u>	<u>Tranquilizers</u>
	Seconal	Opium	Clozaril
	Phenobarbital	Morphine	Haldol
	Amytal	Codeine	Mellaril
		Percodan	Prolixin
		Demerol	Xanax

Hallucinogens include Cannabis (marijuana, pot, weed, mary, mary jane). LSD (acid, dots), PCP (angel dust) and Psilocybin (mushrooms).

## *Discussion*

Review the previous charts of “Substance Abuse Classifications.” What other substances do you think should be added? (Give both their trade name and “street” names).

### Symptoms of Dependence

There are (9) conditions or sets of behaviors, which are generally recognized as describing the clinical symptoms of dependence. All nine symptoms are not necessarily for a diagnosis of dependence, primarily because all substances do not generate all of these symptoms. The symptoms (or behaviors) are as follows:

1. The substance is often taken in larger amounts or over a longer period than the individual originally intended.
2. The individual tries unsuccessfully on more than occasion to “cut down” or to otherwise control the use of the substance.
3. The individual spends a great time either using, and/ or recovering from the effects of the substance.
4. Work or other role obligations are disrupted because of frequent intoxication or withdrawal symptoms.
5. Formerly important social, occupational, or recreational activities are given up or significantly curtailed because of substance use.
6. There is continued substance use despite knowledge that the substance use causes recurrent interpersonal, occupational, physical, and or/ psychological problems.

(Note that since nicotine, unlike alcohol for example, rarely causes any clinically significant state intoxication, there is no impairment in social or occupational functioning as an immediate and direct consequence of its use—even though there can be actual addiction).

7. The individual demonstrates an increased tolerance for the substance. The individual may show at least a 50% increase in the amount of the substance needed in order to receive the desired effect.
8. Characteristic withdrawal symptoms are present. These may include:
 

restlessness	irritability	hypertension
anorexia	insomnia	nightmare
vomiting	sweating	impaired concentration
nausea	tremor	impaired memory

For opiates withdrawal the additional symptoms may be present:

generalized anxiety	opiod craving	lower back pain
stomach cramps	diarrhea	joint and bone pain
dilated pupils	tearing	tachycardia (over 100BPM)

Delirium may be a feature of alcohol, amphetamine, or cocaine withdrawal as well.

9. The substance is taken to relieve or to prevent withdrawal symptoms.

The presence of these symptoms is usually determined through a clinical interview conducted by a counselor. Any three (3) of the nine (9) symptoms listed may form the basis of a primary diagnosis of substance dependence. There are other methods for determining a diagnosis, however. One of these is the brief screen.

### Brief Screenings

Brief screens are sets of questions, which attempt to confirm a primary diagnosis. The **CAGE** (Ewing, 1984) is one of the oldest of the brief screens related to substance abuse. It is a simple, four-item yes-no alcohol screen that deals with the consequence of drinking. It is composed of the following questions:

- C Have you ever felt the need to CUT DOWN on your drinking? .....(yes or no)
- A Have you ever felt ANNOYED at criticism of your drinking? .....(yes or no)
- G Have you ever felt GUILTY about something you did when dad been drinking?  
.....(yes or no)
- E Have you ever had a morning EYE-OPENER(taken a drink first thing in the morning?)  
.....(yes or no)

One positive answer is considered an overall positive screen.  
(see also Porkorney, Miller, & Kaplan (1972) for a discussion of the **MAST**)

### *Discussion*

1. List some of the advantages of using brief screening in counseling

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2. What are the advantages of using brief screenings?
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- 

3. List the three (3) most important signs and /or symptoms you use to determine whether an individual has a substance abuse/use problem.
- 
- 
- 

4. How would you modify your brief screen if a drug other than alcohol was the source of the target behaviors?

### Substance Use Continuum

The use of alcohol or other legal substance does not always result in addiction. Many individuals avoid the use of alcohol, nicotine, or even caffeine for religious or for health related reasons. Use (or non-use) of substances is usually described in a continuum that takes the following form:

<i>Non-Use</i>	<i>Experimental Use</i>	<i>Social Problem</i>		<i>Dependence</i>
Conscious decision to not use or engage in a behavior.	Infrequent, first use, or first time engaging in a behavior.	Moderation Used at social events.	Habitual, compulsive, not for pleasure.	Little or no choice in the amount or frequency of use. Emotional deficits.

### *Discussion*

1. How would you characterize your own use of substances? Has it changed over the years or remained much the same?
2. Sometimes people in the general population have difficulty differentiating between social use (e.g., wine with meals) and problem use of alcohol. What is the difference?
3. How many individuals do you know who seem to be experiencing problem use of alcohol or other psychoactive substances?

### Progression of Addiction

Addiction is not a static process. It is progressive and disrupts the life of the family as well as the life of the individual. The following stages give a general delineation of this process. There are not necessarily twelve steps in every case. There may be more or fewer.

<b><u>Individual</u></b>	<b><u>Family</u></b>
1. Occasional chemical use. Enhancement of social skills. Drugs are good.	1. Occasional role use. Learned family behavior.
2. Tolerance Increase. Tolerance of drug and negative aftereffects.	2. Tolerance increase. Tolerant of behaviors and pain caused.
3. Preoccupation with drugs. Love affair.	3. Preoccupation with user. Intense worry and dread.
4. Attempts to control. Special rules for use.	4. Attempts to control user. Monitors stranger behaviors.
5. Loss of control. Inability to predict or control use.	5. Loss of control. Illusion of control. Controlled by attempts.
6. Guilt and shame. Violation of values and intent.	6. Guilt and shame. Feelings of responsibility. Sense of inadequacy.
7. Alibis and denial Inability to look at drug use.	7. Alibis and denial. Rationalizations. Enabling.
8. Broken public vows. Promises to quit not kept. Loss of all personal integrity.	8. Broken personal vows. Promise not to put up with this any more not kept.
9. Isolation. Solitary use; loss of friends.	9. Isolation. Hides from others. Blame self for failure.
10. Work, school, money problems. Calls in sick, uses at work or school. Money evaporates. Steals.	10. Work, school, money problems. Preoccupation with user while at work. Takes time off from work for user. Hides money.
11. Loss of other interests. Gives up. Stays high.	11. Loss of other interests. Puts life on hold. Needs to 'be around' to monitor user's behavior.
12. Resentment and delusion. Unresolved feelings. Believe in magical change. "I can quite anything."	12. Resentment and delusion. Fear, anger, and pity of user. Desire to escape. Fed up.

## Treatment Goals

Specific treatment goals vary according to the particular substance abused, the history of the abuse, and the current status of the client. In general, however, the goals include:

- Detoxification (when necessary)
- Acceptance of the problem (overcoming, denial, delusion, and blame)
- Recognition and identification of feelings, (owning and sharing feelings)
- Recognition and identification of behavioral patterns.
- Recovery of whole person (establishing physical, spiritual, mental, emotional, and social balance).
- Learning new ways to handle old patterns.
- Re-building the family system (where appropriate).

The stages of treatment have also been characterized in the following manner:

<i>Stage 1:</i> “I can’t drink” or “I can’t use...”	Need for external control
<i>Stage 2:</i> “ I won’t drink” or ‘I won’t use...”	Internalized control
<i>Stage 3:</i> “I don’t have to drink” or “I don’t have to use...”	Conflict resolution.

## Threats to Relapse

Relapse means returning to maladaptive or otherwise inappropriate use of alcohol or other drugs. This list was adapted from Dunn (1986).

1. Loneliness
2. Stress or conflict at home or within family
3. Boredom or lack of challenge at work
4. Anger and feeling trapped.
5. Secret disappointment in the sober or straight life.
6. Euphoric recall of being high
7. Depression
8. Secret thoughts of experiencing with a new chemical

## *Discussion*

What has been your experience with treatment for chemical dependency?

What actually happens in treatment? Which treatment programs are most familiar to you?

## APPENDIX B

### Working with Families

The client's (or victim's) substance abuse will not only impair his or her ability to function appropriately in the external environment, it will also warp the family structure of which the dependent person is a member. The behaviors of the spouse and /or children all come to be reactions to the dysfunctional behavior of the client. All families are different; not only in basic structure but also in their ability to withstand stress and in their degree of dysfunction. All do not attempt to retain or regain their balance, and most believe they are not unlike other families.

In some families, the children may take over executive (parental) responsibilities because the dynamics of the family system will often allow the non-abusing parent to give decision-making responsibility to an older child. Since these children can no longer be "children," they find satisfaction in their roles as pseudo parents and, therefore, may encourage the younger children to remain immature so as to secure these roles. Ultimately, as these children grow up and form their own families, they may become substance abusers themselves or marry other substance abusers thereby perpetuating the only family patterns with which they are familiar.

When a family does come to therapy, the maladaptive behavior of the client is actually a major factor built into the family's equilibrium. Accordingly, removal of that behavior, however desired, poses a threat. Hence, counselors have the task of not only helping the substance abusing client acquire new behaviors but also of preventing the family from responding to these changes with homeostatic transactions that encourage the reappearance of the client's maladaptive behaviors. For this reason it is essential that family structural change must accompany client behavioral change in families where there is active substance abuse.

#### Assessing Family Roles

There are many different approaches to involving the family in the treatment of the substance client. Most of them begin, however, with the counselor assessing each member's position or "role" in the family. Several of the common roles derived from the Role Relationship Inventory (RRI) (Wegscheider, 1981) are:

<i>Caretaker Or Enabler</i>	super responsible	"I'm fine"	The enabler's primary compulsion is to control and take care. The repressed feelings which fuel this compulsion are hurt, anger, guilt, and fear.
<i>Perfect Person Or Hero</i>	makes the family look "good"	"I can do it; "let me help"	This person recognizes some of the family problems and works hard to make up for them by being cheerful, helpful and hardworking.

## (Assessing Family Roles, Continued)

<i>Fighter or Scapegoat</i>	takes focus away from the dependent person	“Leave me alone”	This individual’s compulsive outbursts cover repressed feelings of loneliness, fear, and rejection.
<i>Lost person</i>	offers relief	“Nothing to say”	This is the child the family does not worry about. This one bothers no one; sits alone.
<i>Clown or Mascot</i>	provides fun & humor for family; relieves stress.	“look at me and laugh.”	This child is a delight, but the compulsive performances masks feelings of insecurity, fear and anger.

It is important to note that these “roles” are actually hypothetical constructs. They do not always exist exactly as they are described. One family member may have multiple ‘roles’, and large families may have several members playing similar roles. However, there is empirical research supporting the existence of these roles (Porter & Williams, 1991).

*Discussion*

1. How familiar are these roles and behaviors to you? Do they have any personal relevance to you? What other patterns could you suggest?
2. In what ways do you think cultural factors influence the incidence of substance and the success of treatment?

Summary

Families in which there is addiction generally will need help with:

- Identifying family roles
- Defining family rules and boundaries
- Recognizing family behavioral patterns
- Breaking the blame, denial, delusional cycle
- Recognizing and expressing feelings
- Understanding the family disease concept of addiction
- Uncovering transgenerational patterns
- Identifying family obsessive-compulsive behaviors
- Learning it’s O.K. talk about family problems

## Discussion

1. How should counselors be involved in addressing substance abuse?
2. At what point (or age) should primary prevention interventions be put into place?
3. What ethical considerations do counselors have in the area of substance abuse or other forms of impairment, e.g. burnout?
4. What are your current thoughts about the appropriate use of alcohol, cannabis (pot), and cocaine? Should all drugs be legalized?

(Note to Editors: Need to include more materials from Appendix A, Need all Material from Appendix B, and need all Material from Appendix C. Maybe could just photocopy or scan).

## APPENDIX C

### INTAKE INTERVIEWING AND SAMPLE SUICIDE ASSESSMENT

1. Why conduct an intake interview? Why not just begin counseling?
  - A. Helpful to have the "big picture" before engaging in a counseling relationship.
  - B. Can assess if you are capable of working with the person's issues.
  - C. Once you have begun formulating a conceptualization of the person's problem, can be more efficient in your treatment plan. Don't have to wait to stumble upon a direction.
  - D. Client finds it useful to organize his/her perspective on the problem.
2. What information do you need to gather (and include in the write-up)?

#### OBJECTIVE INFORMATION

- A. Client description (age, gender, race/ethnicity)
  1. Important because it provides the basic picture of how the world responds to this person.
  2. Can make some assumptions about developmental issues.
  3. Helps look at cultural issues.
- B. Presenting Problem
  1. What does client identify as primary reason for seeking help?
    - a. How did problem begin (history of problem)?
    - b. When did it begin (duration)?
  2. What other stressors are currently affecting the client?
- C. Suicide assessment (will cover in detail later)
- D. What are client's goals for coming to counseling?
  1. How do they expect to be different?
  2. What do they want from the counselor?
- E. Background information
  1. Previous treatment/counseling?
    - a. Provides a picture of client's resources--have they been successful before
    - b. Do they criticize other counselors, placing you on pedestal as their newest savior (a set-up for your failure later)
    - c. Is this a chronic problem that the person has not been able/willing to change?
  2. Family history (family of origin --mother, father, siblings--and other significant members)
    - a. Helps identify crucial developmental issues (separation/individuation issues, ego strength)
    - b. Resources/support
    - c. Additional stress created by family
  3. Support system (spouse/partner, friends, etc.)

4. Work history
  - a. Stability vs. loss of jobs (whose fault?)
  - b. Relationships on job
  - c. Impulsivity (quit easily)

#### F. Health History

1. Physical health (any illnesses, serious injuries, particularly head injuries, etc.)
2. Eating/sleeping patterns
  - a. Different from past
3. Substance use/abuse
  - a. Need to ask how much/how often
  - b. How it affects them at school/work/home
    1. Any arrests?
    2. Miss work?
    3. Black-outs?
4. Any medications/hospitalizations?
5. Need to decide if you need to ask about physical/sexual abuse? (Have you ever been touched in a way which was uncomfortable for you?)

### SUBJECTIVE INFORMATION (COUNSELOR'S OBSERVATIONS)

#### G. Client Presentation

1. Physical appearance
  - a. Any unusual characteristics/mannerisms?
  - b. Dress appropriate for age, etc.?
  - c. Physical signs of anxiety, depression, substance abuse, eating disorders, abuse? (note these as factual observations).
2. Ability to discuss problems
  - a. Lucid, coherent.
  - b. Open vs. defensive
  - c. Organized thoughts vs. loose associations
3. Affect
  - a. Emotions appropriate to problem
  - b. Flat or restricted affect, shallow
  - c. Excessive emotionality
  - d. Rapidly shifting

#### H. Conceptualization

1. Given the background, why is client distressed? What are the underlying dynamics of the situation?
2. This is place where you connect theory to practice. Is there a deficit of knowledge? (Haven't learned what need to learn to function successfully. Has client experienced unconditional love and acceptance? Is there unfinished business? Has the client lost a sense of meaning in life? Is there unresolved grief? Has the client been allowed to separate from the family?)
3. Urgency: How successfully can the client negotiate life between sessions? Does he/she have any internal resources? External support?

## SUICIDE ASSESSMENT

### I. How do you feel about asking a client about suicide?

1. Fear that if ask, will give them the idea.
  - a. Cannot plant an idea that they have not already considered.
  - b. If ask and not intending to harm self, will let you know. Often helps them see that life is not so bad for them.
  - c. If ask and they are considering suicide, it can be a relief to talk about it.
  - d. They may be planning to harm self and lie to you about it. You cannot read their minds.
  
2. First want to assess depression. Not all depressed people are suicidal but depression is still best indicator of potential suicide. Ask class what is the difference between the "blues" and depression.
  - a. Blues are more situation pass in a few days. Person feels down but lifestyle is not disrupted (can still function).
  - b. Depression is on-going, characterized by five or more of following symptom present during same 2-week period and represent a change from previous functioning:
  
3. At least one of symptoms must be from (a) or (b)
  - a. Depressed mood (use to be call dysphoria) most of day, nearly every day, as indicated by subjective report (feels sad or empty) or observation made by others (appears tearful). In children and adolescents, can be irritable mood.
  - b. Markedly diminished interest or pleasure in all, or almost all, activities in most of the day, nearly every day (as indicated by subjective account or observation by others)—anhedonia.
  - c. Significant weight loss when not dieting or weight gain (change in more than 5% of body weight in a month) or decrease or increase in appetite nearly every day; in children, failure to make the expected weight gains.
  - d. Insomnia or hypersomnia nearly every day.
  - e. Psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down).
  - f. Fatigue or loss of energy nearly every day.
  - g. Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick).
  - h. Diminished ability to think or concentrate, or indecisiveness, nearly every day (either by subjective account or as observed by others).
  - i. Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.
  
4. Signs that help alert counselor to suicidal risk. **Cannot predict who will commit suicide.**  
**Can identify high risk factors:**

- a. Early morning awakening--wakes one to four hours earlier than normal, pattern continues for several months.
  - b. Morning blues--feels worse in morning.
  - c. Level of interest--decreased in all kinds of things. The greater the loss of interests, the worse the depression.
  - d. Initial or sudden improvement--may have decided to kill self.
  - e. Withdrawal--degree of withdrawal directly proportional to depth of depression.
  - f. Communicability--the more the person can bring himself/herself to discuss hopelessness, less likely to take drastic action.
  - g. Presence of remorse--in people who have tried suicide, presence of remorse indicates less immediate danger of a second attempt.
  - h. Suicidal plan--majority of persons who commit suicide have planned deliberately to do so.
5. Check out the lethality of the method, availability of the means, specificity of the plan (**SAL**)
- a. The Suicidal Plan--the more specific the person is about the way he/she will die, the higher the likelihood that he/she will attempt.
  - b. The Availability of Method--whenever the method is readily available, the higher the risk.
  - c. Lethality--Objective Scale of Lethality
    - 1. gunshot, explosives
    - 2. jumping from a high place
    - 3. cutting, piercing of vital organs
    - 4. hanging
    - 5. drowning (person can't swim)
    - 6. poisoning
    - 7. cutting, piercing nonvital organ
    - 8. drowning (person can swim)
    - 9. gas poisoning
    - 10. analgesic and soporific substances (pills)
  - d. Location—If the person has determined the place and it is accessible, the risk is very high, especially if the location is inaccessible to others.
  - e. Time--if the time is specified, the risk is higher. Teens most often attempt suicide in their own homes between the hours of mid-afternoon and midnight (when people likely to be around).
  - f. Ingestion of drugs or alcohol--whenever anyone is drinking or taking other drugs and talking suicide, the risk is very high. Drugs reduce self-control and make the person very impulsive.
  - g. Accessibility for Rescue--if a person plans to commit suicide at a time or place where no one is expected or able to get to, the risk is high.
  - h. Lack of Support--if a person has no friends, parents who are less than concerned, or the suicidal person refuses to give information necessary to reach friends or those who could help, the risk is high.
  - i. Loss--whenever there has been a recent loss and the person is talking suicide, the risk is high. A loss that may not seem significant to others can be very painful for that person, especially when a series of losses have come before. Loss may be in

the form of a loved one, friendship, money, job, promotion, social status, or a pet. For students, not getting an "A", not making the team, not being accepted into peer group, or rejection from a peer group can be significant losses. (Also an arrest may lead to embarrassment of telling parents).

- j. Previous Attempts--those who have attempted suicide in the past are always high risk.
- k. Illness--when chronic physical illness is present or long standing emotional problems exist, the person considering suicide is more of a risk.

## 6. Other clues

### A. Behavioral Cues

- 1. Sudden changes in behavior
- 2. Drinking, taking drugs
- 3. Decline in school performance
- 4. Inability to concentrate
- 5. Withdrawing from others
- 6. Studying all of the time to the exclusion of outside friends and activities
- 7. Fighting physically with family member
- 8. Giving away possessions
- 9. Running away
- 10. Senses of hopelessness and helplessness
- 11. Displays of low self-esteem, lack of self-confidence, loneliness
- 12. A change in eating habits

### B. Verbal Cues

- 1. Direct
  - a. I feel like killing myself
  - b. Sometimes she makes me so mad, I feel like hanging/shooting myself
- 2. Indirect
  - a. Everyone would be better off without me
  - b. If this happens again . . .
  - c. I just can't take it anymore
  - d. Any denial that a problem exists when problems are obvious to others.

### C. Situations Cues

- 1. Loss of relationship, friends, etc.
- 2. Loss of status (not making grades, team, sorority, etc.)
- 3. Divorce of parents
- 4. Violence within family
- 5. Parent over-emphasis on achievement
- 6. First year of college
- 7. Period of time immediately following long bout of depression or hard times
- 8. Physical problems along with changes in behavior or performance.

**APPENDIX D**  
**SAMPLE—PLEASE CONSULT YOUR SITE SUPERVISOR AND UNIVERSITY**  
**SUPERVISOR FOR SITE APPROPRIATE FORMAT**

**NO HARM CONTRACT**

I, \_\_\_\_\_,

a client of \_\_\_\_\_

(Name of Site) \_\_\_\_\_

agree not to kill or harm myself in any way for the next \_\_\_\_\_

days. I also agree that if I feel the urge to hurt or kill myself I will call

\_\_\_\_\_ (Crisis Line)

at \_\_\_\_\_. If I do not attend the next regularly schedule

counseling session with my counselor \_\_\_\_\_

(or make satisfactory alternate arrangements with my counselor) I realize that my counselor may take

emergency actions including notifying the authorities about my condition.

\_\_\_\_\_  
 Client Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Counselor

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Witness

\_\_\_\_\_  
 Date

**APPENDIX E**  
**SAMPLE—PLEASE CONSULT YOUR SITE SUPERVISOR AND UNIVERSITY**  
**SUPERVISOR FOR SITE APPROPRIATE FORMAT**

**Individual Session Case Notes**

Student's Name \_\_\_\_\_ Client ID \_\_\_\_\_ Session # \_\_\_\_\_

Date of Session \_\_\_\_\_

Type of activity:

Your goal(s) for the session:

Summary of content:

Counselor's conceptualization of the problem/issues:

Comments on positive counseling behaviors:

Comments on counseling behaviors needing improvement:

Plans for future:

Did you tape the session? YES NO

If yes, have you listened to the tape? YES NO

If yes, what did you learn from listening?

Your evaluation of your work: 5 (great) to 1 (poor): \_\_\_\_\_

**APPENDIX F**  
**SAMPLE—PLEASE CONSULT YOUR SITE SUPERVISOR AND**  
**UNIVERSITY SUPERVISOR FOR SITE APPROPRIATE FORMAT**

**Case Notes (SOAP Format)**

Student's Name \_\_\_\_\_ Client ID \_\_\_\_\_ Session # \_\_\_\_

Date of Session \_\_\_\_\_

Brief Client Description:

Subjective complaint (client's conceptualization of the problem/issues):

Objective (counselor's observations of client behaviors during session—NOT your assessment of the problem)

Assessment (counselor's assessment of themes, patterns, etc.)

Plans for client/Plans for counselor

What things did you do well?

What things might you have improved upon or done differently?

From which theoretical orientations did you borrow? (theories and/or techniques)

How is the client different from/similar to you?

How did these differences/similarities play out in the session?

**APPENDIX G**  
**SAMPLE—PLEASE CONSULT YOUR SITE SUPERVISOR AND UNIVERSITY**  
**SUPERVISOR FOR APPROPRIATE FORM**

**Session Write-Up**  
**(Case Conceptualization)**

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work.

Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the client?

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

#### Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

#### Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

#### Help

Specifically what kind of help would you like, either from your practicum supervisor or from fellow students, about this client, this session, and your helping efforts?

## APPENDIX H

### MASTERS STUDENT SIGNATURE PAGE

Counselor Education  
North Carolina State University

#### I. Student Counselor Information

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Address \_\_\_\_\_

Work Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

#### II. Student Signature

The purpose of this Practicum/Internship Handbook is to clarify the expectations and responsibilities of the student counselor, while providing clear identification of the roles of the University Supervisor and the on-site supervisor.

I (print name) \_\_\_\_\_ have read the Practicum/Internship Handbook and understand the expectations, roles, and responsibilities that are mine as a Practicum or Internship student. I agree to meet these expectations to the best of my ability.

Along with this form, I am also submitting Proof of Liability insurance, the Index Card Information Form, and the Practicum/Internship Contract. I UNDERSTAND THAT I AM NOT AUTHORIZED TO BEGIN THE PRACTICUM EXPERIENCE UNTIL I HAVE SUBMITTED THE REQUIRED PAPERWORK

Signature \_\_\_\_\_

PLEASE SUBMIT TO Dr. Helen Lupton-Smith, COUNSELOR EDUCATION, 520  
POE HALL (FAX: 919/515-6891)

## APPENDIX I

### Policy for Students applying to take 1 semester of Internship vs. 2 semesters

- The Counselor Education program believes that it is best training practice for students to complete their internship over two semesters due to balance of curricular load and intentional structuring of the internship experience. Two over one semesters of internship would mean the student would have more supervision over a longer period of time, more time for skill practice in a less overwhelmed, hurried fashion. There would be less pressure on the student.
- Students who wish to take internship in one semester of their final year in the program must make application to his/her faculty advisor in the form of a letter or e-mail explaining why he/she is making this request and how he/she will be able to successfully complete the 600 hour internship with 240 direct hours in one semester. The faculty advisor will review the request and the student's progress through the program and respond to the student if his/her request has been granted or not.
- If a student has been flagged for difficulty during Pre-Practicum or Practicum or reached a Level 1 in the biannual Student Progress process meaning failure to meet Academic and Professional standards, are both reasons a Counselor Education faculty advisor may not agree to allow the student to take internship in one semester.
- If a student is approved for a one semester internship, he/she must register for 12 credit hours and course section 002 as opposed to section 001 with 6 credit hours.
- Students who are enrolled in the full time internship will be in class with students in the part time internship class. However the full time requirements will be more extensive and total hours and direct hours will be doubled. 600 total hours and 240 direct hours.
- This policy will be listed in the Practicum and Internship Handbook as well as in our Student Progress Policy in the program's Student Handbook. It is part of the Pre-Practicum (Techniques) class for students to read the whole Practicum/Internship handbook and sign signifying having read. The Techniques instructor will present this policy to the class.

# **Doctoral Clinical**

## **DOCTORAL: CLINICAL**

In Section III. Professional Practice for the current CACREP doctoral standards, doctoral students are required to participate in supervised doctoral level Practicum and Internship experiences.

### **Doctoral Practicum Information**

I. The CACREP Doctoral standard III.A. states that doctoral students are required to participate in a supervised doctoral level practicum of a minimum of 100 hours in counseling, of which 40 must be in direct service with clients. The nature of the doctoral level practicum experience is to be determined in consultation with the student's Faculty Advisor. During the doctoral student's practicum, supervision will occur as outlined in entry level standards III.A. and III.C-E. The use of student supervisors is not allowed in a doctoral level practicum.

A synopsis of relevant standards mentioned above that apply to the doctoral Practicum and Internship experience are as follows:

\*Site Supervisors must have a minimum of a masters degree in counseling or a related profession with equivalent qualifications including appropriate certifications and/or licenses as well as a minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

\*A supervision contract defining the roles and responsibilities of the faculty supervisor, site supervisor, and doctoral student must be read, signed, and adhered to for Practicum and Internship.

**The doctoral practicum requirement in the counselor Education program at North Carolina State University is met through the course ECD 843: Advanced Counseling Practicum.**

### **Doctoral Internship Information**

2.The CACREP Doctoral standards III. B. and C. state that doctoral students are required to complete doctoral level internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education (e.g., clinical practice, research, leadership, advocacy), teaching, and supervision . The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

Standard III.C. states that during internship, the student must receive weekly individual and /or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other doctoral level students throughout the internship and is usually performed by a program faculty member.

**The 600 hours of doctoral internship requirements in the Counselor Education program at North Carolina State University are met through the following courses:**

**100 hours for the Teaching internship: Internship course: ECD 886. Concurrent enrollment in ECD 850 is required.**

**300 hours for clinical/professional, and/or research related internships:  
Internship course: ECD 850**

**200 hours for the supervision experience met in the course Supervision Practicum: ECD 847**

### Roadmap on Logistics for Doctoral Clinical Courses

	Searching for your site	Registering for the course	Mid and End term student evaluation: who is responsible	Grading
ECD 843 Advanced Counseling Practicum	Student and Faculty Advisor work together to come up with a site. Student can use the database of sites on the Counselor Education website.	Student registers under the course section offered for the desired semester.	The site supervisor completes the evaluation of the student mid and end term, shares with the student, and sends back to the course instructor	The course instructor ultimately provides the grade for the student. S/U
ECD 847 Counseling Supervision Practicum	Student is assigned supervisees by the course instructor for Techniques of Counseling (Pre-Practicum) in conjunction with the doctoral Supervision Theory instructor.	Student registers under the course section offered for the desired semester.	The course instructor completes the evaluation mid and end term and shares with the student.	The course instructor provides the grade for the students. S/U
ECD 850 Clinical, Professional and/or Research Related Internship in Counselor Education	Student and Faculty Advisor work together to come up with a site and purpose. Student can use the database of sites on the Counselor Education website.	Student registers under the course section offered for the desired semester.	The site supervisor completes the evaluation of the student mid and end term, and shares with the student and sends back to the course instructor.	The course instructor ultimately provides the grade for the student. S/U
ECD 886 Supervised Practice Teaching in Counselor Education	The student and faculty advisor work together to come up with a class in which the student can do their teaching internship or the student can approach a faculty member and ask if they could do their teaching internship with them.	Student registers for both ECD 886 and ECD 850 when taking this course.	The teacher with whom the student is doing their teaching internship will complete the evaluation of the student mid and end term, share with the student, and send back to the course instructor.	The internship instructor ultimately provides the grade for the student. S/U

Doctoral Clinical Advisement on the clinical sequence in the Professional Application Core area:

- Advanced Counseling Practicum (ECD 843), Internship (ECD 850), and Supervised Practice in Teaching (ECD 886) are now offered together as a clinical combo class every Fall, Spring, and Summer. Students registering for ECD 886 in the Summer will register for the 5 week summer session (I or II) in which the course they are teaching falls under. Students registering for ECD 850 and 843 will register for the full 10 week summer course.
- Supervision Theory (ECD 735) leads to Supervision Practicum (ECD 847) in the following semester. ECD 735 is offered every Fall and ECD 847 every Spring to match the masters students ECD 562 Techniques of Counseling and ECD 642 Practicum in Counseling sequence.
- It is advisable (although not required) to take Supervision Practicum (ECD 847) in the semester immediately following the Supervision Theory class.
- It might be better for students with less clinical experiences to take ECD 843 Advanced Counseling Practicum before the Supervision Practicum (ECD 847), so that they can solidify their advanced clinical expertise prior to becoming supervisors, and they are likely to feel more confident if they do so. (However, this option might slow matriculation down somewhat.)
- The Advanced Counseling Practicum (ECD 843) represents an advanced clinical experience. Whether the student chooses to use a current job site or not, the student will be required to identify an area of expertise, client population, etc., with which the student will conduct clinical work that is substantively different from the student's current work and expertise. Doctoral students are required to participate in a minimum of 100 hours of counseling, of which 40 hours must be in direct service with clients in ECD 843. Advanced Counseling Practicum students meet on a regularly scheduled basis for group supervision.
- Those students who take ECD 850 Internship and ECD 843 Advanced Counseling Practicum cannot use the same practical experience for both courses. They need to be two unique experiences with different hours allotted to each course.

# Doctoral Clinical Course Syllabi



LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

## GENERAL CLINICAL DOCTORAL COURSE SYLLABI

### Course Syllabus for ECD 843

**LEAD** and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge, as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE**: elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

### Course Information

#### Course Prefix and Title:

ECD 843: Advanced Counseling Practicum

#### Course Catalog Description:

Participation of doctoral-level students with previous counseling experience in advanced, supervised counseling experience.

#### Number of Credits:

3

#### Meeting Time:

Wednesdays (3:35 – 5:25 p.m.) Online lessons due by 12:00 p.m. on Tuesdays

#### Class location:

1911 Building, Room 125 (50% of course online/asynchronous)  
Internet materials: <http://www.genesislight.com/internship/>

### **Instructor Information:**

Name: Edwin R. Gerler, Jr.  
Email: [edwin\\_gerler@ncsu.edu](mailto:edwin_gerler@ncsu.edu)  
Office location: Poe 520C  
Office phone: 919-515-5975  
Office Hours: by appointment

### **Role of this Course in the School-College-Community Collaboration Model:**

This course provides students advanced, preventive-developmental counseling expertise across school, college, and community settings and prepares students to use resources from each of these settings to meet client needs.

### **Required Course Materials:**

No text required. Assigned online readings.

### **Course Objectives:**

To help students gain advanced preventive/developmental counseling expertise through individual and group supervision.  
(LEADSERVE 1 - 9) (NCDPI 11) (CACREP III.A,C)

To help students gain advanced expertise in implementing preventive/developmental counseling strategies using the Internet.  
(LEADSERVE 1 - 9) (NCDPI 11) (CACREP III.A,C)

### **Teaching Strategies:**

Class discussions, group work, reflection, online lessons, internet development activities, observation.

### **Course Requirements:**

See requirements listed with course assignments and projects

### **Major Assignments/Projects:**

1. At the beginning of the practicum, the student will develop an overall goal for the practicum and a set of specific objectives that will help the student achieve the goal. The goal and objectives should be focused on preventive/developmental counseling and be rooted in developmental theory. (CACREP III.A)
2. Assignments:
  - a. Submit online reflections recording relevant variables for the practicum from the perspective of a critical participant-observer to the university instructor. That is, provide your critical impressions of the experiences. (LEADSERVE 7, 9; NCDPI 11; CACREP III.C)

- b. Develop an online, developmental counseling project for which you establish responsibility for objectives, planning to achieve the objectives, and evaluating your actions. (LEADSERVE 3, 4, 5, 6, 8, 9; NCDPI 11; CACREP III.C)
- c. Keep a record of your hours spent in practicum-related experiences and submit it to the university supervisor at the end of the practicum. (LEADSERVE 9; NCDPI 11; CACREP III.A)

### **Signature Artifact:**

The signature artifact for ECD 843 is an online, developmental counseling project.

Rubrics for Assessing the Signature Artifact:

UNACCEPTABLE: Little evidence of understanding the content and structure of an online, developmental counseling project.

ACCEPTABLE: Content reflects understanding of the nature and structure of an online, developmental counseling project.

TARGET: Content reflects superior understanding of the nature and structure of an online, developmental counseling project as well as excellent Internet design skills.

### **Evaluation:**

Final grade based on (a) satisfactory submission of online reflections, (b) submission of an online, developmental counseling project, and (c) submission of a record of hours spent in practicum-related experiences. (CACREP III.C)

Grading Scale:

S or U

### **Tentative Agenda of Class Meetings:**

Weekly agenda determined by the online reflections of practicum students and the ongoing challenges presented by practicum experiences.

### **OTHER IMPORTANT INFORMATION FOR STUDENTS:**

#### **STUDENTS WITH DISABILITIES:**

North Carolina State University has designated the office of Disability Services for Students (DSS) as the unit responsible for providing official notice to the faculty regarding implementation of accommodations for students with disabilities. Disabilities must be documented with DSS in order to receive appropriate accommodations. The DSS website can be viewed at: <http://www.ncsu.edu/dso/>

The [academic accommodations for students with disabilities](#)

**STUDENT ACADEMIC CONDUCT:**

University policy on academic integrity found in the [Code of Student Conduct Policy \( POL11.35.1\)](#)

Students are also expected to adhere to the Ethical Standards of the American Counseling Association (ACA).

**LEAD & SERVE ELEMENTS**

LEADSERVE 1 Learning General Pedagogy:

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

LEADSERVE 2 Educate with Content-Specific Strategies:

A candidate acquires and uses the unique pedagogy or content –specific strategies including appropriate technology related to a particular professional role.

LEADSERVE 3 Apply Discipline Knowledge:

Discipline and content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

LEADSERVE 4 Demonstrate Understanding of the Education Context:

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

LEADSERVE 5 Scholarly:

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.

LEADSERVE 6 Ethical:

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.

LEADSERVE 7 Reflective:

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

LEADSERVE 8 Valuers of Diversity:

Those who complete the programs understand the needs and conditions of all learners and school personnel included being sensitive to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences.

LEADSERVE 9 Experienced in Practical Application of Knowledge:

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships. They are knowledgeable in both the cognitive and affective domains.



**LEAD** and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the content of education, including foundations, historical perspectives and school settings.
- **SERVE**: elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

The mission of the College of Education is to be a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. The counselor educator preparation programs at NC State ensure that students learn general pedagogy, are educated about content specific strategies for supervision, apply content specific knowledge, and demonstrate understanding of societal contexts (**LEAD**). In addition, they cultivate the following characteristics so that the program completers are: **Scholarly, Ethical, Reflective, Value Diversity, and are Experienced** in practical applications of knowledge (**SERVE**).

**ECD 847: Counseling Supervision Practicum**

Fall (updated 2/10/15)

### **Course Catalog Description**

A supervised practicum for doctoral students in assisting with the supervision of first year students in laboratory and practicum experiences in individual and group counseling and consultation.

**Credits:** 3 credits (and 200 hours toward doctoral internship)

**Date Syllabus Was Last Revised by Course Action:** 11/2001

Course Pre-requisites: ECD 735 Counseling Supervision Theory

**Group Supervision:** Mondays 3:30-5:00pm: Poe 724 with H. Lupton-Smith

### **Individual/Triadic Supervision**

**S. Nassar-McMillan (in Poe 520 office)**

11am-12:15 pm: 1-2:15 pm 3-4:15 pm: Thursdays based on your triad

### **Instructors Information:**

**Instructor:** Dr. Sylvia Nassar-McMillan, Ph.D.

**Phone** 515-6363

**Email:** [snassar@ncsu.edu](mailto:snassar@ncsu.edu)

**Office #:** 520 Poe Hall

**Office Hours:** by appointment

**Instructor :** Dr. Helen Lupton-Smith, PhD

**Phone:** 515-2244

**Email:** [helen\\_lupton-smith@ncsu.edu](mailto:helen_lupton-smith@ncsu.edu)

**Office #:** 520 Poe Hall

**Office Hours:** by appointment

## Required Text & Liability Insurance

You will need access to:

Ivey, A. E., & Ivey, M. B. (2007). Intentional interviewing and counseling: Facilitating client development in a multicultural society (6<sup>th</sup> ed.). Pacific Grove, CA: Thompson: Brooks/Cole. and

**You will be required to have Professional Liability Insurance in effect over this entire semester; We will need documentation (Face Sheet/Declarations page) in order for you to begin your supervision of master's students.**

### Course Objectives:

1. To complete the supervision aspect (200 hours) of the doctoral level counseling internship that totals a minimum of 600 clock hours that includes supervised experiences in counselor education and supervision (e.g. clinical practice, research, teaching). (CACREP III.B.)
2. To participate in weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is also provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member. (CACREP, III.C.)
3. To develop collaborative relationships with program faculty through the supervision experience in areas such as teaching, supervision, research, professional writing, and service to the profession and the public as part of the university and community partnership that is involved in Practicum (CACREP II. B.2.)
4. To become familiar and demonstrate knowledge related to theories and practices of counselor supervision (CACREP II.C.2.)
5. To understand the purpose of clinical supervision, models of supervision, and the roles and relationships related to clinical supervision (CACREP IV. A. 1,2,3)
6. To understand legal, ethical, and multicultural issues associated with clinical supervision (CACREP IV.A.4.)
7. To demonstrate the application of theory and skills to clinical supervision (CACREP IV.B.1.)

8. To develop and demonstrate a personal style of supervision (CACREP, IV. B.2.)
9. To develop and demonstrate a personal philosophy of teaching and learning as the students in this course will be teaching/supervising a small group section with Practicum masters students.(CACREP IV.D.1.)
10. To demonstrate course design, delivery, and evaluation methods appropriate to course objectives in the doctoral student's Practicum group section. (CACREP, IV.D.2.)
11. To demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors through individual and group supervision (CACREP, IV. D.3.)
12. To understand the major counseling theories, strengths and weaknesses, and applicability to multicultural populations in assisting masters Practicum students in supervision. (CACREP, IV. G.1.)
13. To understand and demonstrate methods for evaluating counseling effectiveness. (CACREP, IV. G.2.)
14. To understand the effectiveness of models and treatment strategies of crises, disasters, and other trauma causing events through the supervision of potential circumstances student supervisees may be confronted with while at their Practicum sites. (CACREP, IV.G.4.)
15. To demonstrate an understanding of case conceptualization for work in individual and group supervision. (CACREP, IV.H.3.)

### **Teaching Strategies:**

This is a doctoral level in-depth practicum in group and individual supervision designed to examine conceptual and methodological issues related to the supervision and evaluation of novice counselors. It is the second part of a two-course sequence devoted to the supervision of counseling. This course has two components: (1) doctoral group supervision sessions, and (2) doctoral individual supervision sessions.

### **Attendance Expectations:**

Attendance and participation are expected and required. More than one absence will affect your ability to successfully pass the class.

## Major Assignments and Evaluation

This course will use an S-U grading system. Evaluation will be based on one group supervision case conceptualization (20 %), trick or treat: a video demonstration of a favorite supervision technique (10%), training supervision module and delivery for Dec. 9, 2013 Internship Orientation (20%); individual supervision skills (25 %), and the supervision portfolio (25%). The portfolio will consist of a statement of Counseling and Supervision Philosophy and one (1) 10 minute videotape and case presentation of individual supervision.

Overall Evaluation Criteria (student work must reflect Target or Acceptable in order to earn an "S" grade in this class.

**TARGET:** Degrees of content quality, performance, and effort range from "above minimum standards" to "exceptional";

**ACCEPTABLE:** Degrees of content quality, performance, and effort meet the minimum standards;

**UNACCEPTABLE:** Degrees of content quality and performance do not meet minimum standards.

## Assignments

**20 % Practicum Group Supervision: Case Conceptualization:** Each doctoral supervisor will be assigned a date in class during the semester where they will be responsible for bringing in a tape of his/her Practicum group session. Each student will be asked to set up the equipment and show a 10 to 15 minute segment and conduct a group case conceptualization. Format attached later in the syllabus. Due as scheduled. (**CACREP Doctoral Standard II.C.2; III.B; and CACREP Doctoral Student Learning Outcome A.1.-4.) DUE 9/15**)

**10 % Trick or Treat:** Each student will show a 10 minute video clip of a supervision strategy and turn in a brief one page description of the strategy. Due as scheduled. (**CACREP Doctoral Standard II.C.2; III.B; and CACREP Doctoral Student Learning Outcome A.1.-4.) DUE 10/6**)

### **20% Training Supervision Module and Delivery for Internship**

**Orientation:** Doctoral supervisors will be divided into 3 groups of 3 or 4. 2 groups will be asked to develop a 45 minute to 1 hour supervision training on a supervision model with practical strategies. Each group will develop its own model so two different models in total. The third group will develop a training specifically addressed to the masters students entering internship. These training modules will then be implemented at the Dec. 9<sup>th</sup> 4:30-6pm Internship Orientation at the Friday Institute. The training module in the form of a powerpoint is due by **November 25th**. (CACREP Doctoral Standards IV. G.1. and CACREP Doctoral Student Learning Outcome A.1.-4.) DUE 11/3

**25 % Individual Supervision Skills:** Demonstrated by 2 10-minute taped segments of individual supervision presented in individual/triadic supervision sessions with Dr. Nassar-McMillan Students will use the attached form with each tape/presentation. Due as scheduled. (CACREP Doctoral Standard II.C.2; III.B; and CACREP Doctoral Student Learning Outcome A.1.-4.) AS ASSIGNED

**25 % Supervision Portfolio:** Portfolio will consist of a (3-4 page, double-spaced) statement of your Counseling and Supervision Philosophy, to include the evolution of your theory since you began your work in supervision, and should refer to specific examples in a 3<sup>rd</sup> tape (as well as those previously presented) that you will present in your individual/triadic supervision session. Due as scheduled. (LEAD & SERVE #9; LEAD & SERVE Signature Artifact) (CACREP Doctoral Standard III.B and CACREP Doctoral Student Learning Outcome A.1.-4.) DUE 11/24

[Grading criteria for this Signature Artifact/Supervision Portfolio:

**TARGET:** Content of paper and presentation reflect an in-depth, abstract understanding and personal/professional application of specific theoretical constructs and philosophies in student supervisor's articulation of both current and predicted future philosophies;

**ACCEPTABLE:** Content of paper and presentation reflect student supervisor's understanding and personal/professional application of specific theoretical constructs and philosophies;

**UNACCEPTABLE:** Content of paper and presentation reflect limited articulation of theoretical supervision philosophy with little to no data to substantiate student supervisor's current philosophy.]

**You are required to complete weekly evaluation forms (Counselor Interview Rating Form) for each student for each of their (minimum) 10 tapes. You will be required to contact each site supervisor by phone or email during the first 2 weeks of the semester, and complete a Practicum Evaluation Form, in consultation with the corresponding Site Supervisor at Midterm and at the end of the semester.**

### **IMPORTANT INFORMATION**

A complete list of reminders for the beginning of the semester can be found at

[http://www.ncsu.edu/provost/academic\\_regulations/beg\\_of\\_semester.html](http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html)

University policy dictates that the following be included in the course syllabus:

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

[http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/) For more information on NC State's policy on working with students with disabilities, please see

[http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Help for taking and passing PRAXIS I and II is available in the College of Education Learning Technology Resource Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at [www.ets.org/praxis](http://www.ets.org/praxis) Information on CED Teacher Education is found at <http://ced.ncsu.edu/teachered>

The College of Education's Conceptual Framework may be found in its entirety at [http://ced.ncsu.edu/about/conceptual\\_framework.htm](http://ced.ncsu.edu/about/conceptual_framework.htm)

Sample Letter to Site Supervisor

Dear (name),

I enjoyed meeting you at the Practicum Orientation on Aug. 21st. I look forward to working with you in the supervision of \_\_\_\_\_. As I mentioned as part of my doctoral program in Counselor Education, I will be taking this course under the supervision of Dr. Sylvia Nassar-McMillan and Dr. Helen Lupton-Smith .

Just to reiterate, \_\_\_\_\_ is expected to work at your site for at least 100 hours between now and early December, and to provide a minimum of 40 hours of direct client services (e.g., individual or group counseling), including a minimum of 10 hours of group work (e.g., psychoeducational groups). You and \_\_\_\_\_ can decide how you want to handle the group component as the Enloe group work will only be 1 or 2 days total during the fall semester.

Sometime at the beginning of October, and again at the end of the semester, I am required to complete a Practicum Evaluation for the student, which I would like to do in consultation with you. I will contact you again at those times to solicit your input. For your information, I am attaching the form. If any questions or concerns about the practicum should arise, however, please do not hesitate to contact me.

Thank you for all you do to provide a positive learning experience for our students!

Sincerely,

XXX

<b>Week</b>	<b>Agenda</b>
August 18	(Tues, Aug 19) Practicum Orientation
Aug 25	(Mon, Aug 25) Group Supervision Review syllabus & requirements Review supervision philosophies & goals
Sept 1	(Thurs, 9/4) Triadic Supervision Supervision philosophies & goals SOAP Case notes
Sept 8	(Thurs, 9/11) Triadic Supervision SOAP Case notes
Sept 15	(Mon, 9/15) Group Supervision Group conceptualization due
Sept 22	(Thurs, 9/25) Triadic Supervision Case conceptualizations
Sept 29	(Thurs, 10/2) Triadic Supervision Case conceptualizations
Oct 6	(Monday, 10/6) Trick or Treats due; MT Evals
Oct 13	(Thurs, 10/16) Individual Sessions - Mid-term Evals; MT Logs; SOAP notes
Oct 20	(Thurs, 10/23) Triadic Supervision Case conceptualizations
Oct 27	(Thurs, 10/30) Triadic Supervision

- Nov 3 (Monday, 11/3) Group Supervision  
Supervision Module due
- Nov 10 (Thurs, 11/13) Triadic Supervision  
Case conceptualizaions
- Nov 17 (Thurs, 11/20) Triadic Supervision  
Case conceptualizations
- Nov 24 (Monday, 11/24) Group Supervision  
Portfolios due
- Dec 1 (Thursday, 12/4) Individuals  
Final Evaluations; Final Logs due; SOAP notes  
Peer Feedback and closure and provide written feedback to  
supervisors from supervisees

**Supervision Casenotes (to be completed on each supervisee seen)**

Supervisee Name \_\_\_\_\_

Supervisor Name \_\_\_\_\_

Observation Date \_\_\_\_\_

Session 1 2 3 4 5 6 7 8 9 10 11 12 13

Session summary

Observations of supervisee/counselor

Assessment of supervisee's development

Plans for next session

### **Session Write-Up (Case Conceptualization)**

Conducting supervision sessions with the support and feedback of others is an important part of a supervisor's professional development. In most training programs sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced supervisors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a supervision session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work. PLEASE LIMIT THIS WRITE-UP TO 2-3 PAGES, THEREFORE, ONLY SELECT THE MOST RELEVANT ITEMS BELOW.

#### Background information about Supervisee

Supervisee demographic information, such as age, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the supervisee select this particular client and/or session segment?

#### Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

### Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the supervisee?

What is your view of the issues? What are the common themes?

What are the supervisee's barriers to growth and coping skills?

What is she/he trying to accomplish by various behaviors?

What are your supervision goals?

### Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

What things did you do well?

What things might you have improved upon or done differently?

From which theoretical orientations did you borrow? (theories and/or techniques)

How is the client different from/similar to you?

How did these differences/similarities play out in the session?

### Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

### Help

Specifically what kind of help would you like, either from your internship supervisor or from fellow students, about this supervisee, this session, and your supervision efforts?

### **Informed Consent**

I agree to participate in supervision sessions with \_\_\_\_\_ who has explained the limits of confidentiality to me. I am aware that my session will be audiotaped or videotaped (or observed live) for the purposes of instruction and supervision, and that segments of the tape on which I appear will be viewed by Drs. Nassar-McMillan and Lupton-Smith, my instructors, or other doctoral level supervisors in the counselor education program at NCSU.

\_\_\_\_\_  
Supervisee's signature      Date

\_\_\_\_\_  
Supervisor's signature      Date

\_\_\_\_\_  
Supervisor's signature      Date

### Group Case Conceptualization:

Tape your Practicum group. You will be asked to show 10 to 15 minutes of your group in class. This can be one segment that you felt illustrated some important work in your group or that you wanted some feedback on from your peers or some different parts of your tape totaling 10 to 15 minutes that you thought were helpful to show.

Please answer the following questions in no more than 2-3 pages.

1. Please provide brief background of the supervisees in your group.
2. Discuss why you chose the particular 10 to 15 minutes to show the group from your Practicum group.
3. What were the dominant issues and themes for this particular group and your supervision goals for this group and the members.
4. What did you observe in your own behavior...what areas were troublesome and what areas were you especially effective in this group session...overall with this group.
5. From what theoretical orientations did you borrow.

6. How do the differences/similarities of you and your supervisees play out in the session? In other sessions?

7. What do you hope to do in subsequent sessions?

8. What kind of help would you like from your colleagues with your group Practicum section?



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- ❖ **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge, as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE**: elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

## Course Information

### Course Prefix and Title:

ECD 850: Doctoral Internship in Counselor Education (IMPORTANT: THIS SYLLABUS APPLIES TO STUDENTS WHO ARE DOING EITHER CLINICAL INTERNSHIPS FOR 300 HOURS OR TEACHING INTERNSHIPS FOR 100 HOURS.)

### Course Catalog Description:

Using the participant-observer role, this course requires participation in selected educational situations with emphasis upon development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing counseling and teaching experiences, identifying critical incidents in counseling and teaching, and predicting consequences of counseling and teaching interventions.

### Number of Credits:

3 - 6

### Course Pre-requisites/Co-requisites:

Preq: Nine hrs. in grad. level courses and Consent of Instructor

### Meeting Time:

Wednesdays (3:35 – 5:25 p.m.)    Online lessons due by 12:00 p.m. on Tuesdays

**Class location:**

1911 Building, Room 125 (50% of course online/asynchronous)  
 Internet materials: <http://www.genesislight.com/internship/>

**Instructor Information:**

Name: Edwin R. Gerler, Jr.  
 Email: [edwin\\_gerler@ncsu.edu](mailto:edwin_gerler@ncsu.edu)  
 Office location: Poe 520C  
 Office phone: 919-515-5975  
 Office Hours: by appointment

**Required Course Materials:**

No text required. Assigned online activities.

**Course Objectives:**

To help students gain advanced counseling, counselor education and teaching identity and expertise through individual and group supervision by counselor education faculty and by onsite supervisors. (LEADSERVE 1 - 9) (NCDPI 11) (CACREP DOC B,C; DOC C,D,I,J)

**For Clinical Interns:**

To develop collaborative relationships with program faculty in teaching, supervision, and service to the profession and the public. (CACREP DOC B,2)

To understand ethical and legal considerations in counselor education (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice). (CACREP DOC C,7)

To understand and practice theories and skills of leadership. (CACREP DOC I,1)

To understand advocacy models and to practice advocacy. (CACREP DOC I,2)

To understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters. (CACREP DOC I,4)

To understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (CACREP DOC I,5)

To demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. (CACREP DOC J,1)

To demonstrate the ability to advocate for the profession and its clientele. (CACREP DOC J,2)

**For Teaching Interns:**

To develop collaborative relationships with program faculty in teaching, supervision, and service to the profession and the public. (CACREP DOC B,2)

To know instructional theory and methods relevant to counselor education. (CACREP DOC C,3)

To understand ethical and legal considerations in counselor education (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice). (CACREP DOC C,7)

To understand the major roles, responsibilities, and activities of counselor educators. (CACREP DOC C,1)

To understand ethical, legal, and multicultural issues associated with counselor preparation training. (CACREP DOC C,3)

To develop and demonstrate a personal philosophy of teaching and learning. (CACREP DOC D,1)

To demonstrate course design, delivery, and evaluation methods appropriate to course objectives. (CACREP DOC D,2)

To demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors. (CACREP DOC D,3)

### **Teaching Strategies:**

Class discussions, group work, reflection, online lessons, internet development activities, observation. (CACREP DOC B,C; DOC C,D,I,J)

### **Course Requirements:**

See requirements listed with course assignments and projects

### **Major Requirements and Assignments/Projects for Clinical and Teaching Internships:**

1. Site and supervisor must meet CACREP standards for clinical and teaching internships.
  - a. Clinical and Teaching supervisors must have a Ph.D. (or equivalent) in counselor education or a closely related field. (CACREP DOC C)
  - b. Supervision will include individual supervision and group supervision (face-to-face or online) (CACREP DOC C)
  - c. Ph.D. students are required to complete a total of 600 internship hours. These hours include a clinical internship (300 hours), a teaching internship (100 hours), and a supervision internship (200 hours). This syllabus applies only to the clinical and teaching internships. (CACREP DOC B)
2. As interns, Ph.D. students should engage in a variety of activities related to clinical and teaching experiences. (CACREP DOC B; DOC C,D,I,J)
3. At the beginning of the internship, the intern will develop an overall goal for the internship and a set of specific objectives that will help the intern achieve the goal. These elements should be approved by the university supervisor. (CACREP DOC B; DOC C,D,I,J)
4. Assignments:
  - a. Both **Clinical and Teaching interns** submit online lessons recording relevant variables in the internship experience. (LEADSERVE 7, 9; NCDPI 11; CACREP DOC C; DOC C,D,I,J)
  - b. **Clinical interns** develop an online portfolio that includes a reasonably complete presentation of their professional background, including what they have done in their clinical setting. **Teaching**

**interns** develop an online class lesson that is applicable to the course they are helping to teach. (LEADSERVE 1 – 9; NCDPI 11; CACREP DOC C; DOC C,D)

- c. For **Clinical interns** site supervisors complete the "DOCTORAL CLINICAL INTERNSHIP CONTRACT" and submit it to the university supervisor during the first week of the internship. (LEADSERVE 9; NCDPI 11; CACREP DOC C)
- d. For **Teaching interns** teaching supervisors complete the "DOCTORAL TEACHING INTERNSHIP CONTRACT" and submit it to the university supervisor during the first week of the internship. (LEADSERVE 9; NCDPI 11; CACREP DOC C)
- e. **Clinical and Teaching interns** submit completed evaluation forms from their supervisors to the university supervisor at the midpoint and at the close of the internship. (LEADSERVE 9; NCDPI 11; CACREP DOC C)
- f. Both **Clinical and Teaching interns** keep a record of hours spent at the internship site and in preparation for internship-related experiences, accounting for the required **300 hours for clinical interns** or the **100 hours required for teaching interns**. Internship logs will be submitted to the university supervisor at the end of the internship. (LEADSERVE 9; NCDPI 11; CACREP DOC B; DOC C,D,I,J)

### **Signature Artifacts or Major Course Requirements:**

**FOR CLINICAL INTERNS:** The signature artifact or requirement for **Clinical Interns** is an online portfolio of the student's professional background, including what the student has done in the Ph.D. internship. (CACREP DOC B,C; DOC C,D,I,J)

#### **Rubrics for Assessing the Signature Artifact for Clinical Interns:**

UNACCEPTABLE: Little evidence of understanding the content and structure of an online portfolio.

ACCEPTABLE: Content reflects understanding of the nature and structure of an online portfolio.

TARGET: Content reflects superior understanding of the nature and structure of an online portfolio as well as excellent Internet design skills.

**FOR TEACHING INTERNS:** The signature artifact or requirement for **Teaching Interns** is an online class lesson that is applicable to the course they are helping to teach.

#### **Rubrics for Assessing the Signature Artifact for Teaching Interns:** (CACREP DOC B,C; DOC C,D,I,J)

UNACCEPTABLE: Little evidence of understanding the content and structure of an online class lesson.

ACCEPTABLE: Content reflects understanding of the nature and structure of an online class lesson.

TARGET: Content reflects superior understanding of the nature and structure of an online class lesson as well as excellent Internet design skills.

### **Evaluation:**

Final grade based on (a) satisfactory submission of online lessons, (b) development of an online portfolio (**clinical interns**) or an online class lesson (**teaching interns**), (c) submitting final logs evidencing the 300 hours required for **clinical interns** or the 100 hours required for **teaching interns**, and (d) a satisfactory mid-term and final written evaluation submitted by supervisor (**for clinical and teaching interns**). (CACREP DOC B,C; DOC C,D,I,J)

Grading Scale:

S or U

### **WEEKLY CLASS AGENDA:**

Weekly agenda determined by the online reflections of student interns and the ongoing challenges presented by the internship experiences.

## **OTHER IMPORTANT INFORMATION**

### **STUDENTS WITH DISABILITIES:**

North Carolina State University has designated the office of Disability Services for Students (DSS) as the unit responsible for providing official notice to the faculty regarding implementation of accommodations for students with disabilities. Disabilities must be documented with DSS in order to receive appropriate accommodations. The DSS website can be viewed at: <http://www.ncsu.edu/dso/>

The [academic accommodations for students with disabilities](#)

### **STUDENT ACADEMIC CONDUCT:**

University policy on academic integrity found in the [Code of Student Conduct Policy \( POL11.35.1\)](#)

Students are also expected to adhere to the Ethical Standards of the American Counseling Association (ACA).

## LEAD & SERVE ELEMENTS

- LEADSERVE 1 Learning General Pedagogy:  
A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.
- LEADSERVE 2 Educate with Content-Specific Strategies:  
A candidate acquires and uses the unique pedagogy or content –specific strategies including appropriate technology related to a particular professional role.
- LEADSERVE 3 Apply Discipline Knowledge:  
Discipline and content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.
- LEADSERVE 4 Demonstrate Understanding of the Education Context:  
Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.
- LEADSERVE 5 Scholarly:  
Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.
- LEADSERVE 6 Ethical:  
Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.
- LEADSERVE 7 Reflective:  
Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.
- LEADSERVE 8 Valuers of Diversity:  
Those who complete the programs understand the needs and conditions of all learners and school personnel included being sensitive to cultural, economic, developmental, ethnic, racial, gender, religious, and sexual orientation differences.
- LEADSERVE 9 Experienced in Practical Application of Knowledge:  
Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships. They are knowledgeable in both the cognitive and affective domains.

# LEAD & SERVE

LEARN | EDUCATE | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

**LEAD** and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD**: four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge, as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE**: elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

## Course Information

### Course Prefix and Title:

ECD 886 Supervised Practice Teaching in Counselor Education

### Course Catalog Description:

Doctoral students in counselor education participate teaching of approved master's level undergraduate courses with graduate faculty members serving as mentors.

### Number of Credits: 3

### Course Pre-requisites/Co-requisites:

Doctoral standing, consent of instructor

Meeting Time: Whenever course to which practice teacher is assigned

Class location: Wherever the course is located

### Instructor Information:

Name: Which ever faculty member has agreed to be the mentor

Email: Office location:

Office phone:

Office Hours:

**Required Course Materials:**

McKeachie, W. J. (2002). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. (11<sup>th</sup> Ed.). Boston: Houghton Mifflin and/or Internet content for university teaching and instruction in counselor education.

**Instructor's comments:**

This class adopts an experiential approach to develop doctoral students skills and knowledge in teaching counselor education courses, in helping these students become competent counselors and facilitators of human development.

**Course Objectives:**

To develop collaborative relationships with program faculty in teaching, supervision, and service to the profession and the public. (CACREP Doctoral Standard II.B.2.)

To know instructional theory and methods relevant to counselor education. (CACREP Doctoral Standard II.C.3.)

To understand ethical and legal considerations in counselor education (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice). (CACREP Doctoral Student Learning Outcome C.3.)

To understand the major roles, responsibilities, and activities of counselor educators. (CACREP Doctoral Student Learning Outcome C.1.)

To understand ethical, legal, and multicultural issues associated with counselor preparation training. (CACREP Doctoral Student Learning Outcome C.3.)

To develop and demonstrate a personal philosophy of teaching and learning. (CACREP Doctoral Student Learning Outcome D.1.)

To demonstrate course design, delivery, and evaluation methods appropriate to course objectives. (CACREP Doctoral Student Learning Outcome D.2.)

To demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors. (CACREP Doctoral Student Learning Outcome D.3.)

**Teaching strategies:** Class observations, modeling, discussions, reflection, journal writing, and presentations.

**Course requirements:**

A combination of teaching, assisting the instructor for the class, instructors supervision, self-evaluation and observation.

Meeting with instructor regularly to discuss/prepare for lessons. (LEADSERVE 1 & 2; NCDPI 9, 11, 13, 14, 15; CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3.)

Teach two lessons as a minimum (or significant portions), lesson plans and related materials need to be submitted in advance (LEADSERVE 2, 3, 5, 6, 7, & 8; NCDPI 9, 11, 13, 14, 15; CACREP Doctoral Student Learning Outcome B,1.-2; C.1.-3; D.1.-3.)

Teaching interns will be observed and reviewed on their teaching. (LEADSERVE 6 & 7; NCDPI 9, 11, 13, 14, 15; CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Assist and support teaching and other related activities (LEADSERVE 2; NCDPI 9, 11, 13, 14, 15; CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3.)

### **Major Assignments/Projects:**

Demonstration of Teaching (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Reflections on Teaching (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Lesson Plan (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Participation and Involvement (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

### **Evaluation:**

Rated as below, at, or above average:

Demonstration of Teaching (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Reflections on Teaching (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Lesson Plan (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Participation and Involvement (CACREP Doctoral Standard II.B.1-2.; Doctoral Student Learning Outcome C.1.-3; D.1.-3)

Grades: Satisfactory or Unsatisfactory

### **Tentative agenda of class meetings:**

The student should attend each undergraduate/graduate class that the instructor teaches. Also, the student will meet with the instructor to discuss the teaching concepts, strategies, lesson planning and reflections.

These activities may include the following:

- writing personal objectives
- developing a contract with the instructor
- playing a role as teaching assistant
- observing the instructor=s teaching
- meeting with the instructor
- discussing with the instructor about teaching
- planning for lessons
- attending classes
- teaching modules
- reflecting on teaching in reports
- assisting in preparing and administering tests
- video-taping and self-evaluation of teaching
- reviewing progress of the practicum
- making necessary changes in the practicum
- final paper: reflect on overall experiential experience in the teaching practicum
- others:

### **IMPORTANT INFORMATION**

A complete list of reminders for the beginning of the semester can be found at [http://www.ncsu.edu/provost/academic\\_regulations/beg\\_of\\_semester.html](http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html)

University policy dictates that the following be included in the course syllabus:

University policies on attendance, (excused and unexcused) absences, and scheduling makeup please see [http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.3.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php)

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation: [http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/) For more information on NC State's policy on working with students with disabilities, please see [http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

The College of Education's Conceptual Framework may be found in its entirety at [http://ced.ncsu.edu/about/conceptual\\_framework.htm](http://ced.ncsu.edu/about/conceptual_framework.htm)

**DOCTORAL LOGS, CLINICAL FORMS & ADMINISTRATIVE FORMS**

**North Carolina State University  
Counselor Education Program  
Clinical Coursework  
ECD 843, 847, 850, 886  
Completion Checklist for PHD Students**

**1. Advanced Counseling Practicum Documents: ECD 843**

- \_\_\_\_\_ Doctoral Practicum Contract
- \_\_\_\_\_ Final Practicum Log
- \_\_\_\_\_ Mid Term and Final Evaluation from Site Supervisor
- \_\_\_\_\_ Proof of Liability Insurance

**2. Supervision Practicum Documents: ECD 847**

- \_\_\_\_\_ Doctoral Supervision Practicum Contract
- \_\_\_\_\_ Final Supervision Log
- \_\_\_\_\_ Mid Term and Final Internship Evaluation from Supervision Instructor
- \_\_\_\_\_ Record of Supervision Hours provided/received
- \_\_\_\_\_ Proof of Liability Insurance

**3. Counseling/Research/Professional Documents: ECD 850**

- \_\_\_\_\_ Doctoral Internship Contract
- \_\_\_\_\_ Mid Term and Final Internship Evaluation from Site Supervisor
- \_\_\_\_\_ Final Clinical Internship Log (300 Hours)
- \_\_\_\_\_ Printed Example of an On-line Reflection Completed during Clinical Internship
- \_\_\_\_\_ Printed Sample Page from On-Line Portfolio Developed by Clinical Intern
- \_\_\_\_\_ Proof of Liability Insurance

**4. Teaching Internship Documents: ECD 886**

- \_\_\_\_\_ Doctoral Teaching Internship Contract
- \_\_\_\_\_ Mid Term and Final Internship Evaluation from Teaching Supervisor
- \_\_\_\_\_ Final Teaching Internship Log (100 Hours)
- \_\_\_\_\_ Brief Plan for On-Line Lesson Developed during Teaching Internship
- \_\_\_\_\_ Printed Example of an On-Line Reflection Completed during Teaching Internship

**Doctoral Teaching Internship Contract  
North Carolina State University  
Counselor Education Program**

This contract outlines the primary expectations for the Doctoral Teaching Internship student and the Teaching Internship site supervisor. Please read to become familiar with the basic process and requirements for the Teaching component of the Doctoral internship (ECD 850/ECD886) in the Counselor Education program. The Contract contains 4 parts: Part I- An Overview of Expectations; Part II- Teacher Supervisor Information; Part III- Internship Instructor Information, and Part IV. Doctoral Student Information. After reviewing all items, if you agree to the contract, please sign and date where a signature is requested at the end of the document. The Doctoral Student will complete his/her part, take the paperwork to the Teaching Supervisor, bring it to his/her Internship instructor, and ultimately all paperwork will end up with the Clinical Coordinator who will file the contract in the student's clinical file.

**Part I- Overview**

**1. Hours**

**Teaching Internship (ECD 886/850):** Counselor Education doctoral students are required to participate in 100 hours of a Teaching experience.

**2. Setting goals for the doctoral student in the Teaching Internship**

The Teaching Supervisor will collaborate with the student in developing goals for the teaching experience.

**3. Supervision**

Student teaching interns receive regularly scheduled group supervision with the course instructor of ECD 850. A formal evaluation is conducted mid and end of the semester by program faculty conducting individual/triadic supervision and group supervision. The evaluation form is called **The Evaluation of the Doctoral Student Teaching Intern.**

**4. Professionalism and Ethical behavior**

The teaching supervisor and the university supervisors/instructors will model professional and ethical behavior (e.g. confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self awareness and monitoring etc.) Students need to be aware and behave in accordance with the American Counseling Association Code of Ethics and discuss with their site supervisors any ethical guidelines/codes specific to their teaching experience. Students are expected to exhibit professional behavior in their teaching experience.

**5. Contacts between the Teaching Supervisor and the ECD 850 University Supervisor:**

The ECD 850 Internship Instructor will reach out to the Teaching Supervisor throughout the semester to check on the progress of the doctoral student. Contact will be made by e-mail or by phone to schedule visits if any concerns arise.

**6.Evaluation:**

The Teaching Supervisor will provide on-going feedback to the student concerning his/her performance during the teaching experience. The students will also get on-going feedback from their ECD 850 Internship Instructor.

The Teaching Supervisor and university Supervisor/Instructor will evaluate the Internship student at mid semester and end of the semester. During Internship, the Teaching supervisor will complete the mid and end of the semester evaluations and go over the feedback with the student interns. They will then send the evaluation to the internship instructor. The Counselor Education Program's student evaluation form is called The Evaluation of the Doctoral Student Teaching Intern.

**Part II. –Teaching Supervisor Information** (to be completed by Teaching Supervisor)

1. Name of North Carolina State University Counselor Education Program Internship Student: \_\_\_\_\_
2. Name of Teaching Supervisor: \_\_\_\_\_
3. Teaching Supervisor Position/Title: \_\_\_\_\_
4. Title of Class Taught: \_\_\_\_\_
5. Teaching Supervisor's Phone: \_\_\_\_\_
6. Teaching Supervisor's Email: \_\_\_\_\_
7. Teaching Supervisor's Address: \_\_\_\_\_
8. Teaching Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD):  
\_\_\_\_\_
9. Teaching Supervisor: Educational Background (chronological order beginning with most recent training)

Name of Institution	Degree/Year	Title of Program
_____	_____	_____
_____	_____	_____

10. Professional Experience (chronological order beginning with most recent experience)

Job Titles/Duties	Year/Dates
_____	_____
_____	_____

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

**Part III- ECD Internship Instructor Information**

To be completed by Instructor

1. Instructor Name: \_\_\_\_\_

2. Instructor Phone: \_\_\_\_\_

3. Instructor E-mail: \_\_\_\_\_

4. Instructor University Address:  
\_\_\_\_\_  
\_\_\_\_\_

5. Instructor Signature: The Internship instructor must read the following and initial and sign at the end if in agreement.

- The student's course instructor has approved the above stated Teaching Internship. \_\_\_\_\_ (initial signifying agreement)
- The Instructor approves the Teaching Supervisor's credentials \_\_\_\_\_ (initial)
- The NCSU Counselor Education Internship instructor agrees to contact the Teaching Supervisor during the Internship semesters by phone, e-mails, and/or visit/s to assist in monitoring student progress. \_\_\_\_\_ (initial)

\_\_\_\_\_  
ECD 850 Internship Instructor Signature\_\_\_\_\_  
Date**Part IV.- Student Information (To be completed by Student)**1. Doctoral Internship Student Name:  
\_\_\_\_\_

2. Student Phone: \_\_\_\_\_

3. Student E-Mail: \_\_\_\_\_

4. Student Address: \_\_\_\_\_  
\_\_\_\_\_**Statement of Good Standing:**

Place a check on the line for each statement that is true; write an explanation for items that are not checked.

\_\_\_\_\_ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

\_\_\_\_\_ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

\_\_\_\_\_ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Doctoral student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

\_\_\_\_\_ I agree to inform the Counselor Education Program if, while I am a Doctoral student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

\_\_\_\_\_ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e .the Office of Student Conduct) regarding applicant behavior/conduct on campus.

#### Ethical Guidelines:

Place a check on the line to indicate you plan to adhere to each guideline.

\_\_\_\_\_ I plan to uphold confidentiality as well as the limits to confidentiality.

\_\_\_\_\_ I am aware of the limits to my training and abilities and plan to see assistance with supervisors when a teaching situation is beyond my abilities and training.

\_\_\_\_\_ I will identify myself as a counselor-in-training and not misrepresent myself.

\_\_\_\_\_ I will accurately and reliably maintain written and other records require by my site.

\_\_\_\_\_ I will refrain from teaching students with whom I have other types of relationships. (I will avoid dual relationships.)

\_\_\_\_\_ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.

\_\_\_\_\_ I will monitor my own emotional and physical status and practice self awareness to avoid any adverse impact on my clients.

\_\_\_\_\_ I will discuss ethical standards with my supervisors.

**By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Internship Handbook. I understand this contract and will uphold this contract to the best of my ability.**

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

**Teaching Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internship Instructor (ECD 850)**  
\_\_\_\_\_ **Date** \_\_\_\_\_

**Doctoral Counseling/Research/Professional  
Internship Contract  
North Carolina State University  
Counselor Education Program**

This contract outlines the primary expectations for the Doctoral Counseling/Research/Professional Internship student and the Internship site supervisor. Please read to become familiar with the basic process and requirements of the Doctoral internship (ECD 850) in the Counselor Education program. The Contract contains 4 parts: Part I- An Overview of Expectations; Part II- Site Supervisor Information; Part III- Internship Instructor Information, and Part IV. Doctoral Student Information. After reviewing all items, if you agree to the contract, please sign and date where a signature is requested at the end of the document. The Doctoral Student will complete his/her part, take the paperwork to the Site Supervisor, bring it to his/her Internship instructor, and ultimately all paperwork will end up with the Clinical Coordinator who will file the contract in the student's clinical file.

**Part I- Overview**

**1. Hours**

**For Counseling/Research/Professional Internship:** For the purpose of this contract and this internship experience, doctoral students are required to complete 300 hours of counseling, research, or professional experiences. If the internship is counseling focused, the delegation of direct and indirect service hours are to be negotiated by the supervisor, Internship course instructor, and doctoral student intern

**Direct client contact hours** is defined by CACREP as interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used to refer to time spent by internship students working directly with clients. Examples of direct client contact are a.) Individual counseling, b.) group counseling c.) psycho-education groups or classroom guidance, and d.)parent or family meetings/counseling. All activities that are not applications of counseling, consultation or human development skills will be counted as **in-direct** or **non-direct contact hours/service**.

**2. Setting goals and orienting the doctoral student to the Internship Experience**

The Site Supervisor of the internship will collaborate with the student in developing goals for the Internship experience.

The Site Supervisor will provide an orientation of the site/experience to the doctoral student. This will involve general information, an understanding of the structure and roles of the experience, and an introduction of the student to individuals whom he/she will work with.

**3. Supervision**

The Site Supervisor will need to spend a minimum of one hour a week in direct supervision of the Doctoral internship student. As the experience progresses the supervisor will consult with the student on any professional concerns that may arise. The student will receive constructive feedback on his/her performance. At the university, the student interns will receive on-going regularly scheduled group supervision in a class for which they are registered, facilitated by a program faculty member (the instructor of ECD 850).

#### **4. Professionalism and Ethical behavior**

The site and university supervisor will model professional and ethical behavior (e.g. confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self awareness and monitoring etc.) Students need to be aware and behave in accordance with the American Counseling Association Code of Ethics and discuss with their site supervisors any ethical guidelines/codes specific to their teaching experience. Students are expected to exhibit professional during their internship experience.

#### **5. Contacts between the Site and University Supervisor:**

The Internship Instructor will reach out to the Site Supervisor throughout the semester to check on the progress of the doctoral student. Contact will be made by e-mail or by phone to schedule visits if any concerns arise.

#### **6. Evaluation:**

The Site Supervisor will provide on-going feedback to the student concerning his/her performance during the internship experience. The students will also get on-going feedback from their Internship Instructor.

The Site Supervisor and University Supervisor/Instructor will evaluate the Internship student at mid semester and end of the semester. During Internship, the Site Supervisor will complete the mid and end of the semester evaluations and go over the feedback with the student interns. They will then send the evaluation to the internship instructor. The Counselor Education Program's student evaluation form is called The Evaluation of the Doctoral Student Counseling/Research/Professional Intern.

### **Part II. –Site Supervisor Information** (to be completed by Site Supervisor)

1. Name of North Carolina State University Counselor Education Program Internship Student: \_\_\_\_\_
2. Name of Site Supervisor: \_\_\_\_\_
3. Site Supervisor Position/Title: \_\_\_\_\_
4. Name of Site (Institution or Agency): \_\_\_\_\_
5. Site Supervisor's Phone: \_\_\_\_\_
6. Site Supervisor's Email: \_\_\_\_\_
7. Site Supervisor's Address: \_\_\_\_\_
8. Site Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD):  
\_\_\_\_\_

9. Does Site Supervisor have a masters degree in counseling or counseling related field? \_\_\_\_\_ (If a School Counselor, must have a NC school counseling license.)
10. Does Site Supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience (e.g. school, college, community agency)? \_\_\_\_\_
11. Credentials of Site Supervisor: Please spell out acronyms
- Licensure: \_\_\_\_\_
  - Certification(s): \_\_\_\_\_
12. Years of Post-Master’s Experience: \_\_\_\_\_
13. Years of Counseling Experience: \_\_\_\_\_
14. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution	Degree/Year	Title of Program
_____	_____	_____
_____	_____	_____

15. Professional Experience (chronological order beginning with most recent experience)
- | Job Titles/Duties | Year/Dates |
|-------------------|------------|
| _____             | _____      |
| _____             | _____      |

16. Does the Site Supervisor verify that the NCSU Counselor Education student will be able to complete the following:

- 300 hours of counseling/research/or professional experience  
(If a counseling internship, direct and indirect services hours will be negotiated) \_\_\_\_\_
- 1 hour of weekly supervision \_\_\_\_\_
- Site Supervisor will evaluate the student at mid-term and the end of the Internship \_\_\_\_\_

\_\_\_\_\_  
 Site Supervisor Signature Date \_\_\_\_\_

**Part III- ECD Internship Instructor (University Supervisor) Information**

To be completed by Instructor

1. Instructor Name: \_\_\_\_\_
2. Instructor Phone: \_\_\_\_\_
3. Instructor E-mail: \_\_\_\_\_

4. Instructor University Address:

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5. Instructor Signature: The Internship instructor must read the following and initial and sign at the end if in agreement.

- The student's course instructor has approved the above stated Internship experience. \_\_\_\_\_ (initial signifying agreement)
- The Instructor approves the Site Supervisor's credentials as being in counselor or Counseling related preparation \_\_\_\_\_ (initial)
- The NCSU Counselor Education Internship instructor agrees to contact the Site Supervisor during the Internship semesters by phone, e-mails, and/or visit/s to assist in monitoring student progress. \_\_\_\_\_ (initial)

---

ECD 850 Internship Instructor Signature

---

Date

**Part IV.- Student Information** (To be completed by Student)

1. Doctoral Internship Student Name:

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2. Student Phone: \_\_\_\_\_

3. Student E-Mail: \_\_\_\_\_

4. Student Address: \_\_\_\_\_

**Statement of Good Standing:**

Place a check on the line for each statement that is true; write an explanation for items that are not checked.

\_\_\_\_\_ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

\_\_\_\_\_ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

\_\_\_\_ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

\_\_\_\_ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Doctoral student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

\_\_\_\_ I agree to inform the Counselor Education Program if, while I am a Doctoral student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

\_\_\_\_ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e .the Office of Student Conduct) regarding applicant behavior/conduct on campus.

Ethical Guidelines:

Place a check on the line to indicate you plan to adhere to each guideline.

\_\_\_\_ I plan to uphold confidentiality as well as the limits to confidentiality.

\_\_\_\_ I am aware of the limits to my training and abilities and plan to see assistance with supervisors when an internship situation is beyond my abilities and training.

\_\_\_\_ I will identify myself as a counselor-in-training and not misrepresent myself.

\_\_\_\_ I will accurately and reliably maintain written and other records require by my site.

\_\_\_\_ I will refrain from counseling people with whom I have other types of relationships. (I will avoid dual relationships.)

\_\_\_\_ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.

\_\_\_\_ I will monitor my own emotional and physical status and practice self awareness to avoid any adverse impact on my clients.

\_\_\_\_ I will discuss ethical standards with my supervisors.

**By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Internship Handbook. I understand this contract and will uphold this contract to the best of my ability.**

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

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

Internship Instructor (ECD 850) \_\_\_\_\_ Date \_\_\_\_\_

**Doctoral Advanced Counseling  
Practicum Contract  
North Carolina State University  
Counselor Education Program**

This contract outlines the primary expectations for the Advanced Counseling Practicum Doctoral student, the Site Supervisor, and the University Supervisor (Course Instructor). Please read to become familiar with the basic process and requirements of the Advanced Counseling Practicum course (ECD 843) in the Counselor Education program. The Contract contains 4 parts: Part I- An Overview of Expectations; Part II- Site Supervisor Information; Part III- Course Instructor Information, and Part IV. Doctoral Student Information. After reviewing all items, if you agree to the contract, please sign and date where a signature is requested at the end of the document. The Doctoral Student will complete his/her part, take the paperwork to the Site Supervisor, bring it to the Course Instructor, and ultimately all paperwork will end up with the Clinical Coordinator who will file the contract in the student's clinical file.

**Part I- Overview**

**1.Hours**

**For the Advanced Counseling Practicum:** The total site experience should equal 100 hours with a minimum of 40 hours of direct client contact/service.

**Direct client contact**/hours is defined by CACREP as interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used to refer to time spent by Advanced Counseling Practicum doctoral students working directly with clients. Examples of direct client contact are a.) individual counseling, b.) group counseling, c.) psycho-education groups or classroom guidance, and d.) parent or family meetings/counseling. All activities that are not applications of counseling, consultation, or human development skills will be counted as **in-direct or non-direct contact hours/service**.

**2.Setting goals and orienting the doctoral student to the Practicum Site**

As a Practicum site for the Advanced Counseling Practicum doctoral student, the Site Supervisor will collaborate with the student in developing **goals for the clinical experience**.

The Site Supervisor will provide an orientation of the site to the doctoral student. This will involve general information, an understanding of the structure and roles of the experience, and an introduction of the student to individuals whom he/she will work with.

**3.Supervision**

**As a Practicum site**, the site supervisor can provide optional supervision in addition to serving as a "host" for the site. Ideally the Site Supervisor will spend a minimum of one hour a week in direct supervision of the Doctoral student. As the experience progresses the supervisor will consult with the student on any professional concerns that may arise. The student will receive constructive feedback on his/her performance. At the university, the students will receive on-going regularly scheduled group supervision in a class for which they are registered, facilitated by a program faculty member (the instructor of ECD 843).

#### **4. Contacts between the Site and University Supervisor:**

The Course Instructor will reach out to the Site Supervisor throughout the semester to check on the progress of the doctoral student. Contact will be made by e-mail or by phone to schedule visits if any concerns arise.

#### **5. Evaluation:**

The Site Supervisor will provide on-going feedback to the student concerning his/her performance during the advanced practicum experience. The students will also get on-going feedback from their course Instructor.

The Site Supervisor and University Supervisor (course instructor) will evaluate the doctoral practicum student at mid semester and end of the semester. The Site Supervisor will complete the mid and end of the semester evaluations and go over the feedback with the doctoral student. They will then send the evaluation to the course instructor. The Counselor Education Program's student evaluation form is called The Evaluation of the Advanced Counseling Practicum Doctoral Student.

#### **6. Professionalism and Ethical behavior**

The site and university supervisor will model professional and ethical behavior (e.g. confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self awareness and monitoring etc.) Students need to be aware and behave in accordance with the American Counseling Association Code of Ethics and discuss with their site supervisor any ethical guidelines/codes specific to their site. Students are expected to exhibit professional behavior at their site.

Note: All doctoral student interns need to purchase Liability Insurance that covers them during their Advanced Counseling Practicum. (Insurance can be purchased through the American Counseling Association)

#### **Part II. -Site Supervisor Information**

To be completed by Site Supervisor

1. Name of North Carolina State University Counselor Education Program Advanced Counseling Practicum Doctoral Student: \_\_\_\_\_
  2. Name of Site Supervisor: \_\_\_\_\_
  3. Site Supervisor Position/Title: \_\_\_\_\_
  4. Name of Site (Institution or Agency): \_\_\_\_\_
  5. Site Supervisor's Phone: \_\_\_\_\_
  6. Site Supervisor's Email: \_\_\_\_\_
  7. Site Supervisor's Address (at site): \_\_\_\_\_
  8. Site Supervisor's Highest Degree Completed (MA, MS, EdS, PhD, MD): \_\_\_\_\_
9. Does Site Supervisor have a masters degree in counseling or counseling related field? \_\_\_\_\_ (If a School Counselor, must have a NC school counseling license.)

10. Does Site Supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience (e.g. school, college, community agency)? \_\_\_\_\_

11. Credentials of Site Supervisor: Please spell out acronyms

- Licensure: \_\_\_\_\_
- Certification(s): \_\_\_\_\_

12. Years of Post-Master's Experience: \_\_\_\_\_

13. Years of Counseling Experience: \_\_\_\_\_

14. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution	Degree/Year	Title of Program
_____	_____	_____
_____	_____	_____
_____	_____	_____

15. Professional Experience (chronological order beginning with most recent experience)

Job Titles/Duties	Year/Dates
_____	_____
_____	_____
_____	_____

16. Does the Site Supervisor verify that the NCSU Counselor Education student will be able to complete the following:

- 100 total hours of direct and indirect counseling and related experience for Spring Semester \_\_\_\_\_
- 40 hours of direct (individual/group) counseling experience for Spring Semester \_\_\_\_\_
- It is encouraged that the Site Supervisor will provide one hour of scheduled weekly individual supervision with the Counselor Education student during Spring Semester \_\_\_\_\_
- Site Supervisor will evaluate the student at mid-term and the end of each semester \_\_\_\_\_

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

**Part III- ECD 843 Advanced Counseling Practicum Course Instructor (University Supervisor) Information**

To be completed by Instructor

1. Instructor Name: \_\_\_\_\_

2. Instructor Phone: \_\_\_\_\_

3. Instructor E-mail: \_\_\_\_\_

4. Instructor University Address:

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5. Instructor Signature: The Practicum instructor must read the following and initial and sign at the end if in agreement.

- The student's course instructor has approved the above stated Practicum experience. \_\_\_\_\_ (initial signifying agreement)
- The Instructor approves the Site Supervisor's credentials as being in counselor or Counseling related preparation \_\_\_\_\_ (initial)
- The NCSU Counselor Education course instructor agrees to contact the Site Supervisor during the Advanced Counseling Practicum semesters by phone, e-mails, and/or visit/s to assist in monitoring student progress. \_\_\_\_\_ (initial)

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ECD 843 Advanced Counseling Practicum  
Instructor Signature

Date

#### **Part IV.- Student Information**

To be completed by Student

1. Doctoral Practicum Student Name:

2. Student Phone: \_\_\_\_\_

3. Student E-Mail: \_\_\_\_\_

4. Student Address: \_\_\_\_\_

#### **Statement of Good Standing:**

Place a check on the line for each statement that is true; write an explanation for items that are not checked.

\_\_\_\_\_ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

\_\_\_\_\_ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion,

creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

\_\_\_\_\_ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

\_\_\_\_\_ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Doctoral student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

\_\_\_\_\_ I agree to inform the Counselor Education Program if, while I am a Doctoral student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

\_\_\_\_\_ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e .the Office of Student Conduct) regarding applicant behavior/conduct on campus.

#### Ethical Guidelines:

Place a check on the line to indicate you plan to adhere to each guideline.

\_\_\_\_\_ I plan to uphold client confidentiality as well as the limits to confidentiality.

\_\_\_\_\_ I am aware of the limits to my training and abilities and plan to see assistance with supervisors when a clinical situation is beyond my abilities and training.

\_\_\_\_\_ I will identify myself as a counselor-in-training and not misrepresent myself.

\_\_\_\_\_ I will accurately and reliably maintain written and other records require by my site.

\_\_\_\_\_ I will refrain from counseling people with whom I have other types of relationships. (I will avoid dual relationships.)

\_\_\_\_\_ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.

\_\_\_\_\_ I will monitor my own emotional and physical status and practice self awareness to avoid any adverse impact on my clients.

\_\_\_\_\_ I will discuss ethical standards with my supervisors.

**By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Practicum/Internship Handbook. I understand this contract and will uphold this contract to the best of my ability. I also agree to that I have purchased liability insurance which will cover the time span of my clinical experience.**

**Doctoral Student** \_\_\_\_\_ **Date** \_\_\_\_\_

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

**Practicum Course Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Doctoral Counseling Supervision  
Practicum Contract  
North Carolina State University  
Counselor Education Program**

This contract outlines the primary expectations for the Counseling Supervision Practicum Doctoral student and the University Supervisor (Course Instructor). Please read to become familiar with the basic process and requirements of the Supervision course (ECD 847) in the Counselor Education program. The Contract contains 3 parts: Part I- An Overview of Expectations; Part II- Course Instructor Information, and Part III. Doctoral Student Information. After reviewing all items, if you agree to the contract, please sign and date where a signature is requested at the end of the document. The Doctoral Student will complete his/her part, take the paperwork to the Course Instructor, and ultimately all paperwork will end up with the Clinical Coordinator who will file the contract in the student's clinical file.

**Part I- Overview**

**1. Hours**

**For the Counseling Supervision Practicum:** The total experience should equal 200 hours. As part of this course, each doctoral student will be responsible for the weekly individual and group supervision of 2 to 4 masters students completing their masters Practicum. The 200 course hours will include responsibilities such as the individual and group supervision, the previewing of 10 video tapes of each supervisee as well as other supervision preparation, mid and end term evaluations of supervisees, contacts and site visits with site supervisors, attending group and individual supervision that the doctoral student receives, and any assignments that come with the supervision received.

**2. Supervision**

Not only will the doctoral supervisor **provide** individual and group supervision, they will **receive** weekly group and individual/triadic supervision. The individual supervision that is **provided** by the doctoral student will be scheduled for an hour a week per supervisee and all group supervision **provided** is done on Mondays from 5:15-6:45pm. Group supervision **received** is on Mondays at 3:30 pm for an hour to an hour and a half and individual/triadic is an hour to an hour and a half scheduled at a different time during the week.

**5. Evaluation:**

The Course Instructor will provide on-going feedback to the doctoral student concerning his/her performance during the supervision practicum experience. The instructor will evaluate the doctoral practicum student at mid semester and end of the semester using a specified evaluation form for the course.

**6. Professionalism and Ethical behavior**

The university supervisor or course instructor will model professional and ethical behavior. Students need to be aware and behave in accordance with the American Counseling Association Code of Ethics and are expected to exhibit professional behavior.

Note: All doctoral student interns need to purchase Liability Insurance that covers them during their Counseling Supervision Practicum. (Insurance can be purchased through the American Counseling Association)

**Part III- ECD 847: Counseling Supervision Practicum Course Instructor Information**

To be completed by Instructor

1. Instructor Name: \_\_\_\_\_

2. Instructor Phone: \_\_\_\_\_

3. Instructor E-mail: \_\_\_\_\_

4. Instructor University Address:

\_\_\_\_\_

\_\_\_\_\_  
ECD 847 Counseling Supervision Practicum  
Instructor Signature

\_\_\_\_\_  
Date

**Part IV.- Student Information**

To be completed by Student

1. Doctoral Practicum Student Name:

\_\_\_\_\_

2. Student Phone: \_\_\_\_\_

3. Student E-Mail: \_\_\_\_\_

4. Student Address: \_\_\_\_\_

**Statement of Good Standing:**

Place a check on the line for each statement that is true; write an explanation for items that are not checked.

\_\_\_ As a student, I have never had a formal disciplinary charge against me by NCSU or any college or university, and there are no pending student misconduct charges against me. (If yes, please provide full details on a separate sheet. A disciplinary history does not necessarily disqualify an applicant.)

\_\_\_ I have never been diagnosed or treated for a physical or emotional problem that would interfere with my roles and duties as a counselor. (If yes, please provide full details on a separate sheet.)

\_\_\_ To the best of my knowledge, I have no attitudes that would interfere with my ability to work with or cause me to discriminate against clients upon the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or socioeconomic status.

\_\_\_ I have never been convicted of a felony in a court of law (NOTE: You may be required to complete and pay for a criminal background check at the request of the school system or other site in which you work (as a paid or unpaid employee). If yes, please provide full details on a separate sheet.)

\_\_\_ I am neither under the influence of illegal drugs nor participating in the distribution/sale of illegal drugs; and will not, while I am a Doctoral student in the Counselor Education Program, use illegal drugs or participate in the distribution/sale of illegal drugs.

\_\_\_ I agree to inform the Counselor Education Program if, while I am a Doctoral student in the Counselor Education Program, I am charged with any violations of the NCSU Code of Student Conduct; charged by any university representative with a violation of any disciplinary code; or charged with any violations of federal, state, or local law.

\_\_\_ I agree to inform the Counselor Education Program if I am dealing with a mental health concern that would put myself or my clients at my Practicum or Internship site at risk.

Note: The Counselor Education Program as part of the application process checks with other University programs (i.e. the Office of Student Conduct) regarding applicant behavior/conduct on campus.

#### Ethical Guidelines:

Place a check on the line to indicate you plan to adhere to each guideline.

\_\_\_ I plan to uphold client confidentiality as well as the limits to confidentiality.

\_\_\_ I am aware of the limits to my training and abilities and plan to see assistance with supervisors when a clinical situation is beyond my abilities and training.

\_\_\_ I will identify myself as a counselor-in-training and not misrepresent myself.

\_\_\_ I will accurately and reliably maintain written and other records require by my site.

\_\_\_ I will refrain from counseling people with whom I have other types of relationships. (I will avoid dual relationships.)

\_\_\_ Under no circumstances will I become involved in a sexual or romantic relationship with clients at my site and I will not engage in sexual harassment.

\_\_\_ I will monitor my own emotional and physical status and practice self awareness to avoid any adverse impact on my clients.

\_\_\_ I will discuss ethical standards with my supervisors.

**By signing below I affirm that I have provided full and truthful details on this document as well as agreeing that I will adhere to all of the ethical guidelines listed above and in the Practicum/Internship Handbook. I understand this contract and will uphold this contract to the best of my ability. I also agree to that I have**

**purchased liability insurance which will cover the time span of my clinical experience.**

**Doctoral Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Supervision Practicum Course Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluation of the Doctoral Student Teaching Intern  
North Carolina State University  
Counselor Education Program**

**Student**

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

**Teaching**

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

**Please rate the student according to the following scale based on the different areas of his/her professional development**

1 (Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe)

**A. PERSONAL CONDUCT**

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Self Awareness	1	2	3	4	5	N
Emotional Stability	1	2	3	4	5	N
Self Control	1	2	3	4	5	N
Cooperativeness	1	2	3	4	5	N
Adaptability	1	2	3	4	5	N
Ability to be a team Player	1	2	3	4	5	N

General Comments on personal characteristics:

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**B. INTERPERSONAL SKILLS**

With other colleagues/ peers	1	2	3	4	5	N
With Teaching Supervisor	1	2	3	4	5	N
With Students	1	2	3	4	5	N
With Internship Instructor	1	2	3	4	5	N

General Comments on interpersonal skills:

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**C. PROFESSIONAL BEHAVIOR**

Dependability	1	2	3	4	5	N
Use of Suggestions and constructive criticism	1	2	3	4	5	N
Promptness	1	2	3	4	5	N
Ability to work independently	1	2	3	4	5	N
Willingness to assume responsibility	1	2	3	4	5	N
Initiative	1	2	3	4	5	N
Cross Cultural Competence/ Multicultural Sensitivity	1	2	3	4	5	N

General Comments on professional behavior:

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#### **D. TEACHING**

Understands the major roles, responsibilities, and activities of counselor  
Educators (C.1.)

1	2	3	4	5	N
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Knows instructional theory and methods relevant to counselor education.(C.2.)

1	2	3	4	5	N
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Understands ethical, legal, and multicultural issues associated with counselor  
preparation training. (C. 3.)

1	2	3	4	5	N
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Develops and demonstrates a personal philosophy of teaching and learning. (D.1.)

1	2	3	4	5	N
---	---	---	---	---	---

Demonstrates course design, delivery, and evaluation methods appropriate to  
course objectives. (D.2.)

1	2	3	4	5	N
---	---	---	---	---	---

Demonstrates the ability to assess the needs of counselors in training and develop techniques to  
help students develop into competent counselors. (D.3.)

1	2	3	4	5	N
---	---	---	---	---	---

**General comments on teaching competence:**

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**E. OVERALL RATING OF STUDENT**

1            2            3            4            5            N

**Please comment on the two following questions:**

**What are the greatest strengths of the student?**

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**What areas need further development?**

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

**Teaching Supervisor's Signature** \_\_\_\_\_

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

**Evaluation of the Doctoral Student Counseling/Research/Professional Intern  
North Carolina State University  
Counselor Education Program**

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

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

**Please rate the student according to the following scale based on the different areas of his/her professional development**

1 (Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe)

**A. PERSONAL CONDUCT**

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Self Awareness	1	2	3	4	5	N
Emotional Stability	1	2	3	4	5	N
Self Control	1	2	3	4	5	N
Cooperativeness	1	2	3	4	5	N
Adaptability	1	2	3	4	5	N
Ability to be a team Player	1	2	3	4	5	N

General Comments on personal characteristics:

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**B. INTERPERSONAL SKILLS (complete where applicable, if not circle "N")**

With other colleagues/ peers	1	2	3	4	5	N
With Site Supervisor	1	2	3	4	5	N
With Clients	1	2	3	4	5	N
With Internship Instructor	1	2	3	4	5	N

General Comments on interpersonal skills:

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**C. PROFESSIONAL BEHAVIOR**

Dependability	1	2	3	4	5	N
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	Poor	Below Av.	Av.	Above Av.	Excellent	N
Use of Suggestions and constructive criticism	1	2	3	4	5	N
Promptness	1	2	3	4	5	N
Ability to work independently	1	2	3	4	5	N
Willingness to assume responsibility	1	2	3	4	5	N
Initiative	1	2	3	4	5	N
Cross Cultural Competence/ Multicultural Sensitivity	1	2	3	4	5	N

General Comments on professional behavior:

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#### **D. COUNSELING (complete if applicable, if not circle "N")**

Knows the major counseling theories, including their strengths and weaknesses theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations. (G.1.)

1                      2                      3                      4                      5                      N

Understands various methods for evaluating counseling effectiveness.(G.2.)

1                      2                      3                      4                      5                      N

Understands the research base for existing counseling theories.(G.3.)

1                      2                      3                      4                      5                      N

Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.(G.4.)

1                      2                      3                      4                      5                      N

Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. (H.1.)

1                      2                      3                      4                      5                      N

Demonstrates effective application of multiple counseling.(H.2.)

1                      2                      3                      4                      5                      N

Demonstrates an understanding of case conceptualization and effective (H.3.) interventions across diverse populations and settings.

1 2 3 4 5 N

**General comments on counseling competence:**

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**E. RESEARCH AND SCHOLARSHIP (complete where applicable, if not circle "N")**

Demonstrates the ability to formulate research questions appropriate for professional research and publication.(F.1.)

1 2 3 4 5 N

Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions. (F.2.)

1 2 3 4 5 N

Demonstrates professional writing skills necessary for journal and newsletter publication.(F.3.)

1 2 3 4 5 N

Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.(F.4.)

1 2 3 4 5 N

Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development. (F.5.)

1 2 3 4 5 N

Demonstrates the ability to create and implement a program evaluation design. (F.6.)

1 2 3 4 5 N

**General comments on research and scholarship competence:**

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**F.LEADERSHIP AND ADVOCACY (complete where applicable, if not circle "N")**

Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (I.5.)

1                      2                      3                      4                      5                      N

Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.(J.1.)

1                      2                      3                      4                      5                      N

Demonstrates the ability to advocate for the profession and its clientele. (J.2.)

1                      2                      3                      4                      5                      N

**General comments on leadership and advocacy competence:**

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**G.OVERALL RATING OF STUDENT**

1                      2                      3                      4                      5                      N

**Please comment on the two following questions:**

**What are the greatest strengths of the student?**

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**What areas need further development?**

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

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

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

**Evaluation of the Advanced Counseling Practicum Doctoral Student  
North Carolina State University  
Counselor Education Program**

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

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

**Please rate the student according to the following scale based on the different areas of his/her professional development**

1 (Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe)

**A. PERSONAL CONDUCT**

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Self Awareness	1	2	3	4	5	N
Emotional Stability	1	2	3	4	5	N
Self Control	1	2	3	4	5	N
Cooperativeness	1	2	3	4	5	N
Adaptability	1	2	3	4	5	N
Ability to be a team Player	1	2	3	4	5	N

General Comments on personal characteristics:

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**B. INTERPERSONAL SKILLS (complete where applicable, if not circle "N")**

With other colleagues/ peers	1	2	3	4	5	N
With Site Supervisor	1	2	3	4	5	N
With Clients	1	2	3	4	5	N
With Internship Instructor	1	2	3	4	5	N

General Comments on interpersonal skills:

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**C. PROFESSIONAL BEHAVIOR**

Dependability	1	2	3	4	5	N
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	Poor	Below Av.	Av.	Above Av.	Excellent	N
Use of Suggestions and constructive criticism	1	2	3	4	5	N
Promptness	1	2	3	4	5	N
Ability to work independently	1	2	3	4	5	N
Willingness to assume responsibility	1	2	3	4	5	N
Initiative	1	2	3	4	5	N
Cross Cultural Competence/ Multicultural Sensitivity	1	2	3	4	5	N

General Comments on professional behavior:

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#### **D. COUNSELING COMPETENCE AND KNOWLEDGE BASE**

Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations. (G.1.)

1	2	3	4	5	N
---	---	---	---	---	---

Understands various methods for evaluating counseling effectiveness.(G.2.)

1	2	3	4	5	N
---	---	---	---	---	---

Understands the research base for existing counseling theories.(G.3.)

1	2	3	4	5	N
---	---	---	---	---	---

Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.(G.4.)

1	2	3	4	5	N
---	---	---	---	---	---

Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. (H.1.)

1	2	3	4	5	N
---	---	---	---	---	---

Demonstrates effective application of multiple counseling theories .(H.2.)

1	2	3	4	5	N
---	---	---	---	---	---

Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings. (H.3.)

1	2	3	4	5	N
---	---	---	---	---	---

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Knowledge of developmental theory	1	2	3	4	5	N

General Comments on counseling competence and knowledge base:

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### **E. COUNSELING SKILLS AND PROCESS**

Genuine interest in clients	1	2	3	4	5	N
Ability to understand the client's point of view	1	2	3	4	5	N
Ability to relate to diverse clients	1	2	3	4	5	N
Ability to establish and maintain rapport	1	2	3	4	5	N
Ability to assess and have insight into client's problems	1	2	3	4	5	N
Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	1	2	3	4	5	N

General Comments on counseling skills and process:

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### **F. TECHNICAL COMPETENCE**

Assessment and evaluation skills	1	2	3	4	5	N
Implementation of individual counseling techniques	1	2	3	4	5	N
Implementation of group counseling techniques	1	2	3	4	5	N

Ability to plan and implement developmental activities for clients	1	2	3	4	5	N
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Ability to establish and implement consultation relationships	1	2	3	4	5	N
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General Comments on technical competence:

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### **G.OVERALL RATING OF STUDENT**

	1	2	3	4	5	N
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**Please comment on the two following questions:**

**What are the greatest strengths of the student?**

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**What areas need further development?**

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**Doctoral Practicum Student's Signature**

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**Site Supervisor's  
Signature**

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**University Supervisor's  
Signature**

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**Date**

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**Evaluation of Doctoral Student in Supervision Practicum  
North Carolina State University  
Counselor Education Program**

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

**Supervision**

**Instructor:** \_\_\_\_\_

**Please rate the student according to the following scale based on the different areas of his/her professional development**

1 (Poor); 2(Below Average); 3(Average); 4(Above Average); 5(Excellent); N(No opportunity to observe)

**A. PERSONAL CONDUCT**

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Self Awareness	1	2	3	4	5	N
Emotional Stability	1	2	3	4	5	N
Self Control	1	2	3	4	5	N
Cooperativeness	1	2	3	4	5	N
Adaptability	1	2	3	4	5	N
Ability to be a team Player	1	2	3	4	5	N

General Comments on personal characteristics:

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**B. INTERPERSONAL SKILLS**

With other colleagues/ peers	1	2	3	4	5	N
With Site Supervisors	1	2	3	4	5	N
With Supervisees	1	2	3	4	5	N
With Course Instructor/s	1	2	3	4	5	N

General Comments on interpersonal skills:

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**C. PROFESSIONAL BEHAVIOR**

Dependability	1	2	3	4	5	N
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	Poor	Below Av.	Av.	Above Av.	Excellent	N
Use of Suggestions and constructive criticism	1	2	3	4	5	N
Promptness	1	2	3	4	5	N
Ability to work independently	1	2	3	4	5	N
Willingness to assume responsibility	1	2	3	4	5	N
Initiative	1	2	3	4	5	N
Cross Cultural Competence/ Multicultural Sensitivity	1	2	3	4	5	N

General Comments on professional behavior:

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#### **D. COUNSELING KNOWLEDGE BASE**

Counseling theory and research	1	2	3	4	5	N
Legal and Ethical standards	1	2	3	4	5	N
Knowledge of specific intervention techniques	1	2	3	4	5	N
Knowledge of developmental theory	1	2	3	4	5	N

General Comments on counseling knowledge base:

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#### **E. COUNSELING SKILLS AND PROCESS IN SUPERVISION**

Genuine interest in supervisee	1	2	3	4	5	N
Ability to understand the supervisee's point of view	1	2	3	4	5	N
Ability to relate to diverse supervisees	1	2	3	4	5	N
Ability to establish and maintain rapport	1	2	3	4	5	N

	Poor	Below Av.	Av.	Above Av.	Excellent	N
Ability to assess and have insight into supervisee's problems	1	2	3	4	5	N
Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	1	2	3	4	5	N

General Comments on counseling skills and process:

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### **F. TECHNICAL COMPETENCE**

Assessment and evaluation skills	1	2	3	4	5	N
Implementation of individual counseling techniques	1	2	3	4	5	N
Implementation of group counseling techniques	1	2	3	4	5	N
Ability to plan and implement developmental activities for supervisees	1	2	3	4	5	N
Ability to establish and implement consultation relationships	1	2	3	4	5	N

General Comments on technical competence:

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### **G. SUPERVISION (Using the same scale above, put the appropriate number on the line beside the item.)**

#### **A. Knowledge.**

- Understands the purposes of clinical supervision. (A.1.) \_\_\_\_\_
- Understands theoretical frameworks and models of clinical supervision.(A.2.) \_\_\_\_\_
- Understands the roles and relationships related to clinical supervision.(A.3.) \_\_\_\_\_
- Understands legal, ethical, and multicultural issues associated with clinical (A. 4.) \_\_\_\_\_ supervision.

**B. Skill/Practices.**

1. Demonstrates the application of theory and skills of clinical supervision.(B1.) \_\_\_\_\_
2. Develops and demonstrates a personal style of supervision.(B.2.) \_\_\_\_\_

**General comments on supervision competence:**


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**H. OVERALL RATING OF STUDENT**

1                      2                      3                      4                      5                      N

**Please comment on the two following questions:**

**What are the greatest strengths of the student?**

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**What areas need further development?**

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

**Doctoral student supervisor** \_\_\_\_\_

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

### Doctoral Internship Weekly Log (For 850, 886, 847)

**Course Name and Number** \_\_\_\_\_  
**Doctoral Student Intern Name** \_\_\_\_\_  
**Internship Site/Experience** \_\_\_\_\_  
**Week Beginning/ Ending Dates** \_\_\_\_\_

Date	Activities	Hours
<b>Total Number hours including supervision hours</b>		

**Supervision hours this week: Site** \_\_\_\_\_  
**University** \_\_\_\_\_

Student Signature and Date: \_\_\_\_\_

Site Supervisor Signature: Date \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_



**North Carolina State University  
Counselor Education Program  
Supervision Hours Provided/Received by Doctoral Student Supervisor**

**PRACTICUM IN COUNSELING: ECD 642:**

Doctoral Student Supervisor Name: \_\_\_\_\_

Total hours of supervision provided to Masters Practicum students: \_\_\_\_\_

Name of Faculty Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Dates of Supervision Doctoral Student Supervisor received: \_\_\_\_\_

Number of Weeks of Supervision Received: \_\_\_\_\_

Total hours of supervision received from Faculty Supervisor: \_\_\_\_\_