



Department of Counseling &
Integrated Programs

Practicum and Internship Manual

**MA in Counseling: Specializations in Clinical
Mental Health Counseling and
Rehabilitation Counseling**

2022-2023

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Introduction

The Adler University is committed to developing excellent training experiences for students and excellent care for people receiving clinical mental health counseling services from our students. The purpose of this handbook is to provide information and guidance about the practicum and internship training process for Adler students, training site directors and supervisors, and faculty.

To Students:

To ensure the quality of care and training required by the Adler University it is expected that students in the MA in Counseling: Specializations in Clinical Mental Health Counseling and in Rehabilitation Counseling will comply with the training guidelines and requirements set forth in this manual. We wish you great success as you begin your profession as a counselor. Please do not hesitate to contact us if you have questions or concerns during your practicum and internship experience.

It is important for you to contact us in a timely and proactive manner regarding your training so that your Seminar Leader, University Individual Supervisor, and /or your Site Supervisor can work collectively to resolve issues and make this the best possible experience.

Your Faculty Advisor and your Seminar Leader should be your first points of contact when you have questions regarding your practicum and internship experiences and concerns.

For training requirements, and procedures, you can contact:

For On-Ground CMHC and MACR Programs, Chicago Campus:

Erica Wade, Ph.D. LCPC, ACS

Director of Clinical Training (MACR & CMHC On-ground Modality)

ewade@adler.edu

(312) 662-4365

For CMHC Online Modality, Chicago Campus:

Jennifer Bonino, Ph.D., LCPC

Online - CMHC Training Director

jebonino@adler.edu

(312) 662-4023

For programmatic, class issues, and other issues related to the MACR Program, contact:

Chia-Chiang Wang, Ph.D., CRC
Program Director, MACR
cwang3@adler.edu (312)-662-4050

For questions about the Adler Practicum Tool (APT) site, forms, and practicum/internship documentations, consult:

Adonya Collins, Database Specialist
aptsupport@adler.edu

For questions about the Time2Track site, forms, and practicum/internship hour documentations consult your program's training director: Erica Wade, Ph.D., LCPC, ACS or Jennifer Bonino, Ph.D., LCPC.

SECTION I: OVERVIEW OF PRACTICUM (MACR & CMHC)

Practicum is a field experience that helps prepare counselors-in-training for careers in Clinical Mental Health Counseling and Rehabilitation Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The MA in Counseling- CMHC Practicum or MACR Practicum consists of one semester, of 15-20 hour weekly supervised site experience.

Students must accrue at least 100 total hours of counseling experience, with a minimum of 40 direct service hours.

Direct hours consist of contact with clients such as: intake assessment, individual and group counseling, couple/ family counseling, career counseling, case management directly with clients, and psycho-educational groups with clients.

Indirect hours consist of interaction that is not directly with clients, such as: orientation training, case conferences without the client, report writing, community work, administrative meetings, preparation, individual and group supervision, consulting with peers and faculty, and case management such as networking and seeking resources for clients.

The practicum experience is an opportunity for the student to practice and demonstrate skills in diagnosis and assessment, relationship and rapport building, and counseling interventions and treatment. Additionally, practicum students will learn about agency operations, socially responsible practice, and professional collaboration with other mental health professionals and providers.

Clinical Mental Health Counseling (CMHC) Eligibility

CMHC field training is composed of two phases that typically occur at the same site. Practicum is the first phase of clinical field training in mental health settings. In this phase, students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours of fieldwork, consisting of 240 direct client hours of various services including, but not limited to, individual and group counseling, assessment, and intake.

To be eligible for **Practicum**, students must:

- a. Practicum Students must be in good academic standing as indicated by an Overall GPA of 3.0 or above.
- b. CMHC Practicum Prerequisites
All students who enter the practicum application process must have appropriate academic planning which will allow all practicum prerequisite courses to be completed prior to the beginning of the practicum. Students must have earned a minimum of a B

in each of the practicum prerequisite courses or they will be required to retake the course and receive a B or better by the time practicum begins.

The courses listed below are practicum prerequisite courses and must be completed prior to beginning the practicum:

CMHC 617	Treatment Planning and Intervention	3 cr.
CMHC 538	Professional Functions of CMHC	3 cr.
COUN 532	Professional, Legal and Ethical Issues	3 cr.
COUN 533	Counseling Theories	3 cr.
COUN 534	Counseling Skills	3 cr.
COUN 535	Diagnosis of Maladaptive Behavior	3 cr.
COUN 536	Counseling Multicultural Communities	3 cr.
COUN 540	Group Counseling	3 cr.

- c. Complete the Social Justice Practicum (SJP). Students need to obtain special approval from the Training Director or the Program Director to start practicum if they cannot fulfill the SJP req
- d. Have no pending referrals to Student Development Committee (SDC) or the Student Comprehensive Evaluation Committee (SCEC) due to professional dispositions or academic issues.
- e. Obtain approval from the Training Director before the application process begins.

Rehabilitation Counseling (MACR) Eligibility

MACR field training is composed of two phases that typically occur at the same site. Practicum is the first phase of clinical field training in mental health settings. In this phase, students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours of fieldwork, consisting of 240 direct client hours of various services including, but not limited to, individual and group counseling, assessment, and intake.

To be eligible for **Practicum**, students must:

- a. Practicum Students must be in good academic standing as indicated by an Overall GPA of 3.0 or above.
- b. MACR Practicum Prerequisites**
All students who enter the practicum application process must have appropriate academic planning which will allow all practicum prerequisite courses to be

completed prior to the beginning of the practicum. Students must have earned a minimum of a B in each of the practicum prerequisite courses or they will be required to retake the course and receive a B or better by the time practicum begins.

The courses listed below are practicum prerequisite courses and must be completed prior to beginning the practicum:

COUN 532	Professional, Legal and Ethical Issues	3 cr.
COUN 533	Counseling Theories	3 cr.
COUN 534	Counseling Skills	3 cr.
COUN 535	Diagnosis of Maladaptive Behavior	3 cr.
COUN 536	Counseling Multicultural Communities	3 cr.
COUN 540	Group Counseling	3 cr.

- c. Complete the Social Justice Practicum (SJP). Students need to obtain special approval from the Training Director or the Program Director to start practicum if they cannot fulfill the SJP requirement.
- d. Have no pending referrals to Student Development Committee or the Student Comprehensive Evaluation Committee due to professional dispositions or academic issues.
- e. Obtain approval from the Training Director before the application process begins.

Requirements of Practicum (CMHC & MACR)

Practicum students are required to:

- Complete of a minimum of 100 clock hours. Of those 100 hours, at least 40 hours must be direct client service.
- Meet with their Site Supervisor for a minimum of one hour/week for individual supervision.
- Meet with their Site Supervisor for a minimum of one hour/week for group supervision.
- Meet with their University Individual Supervisor for a minimum of one hour/every week if done individually or triadically.
- Meet with their University Seminar class for a minimum of 2 hours every week.
- Audio tape and/or video tape a minimum of 3 counseling sessions with clients to be used during individual supervision with the University Individual Supervisor.
- Complete a log of activities every week on Time2Track.
- Submit logs on Time2Track to the site supervisor for approval weekly.
- Complete demographic log on each client in Time2Track.
- Complete a monthly log, sign, and submit to the University Seminar Leader

for record keeping.

- Complete a self-evaluation in Time2Track at the end of practicum, including developing goals for the practicum/internship and periodically assessing progress toward those goals.
- Follow the Site Supervisor's clinical direction and adhere to all policies and procedures of the site, including, but not limited to, scheduling, attendance, staff coverage, participation in staff meetings and conferences, timely and accurate documentation, and ethical conduct at all times.
- Discuss any concerns with the Site Supervisor and attempt to problem-solve with the supervisor if possible.
- Inform their University Seminar Leader, University Individual Supervisor, and Director of Clinical Training of any problems that impact the training experience which the student has been unable to resolve with the Site Supervisor.
- Demonstrate a willingness to learn and acquire new knowledge about human development and diversity.
- Be prepared to accept supervision and feedback and maintain a positive attitude re: self-examination and cultivate new learning opportunities.
- Establish and maintain confidentiality and uphold all ACA Ethical Guidelines (and in addition for MACR students, the CRCC's code of ethics for rehabilitation counselors.)
- Complete practicum with an agency or program approved by the Training Department which includes being supervised as trainees by a fully licensed/credentialed clinical professional (e.g., LCPC, LCSW, or Licensed Psychologist).

Application for Practicum

Pre-Application Process

All pre-practicum students are required to attend a **Practicum Information Orientation** held in October the year before practicum commences. **For Online students, this Orientation is held each semester during your 2nd year residency week.** At this time, the requirements, discussion of site selections, interviewing skills and timelines will be discussed. Students complete an "application intent" form at the informational meeting. Students **must** attend the full information meeting to be accepted for practicum. The following are discussed in the information meeting:

- Prerequisites for practicum and internship
- Requirements for practicum and internship
- How to secure a site
- Completing approved site selection
- Completing self-selection site form
- Preparing cover letter
- Preparing résumé or CV

- Preparing to seek faculty recommendations
- Timeline for all documents
- Scheduling format for practicum and internship
- Student time commitment required during practicum and internship

Factors to Consider During the Application Process

The student is primarily responsible for successful completion of the practicum experience and for the following:

- Selecting sites which match the student's needs and professional goals. When choosing sites to apply to, take proximity and other life demands as factors for consideration as well.
- Asking any necessary questions, prior to and during the interview process, that will enable the student to judge the fit of the site to their needs.
- Negotiating duties, activities, and schedules with the site supervisor and making the site supervisor aware of any special needs or concerns early in the practicum experience.
- Start date of Practicum – this is depending on the decision of the site.

THE PRACTICUM PLACEMENT PROCESS

Practicum Placement Process (On-Ground CMHC & MACR Students Only)

*****On-ground students only start field training practicum at the beginning of fall or late summer.**

Application and Search Process

Applications to specific training sites are made months before the practicum begins. The practicum search process begins in late Fall semester prior to their practicum year. Most students begin at a training site in the late Summer or Fall, and concurrently enroll in a practicum seminar beginning in the Summer or Fall term.

November:

- Students register their request to apply for practicum by **attending orientation and completion of an intent form.**
- The Director of Clinical Training will consult with Adler faculty members and review student eligibility to engage in the practicum search process.
- Eligibility for practicum readiness will be evaluated throughout the course of one's enrollment at Adler. If concerns are raised about a student's readiness to begin a practicum training experience, the student may be issued a remediation plan to look into their deficits in their preparing for the practicum experience. Students may also be referred to the Student Development Committee for a more comprehensive review of the student's eligibility.
- Students will complete **registration** by filling out the **brief questions on the Adler Practicum Tool.**
- Students will add a résumé or CV to the Adler Practicum Tool.
- Students will submit a **list of sites** by means of the Adler Practicum Tool (apt.adler.edu) that best fit their personal and professional needs. **Locate practicum sites** that are of interest to you. When choosing sites, students should consider personal and professional concerns including professional goals (client population/concern preferences) and the location of site (weekly/hourly driving time commitments).
- Remember that quality practicum sites are in demand. As such, it is required that students apply to at least 5 sites, but we strongly suggest all students apply to 10-15 training sites. Students may begin practicum as early as Summer or Fall in order to complete their training within the academic year.
- The Director of Clinical Training will evaluate the suitability of these sites given the student's interests and experience and will either approve or deny each site for that student. You may **ONLY** contact sites when your selections have been approved by the Director of Clinical Training.

Students will receive rank list approved or denied.

December:

- Students may request official transcripts from Registrar's Office (if needed) for applications.
- Students request letters of recommendations from faculty and supervisors.
- Students will be emailed a **"Letter of Eligibility to Start Practicum"** from the Director of Clinical Training in **December**.

January:

- Students may begin applications to sites the first week of the month.

February, March, and April:

- Students' interview.
- Students log on to apt.adler.edu to indicate (by checking next to an approved site) if you applied, interviewed, offered, and accepted.
- Students will notify the Director of Clinical Training if they have not been matched with a site by the end of April.

May, June, July, and August:

- Students continue to interview
- Students with accepted sites will complete the contract online with their site supervisor
- **Students must obtain a site no later than two weeks before the start of the fall semester.**

Practicum Placement Process (CMHC Online Students Only)

NOTE: Online students can start field training at the beginning of each semester.

Applications to specific training sites are made months before the practicum begins. Online students start the practicum search process during your 4th semester in the CMHC online program. For example, if you started in Spring, you will begin the process of site selection the following Spring semester. Most students begin at a training site in the late Summer or Fall, however due to the rolling start dates of the online cohorts, this may differ based on your cohort start date. See Pg. 28 for detailed deadlines for practicum applications.

During the 4th Semester:

- Students register their request to apply for practicum by attending orientation and completion of an intent form.
- The Director of Clinical Training will consult with Adler faculty members and review student eligibility to engage in the practicum search process.
- Eligibility for practicum readiness will be evaluated throughout the course of one's enrollment at Adler. If concerns are raised about a student's readiness to begin a practicum training experience, the student may be issued a remediation plan to investigate their deficits in their preparing for the practicum experience.
- If deemed necessary, students may also be referred to the Student Development Committee (SDC) for a more comprehensive review of the student's eligibility.
- Students will complete registration by filling out the brief questions on the Adler
 - **For Chicago based students**, you will submit a **list of sites** by means of the Adler Practicum Tool (apt.adler.edu) that best fit their personal and professional needs. **Locate practicum sites** that are of interest to you. When choosing sites, students should consider personal and professional concerns including professional goals (client population/concern preferences) and the location of site (weekly/hourly driving time commitments).
 - **NOTE: For students located outside the Chicago area: At this stage you will fill out the Site Proposal Spreadsheet and send this to the Online Training Director. Here you will provide your area of interests as well as any sites you believe could provide your internship experience and meet the requirements, at least 8-10 sites. The Training Director will work to secure these sites for approval for practicum and then be included in our database.**
- Remember that quality practicum sites are in demand. As such, it is required that students apply to at least 5 sites, but we strongly suggest all students apply to at least 10 training sites. Students may begin practicum the 7th semester of the program, or the beginning of year three.
- The Online Training Director will evaluate the suitability of these sites given the

- student's interests and experience and will either approve or deny each site for that student. You may **ONLY** contact sites when your selections have been approved by the Director of Clinical Training.
- **Mid-4th Semester:**
 - Students may request official transcripts from Registrar's Office (if needed) for applications. Students request letters of recommendations from faculty and supervisors. Students will be emailed a "**Letter of Eligibility to Start Practicum**" from the Director of Clinical Training.
- **End-4th Semester:** Students may begin applications to sites the first week of the month.
- **Beginning of 5th Semester:**
 - Students' interview at their chosen sites if they have been contacted by the site for an interview.
 - Students log on to apt.adler.edu to indicate (by checking next to an approved site) if you applied, interviewed, offered, and accepted.
 - Students will notify the Director of Clinical Training if they have not been matched with a site by the end of April.
- **5th and 6th Semester:** Students continue to interview...
 - Students with accepted sites will complete the contract online with their site supervisor
 - **One week prior to the start of the 7th semester is the last date to obtain a site for Practicum. If a student has not obtained a site by this time, practicum cannot commence, and student cannot enroll in CMHC-693.**
See Pg. 28 for detailed timeline.

Creating a Practicum Site or Self-Selected Sites

Through networking, students may hear about a site that the school has not used before. Students who create a new practicum site or self-selected site (a site not in the practicum database) will request a form from the Director of Clinical Training. The form will be returned to the Director of Clinical Training for either on-ground or online students. A review of the potential site will be conducted. Students will then be notified of the decision regarding applying.

Applications to Sites

Most applications will contain these items as part of the application process:

- Cover letter. (If you need assistance in writing these documents, read the *résumé*, *vitae*, and cover letter guides. A sample cover letter is provided in the appendices).
- Eligibility letter from Training Department
- Curriculum vitae (CV) or *résumé*.
- Letters of recommendation (typically three, from instructors and/or supervisors who can speak to your skills and strengths in relation to the site's program(s)).
- A current transcript and use the one on Self-Service unless site request's an official one).
- An interview (or interviews), which may be individual and/or group interviews.

Interview Process

- **Before the Interview**
- Each student is responsible for arranging personal interviews with approved practicum sites. It is usually best for students to wait 1-2 weeks after sending their written application before contacting sites by telephone to schedule an interview.
- Students may be called by the sites to schedule interviews. Students are encouraged to have a professional message on their answering service and to answer their phone in a professional manner when they think sites may be calling to schedule an interview.
- Most interviews take 1 hour plus travel time. Students should have their calendar readily available so an appropriate time for the interview can be established during the phone call. Use map software to get directions to the site. Plan additional time for heavy traffic and finding parking.
- Re-read the Practicum Guidelines, the Interviewing Guidelines, and review information about the site (via website and/or brochures). Gather as much information as you can about the site both before and during the interview including, but not limited to, the following:
 - Type of work you may be involved in (i.e., intake, assessment, individual/group counseling).
 - Type of client population you will be working with.
 - Convenience of transportation to the site.
 - What and how many hours you will be working.
 - Who will be supervising you and how much supervision you will be receiving?
 - Additional activities the agency may require of students and possible in-service training opportunities.

- Ability to tape your counseling sessions for purposes of supervision.
- Whether you will be able to lead/co-lead therapeutic groups.
- Students are encouraged to practice talking about their clinical and learning experience in advance before the interview. Students are also encouraged to discuss the site with Adler students who have trained at the site. A list of possible interview questions is located in the appendices.
- **Interviews**
 - Students are required to dress professionally for the interview. Students are encouraged to take an extra copy of their résumé and cover letter with them.
 - During the interview, review the site information with the interviewer. For example, ask if any supervisors have changed, and ask about required/preferred days/times to be on site. If anything has changed from the information online, please make a note and submit it to the Director of Clinical Training for revision of site descriptions.
- **After the Interviews**
 - Students may send a short but professional thank you letter to follow-up with interviewers. The focus of the letter should be to identify aspects of the training program that were especially interesting and attractive to you.
 - Sites will call to offer training positions. If you are interested in a site that makes you an offer, you are free to accept the offer (if it is already a site the Director of Clinical Training at Adler approved).
 - If your second-choice site makes you an offer first, you may ask them for a couple of days to consider the offer. At this point, you should call your first choice immediately and ask them about your status. It is imperative to respond to the offering agency as expeditiously as possible. Delaying acceptance may result in the agency offering placement to another student which could result in your being required to postpone starting your practicum if no other opportunities are available.
- **Accepting an Offer**
 - Once you accept a site's offer verbally, **you are committed to that site**. Acceptance of a practicum/internship site is a professional and ethical commitment to a site and its clients. If you are unsure which training program would be most beneficial to you, please discuss the options with faculty members and the Director of Clinical Training.
 - Once you have accepted an offer, it is vital that you inform all agencies of your decision by telephone and in a letter. Call all agencies the same day that you accept an offer.
- **Adler Practicum Tool (APT)**
 - Students will also need to have on-going contact with the Director of Clinical Training

regarding their training plans and documentation by using the Adler Practicum Tool throughout the application process.

- Please indicate (Checkbox) all sites to which you sent applications.
- When you are interviewed, please add a checkmark to those sites.
- When you receive an offer, you **must** add a check to those sites.
- When you accept an offer, you **must** add a check to that site (only one).
- After accepting the offer, you **must** add the site supervisor's name to the bottom of the APT page.
- If you need assistance at any time, please contact the training department (For site issues) or the Database Manager, Adonya Collins (for issues with the Adler Practicum Tool (APT)).

- **Pre-Registration and Contract with the Training Site**

After securing a practicum, students must complete a Site Information Form and email that to the Department of Training. Following this, students will be able to complete the contract and sign it in Time2Track and submit the contract via Time2Track to their supervisor, for signature. Students will not be permitted to register for practicum and/or Time2Track without this form on file with the Department of Training.

Any student who does not have a practicum Pre-Registration Contract on file within 1 month of beginning a practicum will be referred to the Student Development Committee for review of practicum eligibility and possible disciplinary action.

- **Complete the site information form and email this to the Training Director** to let us know the name of the site and anticipated the start date. *If you need to be at your site earlier for training, please let us know.

Many training sites are flexible and will try to schedule hours that will not conflict with school or work. Students are subject to the training policies set by a site and should not enter into agreements they are not able to keep. **A verbal and written practicum agreement is binding, and students are expected to fulfill their commitment to a site once they agree to work with them.**

- **Accruing of Practicum Hours**

Students may not begin to count practicum hours toward degree requirements until the site information form document has been received and signed off on by the Director of Clinical Training. The Pre-Registration Contract needs to be signed by the Training Site Director, and/or Practicum/Internship Supervisor(s) at the site, and the student.

- **Premature Departure from Site**

The Department of Training is responsible for confirming students' preparation and readiness to begin and complete practicum. Students who begin or withdraw from a practicum **without** authorization of the Director of Clinical Training at the Adler University are committing a serious breach of professional conduct and will be referred to the Student Development Committee (SDC) and/or Student Comprehensive Evaluation Committee (SCEC) for disciplinary action and possible dismissal from the program.

Students are responsible to communicate with the University Seminar Leader, University Individual Supervisor, and the Director of Clinical Training should they encounter any issues with the site— either they have concerns about the site, or the site supervisor has concerns about their clinical skills and professional demeanor— in a timely proactive manner.

- **Summer Practicum Start vs. Fall Start (On-ground students, CMHC & MACR)**

Summer Starters:

Some students may obtain a site which requires them to start in June/July. Students starting their practicum in summer are required to contact the Director of Clinical Training for supervision during the summer.

Fall Starters:

Students may start after the second week of August and register for practicum seminar sections like registration for any courses in the program. Requirements also include meeting with their University Individual Supervisor in Fall.

- **Early Practicum Start for CMHC Online Students**

Depending on your semester start for your practicum, there is a chance you may start early before the start of the planned practicum semester.

- For **Fall** cohorts this means as early as June/July;
- For **Spring** cohorts, this means in Nov/Dec; and
- For **Summer** cohorts this means as early as March/April.

Students starting their **practicum early are required to contact the Director of Clinical Training for supervision** before the planned practicum semester begins.

Practicum Seminar Requirements

- Students must attend program-specific seminars (CMHC or MACR) during their site

experience. If students do not attend seminar meetings, students' experience and hours at site **will not** be accepted. Thus, if not in compliance, students will need to repeat the practicum experience and will be referred to the Student Development Committee (SDC) and/or the Student Comprehensive Evaluation Committee (SCEC) for disciplinary action and possible dismissal from the program.

- **In Case of Insufficient Hours**

- **Practicum:** Students must complete practicum by the end of the semester. This may include days during breaks. If a student does not complete the 100 hours (**with a minimum of 40 direct hours**) during practicum, the student will not receive credit. Seminar leaders will issue an In-Progress grade in these situations.
- Students should discuss with the seminar leaders if sites are not providing them enough hours as the issues arise.

- **Practicum vs. Internship Hours**

- Practicum hours do not roll over **toward the required** internship hours.
- Once you meet your practicum hours, additional hours accumulated during practicum semester do not count toward internship. Additional practicum hours (anything over the minimum 100) do **not** count toward your overall total hours.
- In academic years, 19- 20 and 20-21, CACREP made an exception in this area as a pandemic-related accommodation; however, this was a one-time response, and does NOT represent a change in this policy.
- Regardless of the point at which students meet the practicum hour requirement; students attend the entire practicum seminar through the semester, and report to the practicum site as specified in the clinical contract.

- **Evaluation and Conclusion of Practicum**

Practicum concludes upon successful completion of the following:

- Attain at least 100 hours (40 direct) in the semester and complete the time log in Time2Track.
- Attain a passing grade by acquiring an average of 3 in all categories of the Site Supervisor evaluation form.
- Attain a passing grade by acquiring an average of 3 in all categories of the Seminar Leader evaluation form, including successful audio/video tape evaluations with an average of 3 in all categories.
- Student self-evaluation completed in Time2Track (in site supervisor's evaluation).
- Success of the Capstone Clinical Mental Health Counselor or Rehabilitation Counselor Case Conceptualization.

****It is the student's responsibility to make sure the Training Department receives all of the required documentation by the deadlines that are set.***

**Students are advised to print out and keep paper copies of their practicum hour logs and evaluations for future reference and licensure application.*

SECTION II: OVERVIEW OF INTERNSHIP

Internship is a continuation of the Practicum field experience to prepare counselors-in-training for a career in Clinical Mental Health Counseling or Rehabilitation Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines internship as a supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills. The student integrates and authenticates professional knowledge and skills appropriate to his or her program and initial, postgraduate professional placement.

CMHC or MACR Internship is a 16- 20-hour weekly, 6 months long supervised experience during which the student must accrue at **least 600 hours** of professional experience: a minimum of 240 direct service hours. Internship generally occurs at the same site as practicum.

The internship experience is an opportunity for the student to continue to practice and demonstrate advanced skills in diagnosis and assessment, relationship and rapport building, counseling interventions and treatment, and case conceptualization. Additionally, internship students will represent themselves as an integrative member of a site and demonstrate socially responsible practice and professional collaboration with other mental health professionals, rehabilitation counselors, and providers.

Internship Prerequisites

Internship Experience hours may only begin after successful completion of the Practicum:

- Passage of practicum: All evaluations have been received and accepted for practicum.
- Completed **agreement contract is signed and submitted (if a change in site supervisors and /or site or responsibilities).**
- The student is **registered for Internship.**

Requirements of Internship

Internship students are required to:

- Complete a minimum of 600 clock hours, of which 240 must be in direct service work with a minimum of 5-10 hours must be group counseling and students must lead or co-lead a counseling or psychoeducational group.
- Meet with their Site Supervisor for a minimum of one hour/week for individual supervision.
- Meet with their Site Supervisor for a minimum of one hour/week for group supervision.
- Obtain Site Supervisor’s approval of the intern’s weekly hour log sheet.
- Meet with their University Seminar class for group supervision; a minimum of 2 hours/every week.
- Generate a monthly Time2Track report and submit to the University Seminar Supervisor.
- Complete the student comment section of the Site Supervisor Evaluation within

Time2Track at the end of the semester. Complete Student Site Evaluation at the end of internship.

- Follow the Site Supervisor's clinical direction and adhere to all policies and procedures of the site – including, but not limited to, scheduling, attendance, staff coverage, participation in staff meetings and conferences, timely and accurate documentation, and ethical conduct at all times.
- Discuss any concerns with the Site Supervisor and attempt to problem-solve with the supervisor if possible.
- Inform their University Seminar Leader and Director of Clinical Training of any problems that impact the training experience which the student has been unable to resolve with the Site Supervisor.
- Demonstrate a willingness to learn and acquire new knowledge about human development and diversity.
- Be prepared to accept supervision and feedback and must maintain a positive attitude re: self-examination and cultivate new learning opportunities.
- Establish and maintain confidentiality and uphold all ACA and CRC Ethical Guidelines.

In Case of Insufficient Hours

- **Internship:** Students will complete internship over 6 months. This may include days during breaks. If a student does not complete the 600 hours (a minimum of 240 direct) during internship, the student may continue in internship and register thru the end of August. The Program Director and Director of Clinical Training will need to approve extensions.

Continuation of Field Training and Seminar After Internship II

If students are unable to accrue the 600 required hours of internship upon completion of Internship Seminar II, students are required to register for continuation courses:

For CMHC students: CMHC 699 - CMHC Internship and Seminar Continuation.

For MACR Students: MACR 659 - MACR Internship and Seminar Continuation.

CMHC Online Students

- The CMHC's requirements for internship (totaling 600 hours) are designed to fulfill CACREP accreditation standards and obtain licensure (LPC) in the state of Illinois. However, some states have different clinical training in the licensure criteria, which may be above the 700 hours Illinois requirement.
- Please discuss this with your Advisor and training director, to ensure you will obtain the necessary number of hours for licensure in your state.

Evaluations and Conclusion of Internship

Internship concludes upon successful completion of the following:

- Attain at least 600 hours with a minimum of 240 direct hours in semesters and complete the time log in Time2Track.
- Attain a passing grade by acquiring an average of 3 in all categories in the Site Supervisor evaluation form.
- Attain a passing grade by acquiring an average of 3 in all categories in the Seminar Leader evaluation form, including successful audio/video tape evaluations with an average of 3 in all categories.
- Complete the student comment section of the Site Supervisor Evaluation within Time2Track at the end of the semester.
- Complete Student evaluation of Site.
- Student evaluation of Site Supervisor
- Success of the Capstone Clinical Mental Health Counselor or Rehabilitation Counselor Case Conceptualizations.

****It is the student's responsibility to make sure the Training Department receives all of the required documentation by the deadlines that are set. *Students are advised to print out and keep paper copies of their internship hour logs and evaluations for future references and licensure applications.***

SECTION III: WORKING WITH THE TRAINING SITE

Policy and Ethical Site Considerations for Students

- Although you will make valuable contributions to the agency, please remember that you are a guest of the agency having been invited to utilize the sites resources (clients, experience and knowledge of supervisors, and so forth).
- The site organization may require more of you than Adler requires. You should be clear regarding organizational expectations. Having chosen a site, a contract has been established between you and the site. You are responsible for fulfilling those expectations. HOWEVER, due to the nature of malpractice, if you are in a site that requests you to participate in assessments involving body fluids, please contact the Director of Clinical Training immediately. Any problem with site requirements should be discussed with your Site Supervisor, Seminar Leader, and the Director of Clinical Training. In addition to training requirements, you will want to become familiar with the general policies and procedures of the agency. Such information may include, but is not limited to:
 - General operational procedure, required paperwork, dress code.
 - Procedures for handling emergency situations with clients (i.e., suicide risk, psychotic episode, report of physical and/or sexual abuse, and so forth).
 - The availability of on-call consultation/back-up.
 - Procedures for referrals outside of your agency and those resources typically utilized.
 - Required or recommended immunizations or medical tests.
 - When in doubt - **ASK!** Remember, you are a student and new to the organization and are not expected to know everything. Utilize on-site conflicts and issues as learning experiences. Keep in mind that you are there with the permission of the organization.

Premature termination

Premature termination from a site should only occur under rare and extenuating circumstances. Requests for premature termination should be made in writing to the Director of Clinical Training prior to contacting the site with the request. The University Seminar Leader, Director of Clinical Training, University Individual Supervisor, and the student must discuss and agree to a premature termination. Students will be referred to the Student Development Committee (SDC) and/or Student Comprehensive Evaluation Committee (SCEC) for disciplinary action and possible dismissal from the program.

Audio/Video Consent and Safeguard Procedures

Sample release consent forms for audio/videotaping are provided by Adler (see appendices). However, the agency may choose to provide (or require) agency specific forms. You must also explain the limits of confidentiality to clients. You must let clients know who else will be hearing the tape (i.e., supervisor/class) and for what purpose.

- Students are required to adequately disguise/remove identifying client information when turning in audio/video tapes and any written reports to practicum/internship seminar faculty, or when discussing cases with practicum/internship seminar groups.

- HIPPA laws **do not** allow use of personal cell phones, iPads/tablets, or computers for taping. Using a small digital recorder is acceptable or an encoded flash drive. All tapes devices must be kept in a locked area. All tapes must be destroyed at the end of the semester.

Confidentiality

One of the most important aspects of counseling is confidentiality. It is also essential in building trust with your clients. There are several aspects of confidentiality of which you need to be especially aware.

- You should know your agency's regulations regarding confidentiality of case notes, files, and taping.
- As a professional, **any information shared in class is to be kept confidential by all class members.**
- ***THE IMPORTANCE OF CONFIDENTIALITY CANNOT BE OVERSTATED!*** You should be extremely careful with your documents and tapes and safeguard against loss. Adhere to the ACA and CRC Ethics Code and HIPPA requirements.

Professional Liability Insurance

CACREP requires students to be covered by individual professional liability insurance while enrolled in practicum and internship (2016 standards, Section 3.A).

Students are expected to purchase and provide the program with a Professional Liability Insurance Policy upon the beginning of their practicum. The Insurance policy should cover the whole duration of clinical training (practicum and internship, or until all the training requirements are fulfilled).

Students can purchase the insurance from their company of choice. However, students in CACREP programs usually purchase their insurance in one of the two following ways:

- A professional liability insurance policy can be purchased for about \$40 through the Healthcare Providers Service Organization (HPSO) with a rather affordable student rate.
- Alternatively, you can become a member of the American Counseling Association (ACA), and through your membership as a student you will automatically receive liability coverage.
- **Prior to the start of practicum, you are required to send a copy of the Professional Insurance Certificate or related document via email** to the Training Director and keep a copy of your policy as your clinical site may request a copy of it.

Clinical Practicum/Internship Training Site Standards

The primary responsibility of the training site is to provide students with a diverse, high quality training experience. Although each site determines the specific training offered within its programs, the training sites must be approved by the Adler University in accordance with professional guidelines. The following guidelines are required for each approved training site:

1. The training must involve the student in direct clinical mental health counseling or rehabilitation counseling services to the client. Students must be engaged in 40 direct service activities for Practicum and 240 direct hours for Internship (of a minimum of 5-10 hours must be group counseling and students must lead or co-lead a counseling or psychoeducational group).
2. The site must have a written outline or brochure that describes its training program.
*This material must be sent to the Department of Training.
3. Counselors-in-training must receive at least one hour of individual supervision per week. Students must be supervised by a fully **licensed/credentialed clinical professional** (e.g., LCPC, LCSW, psychologist) with a Master or Doctoral degree (e.g., MA, MS, MS.ED., Psy.D), **a minimum of two years** of pertinent professional experience, and has had relevant training in counseling supervision. The Department should be informed immediately of any difficulties encountered at the practicum/internship or of any substantive changes in the practicum/internship experience (e.g., change of supervisor).
4. **The Practicum/Internship Training Site Supervisors are responsible for:**
 - Supervising students during the training program
 - Providing regularly scheduled, individual, face-to-face supervision for a minimum of one hour a week.
 - Providing regularly scheduled, group, face-to-face supervision for a minimum of one hour a week.
 - Providing feedback to students about their training progress
 - Signing for approval of monthly logs on Time2Track.
 - Approving Practicum/Internship hours submitted by the student on Time2Track
 - Completing a Practicum/Internship Student Evaluation at the end of each academic term on the student's training progress on Time2Track. ***A satisfactory evaluation is necessary for a passing practicum grade for the student to move into internship.**
 - Providing a practicum that is one semester (3 months) in duration (or 10 weeks in Summer).
 - Providing an internship that is two semesters (6 months) in duration or more due to hours requirements
5. Audiotapes are a way to document sessions. Consent forms are to be presented to the appropriate client(s) and audio recordings are required for presentation in practicum and internship seminar courses. This form should be reviewed and approved by the student's Practicum Supervisor prior to use at each site. Confidentiality, HIPPA, and

- FERPA should be reviewed and adhered to at the practicum site.
6. To avoid dual relationships or conflicts of interest, students must not pay for supervision or see supervisors in therapy. Students must be designated as students (e.g., externs, interns, student trainees, etc.) by the site to staff and consumers.
 7. It is highly recommended that students be provided with some form of didactic training throughout the course of their clinical training experience.
 8. Overall, the site must provide a training program that:
 - is supportive with appropriate space to conduct clinical work;
 - emphasizes respect for diversity including gender, race, ethnicity, sexual orientation, disability, religion, and socioeconomic status;
 - abides by a code of conduct and ethics as outlined by the American Counseling Association;
 - provides ample opportunities for students to engage in individual and group counseling;
 - is compliant with state and federal legislation regarding non-discrimination and with the Americans with Disability Act.

The Training Site may specify additional requirements. The Adler University expects students to comply with these requirements and honor commitments specified in the Pre-Registration Contract.

SUPERVISION

Supervision is defined as an ongoing professional relationship between the student and a qualified clinician for the purpose of reviewing interventions and services provided by externs for clients while the student is working at the practicum site. The method of supervision can vary depending on the training, orientation, and interests of the supervisor. The Practicum and Internship Site Supervisor is considered the primary supervisor who has final authority for evaluating the student and treating the client.

Purpose of Site Supervision

- The practicum/internship experience is central to the education of professionals in Counseling. The supervision process is an integral part of this experience as it provides the opportunity to hone skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a therapist.
- Each student should be prepared to effectively use supervision time on-site, and to discuss their practicum experience in the seminar.
- Each counseling session and tape should be thoroughly previewed by the student with appropriate notes reflecting important content and identified segments of the tape for presentation during supervision.
- Any problems/concerns should be discussed with the student and reflected in evaluations. If the student's performance, in the opinion of the Site Supervisor, is below what is expected, a remediation plan should be developed and implemented.

- If the student's performance is significantly below the expected level, the University Seminar Supervisor should be notified immediately. A meeting between the site staff, the student, University Seminar Supervisor, and the Director of Clinical Training will be scheduled to discuss concerns, remediation, or withdrawal.
- Any student who is asked to withdraw from the site will be required to present their case to the Director of Clinical Training, who will then refer the student to the Student Development Committee and/or
- Dual relationships should be avoided, according to the ACA and CRC Ethics Code, in order to maintain an effective supervisory relationship.

Process of Site Supervision

- Individual supervision is a one-to-one relationship between the practicum student and his or her Site Supervisor weekly for a minimum of one hour.
- Group supervision, an additional component to individual supervision, typically involves two hours of case presentation and discussion of relevant professional issues with the supervisor and not more than eight students.

The Evaluation Process and Record Keeping

- At the conclusion of each semester, site supervisors will complete the *Counseling Student Evaluation* form online at the Adler Practicum Tool (runipt.com) and provide feedback to the student.
- Site supervisors will sign the practicum/internship hours logs for the student monthly and the total.
- Students are responsible for ensuring that Evaluation forms are completed by the established deadline.

SECTION IV: UNIVERSITY EXPECTATIONS FOR SEMINAR LEADERS AND UNIVERSITY INDIVIDUAL SUPERVISORS

Expectations and Responsibilities for University Seminar Leaders and University Individual Supervisors

- The University Seminar Leader will assist students with case conceptualization, ethical, developmental, and diversity issues, as well as providing guidance in theoretical understanding.
- Each Seminar Leader must develop a syllabus for the course. The minimum requirements will be provided by the Director of Clinical Training.
- Conduct a weekly two-hour group seminar for Practicum and Internship.
- During practicum seminar, University Individual Supervisors will meet individually for one hour or conduct triadic supervision for one hour weekly.
- Each University Seminar Leader should be utilizing instructional materials, which can include textbooks, to serve as a guide for the seminar discussion topics.
- Provide consultation for the students enrolled in the seminar.
- Provide instruction and feedback on case conceptualization, developmental, ethical, diversity, and other professional issues.
- Listen to audio tapes and provide feedback on technique, listening skills, and theoretical orientation.
- If there are concerns with the student or the site, the University Seminar Leader and/or the University Individual Supervisor should contact the Director of Clinical Training as soon as possible.
- Coach students in preparing for the capstone assignments throughout the entire practicum and internship.
- Communicate monthly with Site Supervisors.
- Check Practicum and Internship logs bi-monthly and collect monthly logs and place a copy in the student's clinical file.
- Complete Practicum and Internship online student evaluations
- Approve on campus supervision hours in T2T.
- Approve on campus seminar/didactic hours in T2T.

EXPECTATIONS FOR STUDENTS

Students' Attendance and Participation

- **Every student must be registered for an approved practicum seminar course and two internship semesters.** Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except when arranged prior to the class with instructor approval and students will remain with the same seminar session for the entire training year. A student may fail the practicum or internship based on numerous absences, not

attending the seminar, not completing assignments, chronic tardiness and/or not participating. Each student should attend seminar ready to discuss cases and other relevant topics.

University Other Class Attendance and Participation

- Students are required to maintain passing grades and appropriate comportment in ALL classes during practicum/internship. A student will be referred to Student Development Committee for any of the above.

It is assumed that students will be responsible and professional about being prompt. It is each Seminar Leader's discretion to require additional assignments for tardiness or missed classes.

Fall/Spring Semesters

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of "F" (Fail) and may be required to repeat the course). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of "NC" (No Credit) and may be referred to the SDC for review.

Summer Semester

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused (or one 5-hour per week) class sessions may receive a grade of "F" (Fail) and may be required to repeat the course. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness may receive a grade of "F" (Fail) and may be required to repeat the course. Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of "NC" (No Credit) and may be referred to the SDC for review (Adler Catalog, 2010-21, p, 32; CMHC & MACR Program Guide, 2020-21, p.24).

Evaluation of Students

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, clinical skills, and professionalism. Each semester, students are evaluated by their Site Supervisors and their practicum/internship University Seminar Group Leaders monitor progress by reviewing professional dispositions to assess professional performance and readiness (see CMHC & MACR Program Guide, 2020-21, p. 37).

Credit/No Credit

A grade of "CR" (Credit) is assigned upon seminars and practicum/internship requirements. A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum and or internship or a course offered on a pass/no pass basis. Grades of "CR" are not used in calculating

the grade point average. However, grades of “NC” are used in calculating the grade point average and are considered failing grades for the purposes of academic satisfactory progress.

In Progress

A temporary grade of “IP” (In Progress) can be given to students who are engaged in field experiences, independent study, thesis, or courses in which completion of work may typically be expected to exceed the end of the term. The “IP” will be removed from the transcript when the final grade has been posted (Adler Catalog, 2019-2020, p. 70).

Resolutions of Differences and Conflicts

If problems do arise, the Director of Clinical Training expects Adler students to use their clinical, interpersonal, and communication skills in working with clients, colleagues, supervisors, and others with the goal of resolving the issues wherever possible.

If problems occur that cannot be resolved at the site by discussing them with the clinical Site Supervisor, it is recommended that students contact their Faculty Advisor and/or Seminar Leader to consult and work on problem-solving. If at any time during practicum or internship a major problem or concern arises which cannot be resolved using these approaches, the Director of Clinical Training will need to be notified. The Director of Clinical Training will investigate the situation and determine the appropriate steps necessary to resolve the problem. These steps may include contacting the training site to discuss the situation and may lead to a referral of the student to the SDC. The primary goal is always to resolve the issue if possible and allow the student to complete the practicum experience whenever possible. This may involve the creation of an action plan under which the student and/or site will be asked to work together to improve the training experience.

IMPORTANT: Under no circumstances are students allowed to terminate their clinical practicum without the knowledge of the Program Director and the Director of Clinical Training. If a student does so without the Director of Clinical Training's permission, this will be an automatic referral to the SDC or the Student Comprehensive Evaluation Committee (SCEC).

Students who are dismissed or terminated from a practicum or internship will be automatically referred to the Student Comprehensive Evaluation Committee. Termination from a training site may be grounds for dismissal from the Adler University depending on the circumstances of the student's dismissal. Students also need to notify their Seminar Leaders, Program Director, and the Director of Clinical Training immediately.

Certification and Licensure

NCE Examination, Pathway to NCC

State laws have established requirements a candidate must fulfill in order to be eligible to receive licensure to provide counseling services. In Illinois, the Illinois Department of Finance and Professional Regulation (IDFPR) helps determine if professionals can be credentialed as a Licensed Professional Counselor (LPC). Illinois uses the scores of the National Counselor Examination (NCE) for the Licensed Professional Counselor (LPC) license, and students in CACREP accredited programs are eligible to take this examination. The NCE measures learning in the basic core areas of counseling as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The NCE is offered at Adler University in April and October of every year.

For additional information on the Illinois licensure process, please www.imhca.com for helpful hints and links to Illinois Department of Professional Regulation (IDFPR). As each state determines licensure pathways for counselors, please use this link for further state specific exploration: <https://www.counseling.org/knowledge-center/licensure-requirements>

CMHC Online Students

The NCE can be arranged in your respective state, with coordination of the Program Director at Adler University. The NCE exam is a precursor for licensure in the state you reside. The acronym for licensure you would apply for post-graduation varies by state and is usually "LPC."

CMHC Online Students

Adler's CMHC Online students reside throughout the United States and Canada. Graduates from Adler's CACREP-accredited CMHC program meet the curricular expectations for state licensure and thus may qualify to sit for the licensure examination in that state. However, states can vary regarding other expectations for full licensure and students should consult a state's licensure board for specific requirements. Below are some links to the state licensure boards as well as a summary PDF of the state requirements for licensure.

- **Licensure Boards by State:**
 - <https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
- **Licensure & Credential Requirements by State:**
 - https://www.counseling.org/docs/licensure/72903_excerpt_for_web.pdf

Additionally, if desired, you may also qualify to be a National Certified Counselor (NCC) through the National Board of Certified Counselors (NBCC). The process involves passing the NCE and completing the required paperwork at the NBCC site.

Certified Rehabilitation Counseling Certification for MACR Students

In addition to the NCE pathway to Illinois licensure described above, Illinois accepts the Certified Rehabilitation Counselor (CRC) credential for the Licensed Professional Counselor (LPC) application. The CRC is the premier credential designed specifically for rehabilitation counselors and is a nationally recognized credential. The Commission for Rehabilitation Counselor Certification (CRCC) developed its credentialing process in an effort to enhance the quality of services delivered to individuals with disabilities. Students pursuing this certification usually take the CRC exam after they have completed most or all their classwork, please reference the CRCC website for further details, <https://www.crccertification.com/forms-fees>

Endorsement for Credentialing and Employment

Adler University will verify program completion for alumni seeking state credentialing or employment. All requests for documentation such as verification of attendance/graduation should be submitted in writing to the Adler University Registrar's Office (e.g. Form ED for Illinois Certification of Education for LPC/LCPC application). Please note that individual faculty, program or training directors cannot process these types of requests. However, faculty may provide individual letters of recommendation and or serve as a reference based on their knowledge of a student's academic and or clinical achievements, capabilities, and or potential.

ADA Policy

It is the policy of the Adler University to make reasonable accommodations for qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA). If you are a student with disabilities and need accommodations to complete your practicum search process or practicum requirements once at a site, you are encouraged — if you have not already done so — to contact Student Services for documenting your disability and requesting reasonable accommodations be provided to you. If you have already received a list of reasonable accommodations, please present them to Dr. Erica Wade, Director of Clinical Training for MA-Counseling: Specialization in CMHC and MACR, as you begin the search process. For CMHC Online students, please reach out to Dr. Jennifer Bonino, Online Training Director. All information will be held in confidence by Dr. Wade and Dr. Bonino unless the student agrees to allow her to speak to other staff or site personnel about approved accommodations.

FREQUENTLY ASKED QUESTIONS

I may be a few hours short. Can I finish practicum?

The hours required in practicum are easily obtained within the semester. You may be able to continue past the end date of the semester until the next semester begins. However, you must obtain permission from your site, University Seminar Leader, and Director of Clinical Training.

I want to switch to a different section after I complete practicum or internship I. Can I do so?

No. Students will remain with the same seminar leader for practicum, internship I, and internship II. Students are encouraged to pick a seminar leader based on perceived fit, which may include consideration of the faculty member's theoretical orientation, clinical experiences, or other factors. Students are only permitted to change seminars under exceptional circumstances, by petitioning both the seminar leader and program director.

What happens if I am short of internship hours?

If you have not fulfilled the requirements for completing internship (e.g., minimum number of total or direct service hours, paperwork, assignments), then you may still be able to receive credit for internship. For example, if a student is 40 clock hours short of fulfilling the 600-hour minimum by the time the semester ends, it might take that student two or three weeks to accrue those hours at her or his site. The student may enroll in Internship Seminar continuation, extension with a fee.

Can I do practicum/internship where I work?

The answer is MAYBE, but keep in mind the qualifier that the goal of the degree program is for a student to develop new counseling skills and expertise, and that the internship is a student's capstone experience for attaining that goal. Thus, you CANNOT receive credit for internship for the job you are already doing — you would not acquire new skills. However, it is possible to work an internship experience into your current job if you develop a plan that allows you to perform

counseling-related activities that are significantly different from and at a more challenging level of expertise than your current job requires.

Can I start internship when my 100 practicum hours are met?

No. You will most likely accrue many more than 100 hours. The hours of experience, however, will not be transferred to internship hours, per CACREP Standards. It is ONLY upon successful completion of practicum at the end of the semester that you may begin accumulating hours toward internship.

Can I stop going to my practicum site when I have 100 hours?

No. Practicum is designed to provide you with the background and basics of a site. Additionally, the extra time of 15- 20 hours a week helps establish you as a working member of the site. This will help create a greater presence and ability to successfully complete your 600 hours.

Can I do a twelve-month practicum/internship?

Yes. We recognize there are some sites who want twelve months rather than nine months.

Appendix A: Pre-Practicum Forms

Adler University
Department of Counseling & Integrated Programs
Orientation Student Acknowledgement Form

Initial Below

_____ I have attended the Practicum Orientation with the Director of Clinical Training.

_____ I have received an electronic copy via email of the Orientation PowerPoint, Site Self-Select Form, Timeline Document, and Hour Requirement Chart from the Director of Clinical Training.

_____ I understand the importance of being responsive, proactive and engaged in the practicum process in order to facilitate successful and timely site placement. This includes being responsive and professional (such as replying within 48 hours) to emails from the Training Director and for my applications and interview invitations at clinical sites.

_____ I understand and have reviewed the deadlines and milestone dates provided by the Training Director during Orientation. I understand that not meeting deadlines provided by the Training Director *may* result in delayed site placement and possibly graduation.

Please indicate current courses taken and when the others will be completed. The overall grade average must be a minimum of 3.0 and ALL prerequisite courses must be completed with a minimum of B or better to enter practicum.

Practicum Prerequisite Courses	Term/Year Taken	Term/Year To Be Taken	Grade Rec'd
CMHC 538 Professional Functions of CMHC (CMHC program only)			
COUN 532 Professional, Legal and Ethical Issues			
COUN 533 Counseling Theories			
COUN 534 Counseling Skills			
COUN 535 Diagnosis of Maladaptive Behavior			
COUN 536 Counseling Multicultural Communities			
COUN 540 Group Counseling			
CMHC 617 Treatment Planning and Intervention (CMHC program only)			

The above is an accurate account of the courses I have and will take in my program and my grades. I attended orientation and understand the timeline.

Student Signature

Date

SELF SELECTED SITE INFORMATION FORM

Practicum/Intern Student:

The counseling programs at Adler University require that practicum and intern students be supervised at their clinical sites by qualified individuals. Please complete this form regarding a site that is not currently in our database. Please submit the form to the Director of Clinical Training. Contact will then occur with the site supervisor regarding meeting all our training needs. In order to be in compliance with our CACREP accreditation model, we will be asking for a copy of the site supervisor's VITAE and a copy of their clinical license. Additionally, a site agreement form with Adler will need to be signed.

Date _____

Practicum/Intern Student Name _____

Site Supervisor Name _____

Name of Agency/School _____

Address of Agency/School _____ City _____

Telephone Number of Supervisor _____

Supervisor e-mail address _____

Supervisor Position (Title) _____

License/certificate _____

Date when license was obtained _____

State license is from _____

Site provides weekly one hour of supervision a week (circle answer) Yes No

Site provides weekly group supervision at least an hour a week (circle answer) Yes No

Sample Résumé

Complete Name

Complete Address

Phone # / Cell Phone #

E-mail Address

QUALIFICATIONS PROFILE

Highly motivated, compassionate, and dedicated professional. Accustomed to working with multidisciplinary teams and other health professionals, including social workers, psychologists, therapists, and student interns.

CORE STRENGTHS

- Superior Interpersonal and Rapport Building Skills
- Leadership, Training, and Team Building
- Time Management and Prioritization
- Problem Resolution and Decision Making
- Articulate Oral and Written Communication

CAREER HIGHLIGHTS

Honored and received the “Achievement of the Month” award for April 2007 through demonstration of exemplary performance in helping a client resolve major placement hurdles hindering timely discharge.

SUMMARY OF EXPERIENCE

- Evaluated family and client needs; implemented treatment plans to meet those needs; independently followed prescribed clinical casework procedures and reacted thoughtfully during crisis situations.

EMPLOYMENT HISTORY

ADMINISTRATIVE ASSISTANT, CSUS Community Counseling Center, Sacramento, CA | 1994-1995

RESIDENTIAL COUNSELOR, Mathiot Group Homes, Sacramento, CA | 1993-1994

HOUSE DIRECTOR, River Oak Center For Children, Sacramento, CA | 1990-1993

Education

BACHELOR OF ARTS (BA) IN PSYCHOLOGY

California State University-Sacramento, Sacramento, CA: 1991

ASSOCIATE OF ARTS (AA) IN BEHAVIORAL SCIENCE

Sample Cover Letter

February 10, 2021

John Doe, PsyD
Director of Psychology Training
St. Elsewhere
1601 W. Taylor Street
Chicago, IL 60612

Dear Dr. Doe:

Identify yourself and requirements

I am a first-year master's student at the Adler University in Chicago, Illinois. I am writing to express my interest in applying for the master's Clinical Mental Health Counseling practicum and internship at St. Elsewhere for the 20XXto 20XX Academic Year.

Briefly describe yourself and relevant experience

As you will note from my vitæ, I have maintained a solid record of academic achievement while maintaining half-time employment at the Community Mental Health Center, where I hold the position of Mental Health Counselor II. I work with a broad range of patients and psychopathology, but have particularly focused on working with the chronically mentally ill. I understand that your clinical opportunities would also enable me to extend my experience base, such as working with children and adolescents. I am very keen on acquiring such an integrative, generalist clinical foundation to complement my academic preparation.

Next contact

In addition to my vitæ, please find enclosed two letters of reference from professionals who are familiar with my academic *[and/or]* clinical work. Please feel free to contact me as soon at your convenience to set up a time for an interview. I can most readily be reached by telephone at [work# and home#] from [hours], and by mail at [address].

Thank you in advance for your consideration. I look forward to hearing from you.

Sincerely,

Your Name

Sample CV

Complete Name
Complete Address
Phone # / Cell Phone #
E-mail Address

EDUCATION

M.A. in Counseling, Specialization in Clinical Mental Health (or Rehabilitation Counseling), Adler University, Chicago, IL,
Expected Graduation date June 2016.

University of Southern California, Los Angeles, CA
B.A. *summa cum laude* in History, May 1999
Honors Thesis: "The Nixon Administration"

FELLOWSHIPS AND AWARDS

Dean's List Argosy University Schaumburg 2011-2012
President's Fellowship, Columbia University, 2004–2006
Gross Travel Grant, Jayne State University, 2004

TEACHING AND RESEARCH INTERESTS

Media and Memory; Journalistic History of America; Class and Politics in 20th-Century America;
The American Working Class; Political History of Los Angeles

TEACHING EXPERIENCE

Teaching Assistant, 2003–2005
Assisted Professor Chris Columbus in his course "The United States in 1945." Helped create curriculum; composed exams and term paper assignments; led weekly discussion sessions; graded all written work and determined final grades.

PUBLICATIONS AND PRESENTATIONS

"Class Conflict in a Working Suburb of San Francisco in the 1920s." Paper presented at the Annual Meeting of the Association of Geographers. San Francisco, CA, March 2007.

MEMBERSHIPS AND SERVICE

Illinois Counseling Association
Argosy University Chi-Sigma Iota Chapter

LANGUAGES

Reading and basic speaking competence in French, Spanish, and Modern Greek. Translation competence in Italian.

Possible Clinical Interview Questions

Following are a list of questions that you may be asked during an interview. Spend some time considering the answers that you would provide to these questions. It is very important to prepare for interviews, especially for difficult or stressful interview questions.

1. Tell me about yourself.
2. Which courses did you enjoy the most and why?
3. Why are you interested in this position?
4. How do you consider diversity in your work?
5. What is/are your greatest strength(s) and challenges(s)?
6. Tell me about a conflict you experienced with a coworker or supervisor and how you handled the situation.
7. What are your professional goals?
8. What do you know about this organization?
9. What are some of the most interesting readings about the field you've come across?
10. What are your main interests in the field?
11. What population/diagnosis is the most difficult for you?
12. What words describe you?
13. What personal attributes do you bring to the therapeutic relationship?
14. What has been your most important learning from working on a team and how will you apply that learning to your future organization?
15. How would you describe your theoretical orientation?
16. Describe the nature of the relationship between a supervisor and supervisee?
17. What do you look for in supervision?
18. Describe one of your best supervisory experiences.
19. How does stress affect your work performance?
20. What are the accomplishments that have brought you the most satisfaction and why?
21. In what kind of work environment are you most comfortable?
22. What would your colleagues say about you?
23. What have you enjoyed the most and least about your previous positions?
24. Why do you want to work here?
25. Why should I hire you?

Questions you might consider asking during the interview:

- What are the qualities you are looking for in a candidate?
- Who would be my direct supervisor?
- How long is the training year commitment?
- **Are there any days of the week that are mandatory?**
- What are the start and end dates?
- What are the hours?

- Can I work on the weekends? Or at night?
- Is there a set time/day for supervision?
- Is there a mandatory orientation/training prior to the start date?
- What model of supervision do you or the site utilize?
- Will there be any allowance for time off? (e.g., during the holidays when school is out)
- How do you manage the changing school schedule each semester?
- How many test batteries does the site require?
- Do you allow audio taping?
- What kind of training or orientation would be provided?
- What are the best and most challenging aspects for your interns?
- What would a typical day be like for someone in this position?

Appendix B: Practicum Forms for Students

Department of Counseling & Integrated Programs

Practicum and Internship Contract form Time2Track

Training Site: _____	Course: _____
Student Name: _____	Term: _____
Supervisor: _____	
Faculty: _____	

Please note: Practicum hours will not begin accruing until contract has been completed and signed by both Student and Supervisor.

Date Training Begins: __/__/__ **Date Training Ends:** __/__/__

**Clinical Training Site
Address:**

Clinical Training Site Phone: _____

Training Site Director: _____

Primary Supervisor's Email Address: _____

Secondary Supervisor: _____

Secondary Supervisor's Email Address: _____

Practicum/Internship Days on Site:

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Friday ☐ Saturday ☐ Sunday

Number of Practicum/Internship Hours Per Week: _____

TRAINEE RESPONSIBILITIES

Summary of Training Week:

Direct Hours:	Indirect Hours:
Hours of clinical assessment:	Hours of Individual Supervision:
Hours of individual therapy:	Hours of Group Supervision:
Hours of counseling/therapy groups:	Hours of Team/Staff Meetings:
Hours of other direct clinical activities:	Hours of Other Indirect Meetings:

Practicum and Internship Requirements

The Student Agrees to the Following:

Abide by code of ethics as delineated by American Counseling Association, Adler University and site (and for MACR, in addition, the CRCC code of ethics).

Meet the minimum number of 100 total hours for the Practicum within one semester, consisting of 40 direct service hours (a minimum of 5 hours of direct group work); and 60 indirect hours, which can be achieved through individual and group supervision, didactic training, meetings, consultation, peer supervision, record keeping, case conferences, etc.

Meet the minimum number of 600 hours for Internship within two semesters, consisting of a minimum of 240 direct service hours (a minimum of 5 hours of direct group work).

Meet with licensed site supervisor weekly for individual clinical supervision at least for one hour and group supervision for at least one-hour weekly.

Provide a summary of hours bi-monthly and at the end of each semester to the site supervisor and university seminar leader. Students are responsible for ensuring the site supervisor completes a written evaluation of the student at the end of each semester through Time2Track.

Notify the site director, university seminar leader, and Adler's Director of Clinical Training, of any concerns, problems, or changes at their sites. Students will provide proof of liability coverage to their practicum supervisor by requesting the Certificate of Insurance Form available from the Director of Clinical Training.

Review the program Practicum/Internship Manual relevant to the training year, available on the APT database.

The Site Agrees to the following:

Provide master's students with a minimum of 1 hour of face to face, weekly individual and 1 hour of group supervision by a fully **licensed/credentialed clinical professional** (e.g., LCPC, , LCSW, or psychologist, for example). Provide supervision on a consistent basis.

Provide opportunities for learning experiences such as orientations, didactic seminars, case conferences, or team meetings.

Provide guidance and opportunities for the student to record and review their clinical sessions. Adler students are asked to present audio or videotapes of their clinical work (with client consent) in their practicum/internship seminars with Adler faculty. (If taping is not feasible, please contact the Director of Clinical Training. An alternative will then be provided to the student).

Complete a Practicum Evaluation Form and review student's hour log at the end of the practicum. During internship, supervisors will conduct two Internship Evaluations, one during the spring semester, and another at the end of the students' internship experience. Students also complete a log of their activities and hours in Time2Track that they review with their supervisors during these evaluation times.

Provide the student with written policies and procedures of the site, including procedures for requesting time off due to illness or personal time.

Inform the Adler Director of Clinical Training of student concerns and need for remediation or any substantive changes in the practicum/internship experience (e.g., change of supervisor) in a timely manner.

Provide a training program that (a) is supportive with appropriate space to conduct clinical work;

- emphasizes respect for diversity regarding gender, race, ethnicity, sexual orientation, disability, and religion; (c) abides by a code of conduct and ethics as proscribed by clinical mental health professions and (d) is compliant with state and federal legislation for non-discrimination and comply with the Americans with Disabilities Act.

Adler University Agrees to the Following:

Provide malpractice liability insurance to this student. Proof of coverage is available upon request.

Collaborate with the site to enhance the student's training experience and formulate remediation plans as situations arise.

In acknowledgment and agreement of the responsibilities listed above:

Student Signature _____ Date _____

Supervisors Signature _____ Date _____

Degree: _____ License Type: _____ License #: _____.

ON CAMPUS SUPERVISION AGREEMENT

Name of Student: _____ Program: _____

On Campus Supervisor _____

Type of Supervision: ____ Individual ____ Triadic

Duration of contract: from _____ to _____

This contract represents supervision of the practicum student and his/her cases at the following site(s) _____

Goals of Supervision: These goals will be established at the initial supervision session. They should be evaluated at periodic intervals and updated as necessary.

- 1.
- 2.
- 3.
- 4.
- 5.

Guidelines for Supervision

Supervision Structure: The method of supervising is through case discussion and or the use of video and/or audiotapes.

Triadic supervision requirements: 1 hour minimum per week

Minimum supervision session requirements: Students must meet with the University Seminar Supervisor at least 10 times.

Case Responsibility: The student is responsible to inform the supervisor of the status of all current cases, both in quality and quantity, of overall case load. Releases, parameters of confidentiality, informed consent and all necessary case note documentation are the responsibility of the student. The student must inform clients that internship supervision is occurring.

Caseload Review: Each supervisory session will begin with a caseload review. The student will come to the supervision meetings prepared to discuss specific cases, issues, and/or other training issues. Any high risk or potentially high-risk situations must be discussed or updated. Both parties agree to attend to the supervisee's professional development by creating a safe

and respectful atmosphere where concerns about clients/students, services provided, or the counselor-client/student relationship can be fully discussed.

Liability Insurance: Students are provided with insurance by Adler University, and also required to secure an individual liability policy.

Emergencies: The student must speak directly with his/her site supervisor immediately and on campus supervisor (within 8 hours) concerning any high-risk client/student development.

Evaluations: Ongoing, mutual feedback is requested. The student and supervisor must each complete their respective evaluations at the end of each semester. The practicum/ internship site, supervision, and student's progress for the semester will be evaluated.

Re-scheduling Policy: If the student is unable to make a previously agreed upon time and cancellation is necessary, a supervision session will occur at the end of the regularly scheduled sessions.

Impasse during Supervision: It is agreed upon by both parties, if an impasse of some sort occurs during supervision, the two (student and supervisor) will talk about the issue(s) and, if necessary, will call upon a third party to consult. If this occurs, please contact the Director of Clinical Training.

This contract remains in effect until supervision is terminated. We, the undersigned, have discussed the above contract and agree to follow these guidelines in the course of the supervisory relationship.

Supervisor Signature

Date

Supervisee (Student) Signature

Date

The student and supervisor should each keep a copy of this contract.

The original is to be returned to the Training Coordinator within one week of the first supervision meeting

**Practicum Site Select Form
Counselors-In-Training**

Name of Student: _____ Program: _____

Student Phone: _____ Email: _____

Site Name: _____

Site Address _____

Supervisor(s) _____
(include title/degree)

Supervisor(s) Phone: _____

Email: _____

Start Date _____/_____/_____ through End Date _____/_____/_____

DAYS ATTENDING SITE: ☐ MON ☐ TUE ☐ WED ☐ THU ☐ FRI
 ☐ SAT ☐ SUN

HOURS: _____

DUTIES AND RESPONSIBILITIES:

Supervision Evaluation Form

Name of Student: _____ Program: _____

Supervision session # _____ Individual or Triadic Date _____

On Campus Supervisor _____

Feedback:

Strengths/Improvements

Goals and Target Areas for Improvement:

Student Recording Rating Form

Name of Student: _____ Program: _____

Session Tape#: _____ Total Score: _____ Date: _____

5	Developing skills are Exceptional , highly developed skills: consistently performs well. Shows clear direction in working with this client. Faculty Recommendations / Mandates Optional.
4	Developing skills meet expectation : helpful. There is immediacy and intentionality to do good. Faculty Recommendations/ Mandates Optional.
3	Marginal/ Needs work . Responses not helpful or somewhat helpful but missed too many opportunities or appropriate skills were non-existent when should be. Faculty Recommendation / Mandates Optional.
2	Doesn't meet current expectations . However, student clearly demonstrates the ability to "do no harm" and some usage of basic skills. Specific areas of improvement are noted in "Faculty Recommendations" and /or "Faculty Mandates" included with this evaluation.
1	Student clearly does not meet expectations . Specific areas of improvement are noted in "Faculty Recommendations" and/or "Faculty Mandates" included with this evaluation.

	Skill	Behavior Description	Score
1)	Body Language and Appearance	Maintains open, relaxed, confident posture. Uses head nods and body gestures to encourage client talk.	
2)	Vocal Tone	Vocal tone communicates caring and connection with the client. Rapport is established. Counselor communicates smoothly and warmly with client.	
3)	Minimal Encouragers	Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard, but does not over use them.	
4)	Silence	Uses silence appropriately.	
5)	Using Immediacy	Recognizes here-and-now feelings expressed verbally or nonverbally.	
6)	Interrupts storytelling	Appropriately interrupts client's storytelling. Refocuses session to appropriately address client's situation(s) to facilitate a more productive session.	
7)	Questioning	Doesn't overuse questions. Asks open-ended questions that encourage the client to continue talking. Uses closed questions sparingly.	
8)	Paraphrasing/ Reflection of content	Engages in brief, accurate, and clear rephrasing of what the client has expressed.	
9)	Reflecting Feeling	States succinctly the feeling and the content of the problem faced by the client (You feel _____ when _____.)	
10)	Expressing meaning	Ability to link content and feeling together to allow client to gain awareness / insight into the problem. ("You feel _____ because _____" or "You feel _____ when _____.")	

Student Recording Feedback Form

Name of Student: _____ Program: _____
Session # _____ Date _____

Brief summary of session content:

Intended goals of session:

Strength-based counseling skills utilized:

Areas of counseling skills that were challenging:

Plans/goals for further counseling with this client:

Social justice, advocacy, and diversity areas:

Questions for supervision regarding client:

Adler University
Department of Counseling & Integrated Programs
AUTHORIZATION FOR RELEASE OF INFORMATION

I, the undersigned, _____ (*Name of Client in Print*),
authorize _____ (*Name of Practicum/Internship Student*) to
use information, including, but not limited to, case material and audio/video taping, that s/he obtains
regarding my assessment or treatment for educational purposes only at Adler University, Chicago, IL. By
signing this form, I understand that:

- (b) All identifying information in the tapes will be kept confidential.
- (c) The professional group will be advised that, in the unlikely circumstance that they recognize the
identity of the person in the case, they should immediately excuse themselves from the room. Further,
they are bound by confidentiality not to reveal what they have heard.
- (d) I may review this information upon request.
- (e) This consent is valid for twelve (12) months. However, I may revoke my consent at any time within
this twelve-month period.
- (f) Refusal to consent to release of my information will not affect my rights to receive treatment.
- (g) At the end of the training year, the practicum/internship student named above will destroy all the
video/audio tapes.

My signature below confirms that the above-named practicum/internship student has explained to me
the above policies regarding the use of my information for educational purposes.

Client Signature

Date

If the client is a minor, the custodial parent/legal guardian must sign this consent form. If the client is at
least 12 years of age, but under 18, the client must sign in addition to his/her parent/legal guardian.

Parent/Guardian Signature

Parent/Guardian Name (Print)

Date

Practicum/Internship Student Signature

Practicum/Internship Student Name (Print)

Notice to Receiving Agency/Person: Under the provisions of the Illinois Mental Health and
Developmental Disabilities Confidentiality Act, you may not re-disclose any of this information unless
the person who consented to this disclosure specifically consents to this re-disclose.

Under the Federal Act of July 1, 1987 Confidentiality of Alcohol and Drug Abuse Records, no such
records, nor information from such records, may become further disclosed without specific
authorization for such re-disclose.

Adler University
Counselor Education and Counseling Department
Monthly Site Supervisor Email Check-In

I am _____ Adler University Practicum/Internship Seminar Leader. I wanted to check in with you to see how our student is progressing. Please be so kind to take a few minutes and rate our student on the following:

5= excellent 4=good 3=average 2= poor 1=no evidence

- | | |
|------------------------------------|-------|
| 1. Overall adjustment to your site | _____ |
| 2. Professionalism | _____ |
| 3. Rapport building with clients | _____ |
| 4. Case Conceptualization | _____ |
| 5. Crisis interventions | _____ |
| 6. Theoretical interventions | _____ |
| 7. Time management | _____ |
| 8. Other (group leader) | _____ |
| 9. Overall | _____ |

Please indicate any concerns or challenges below. Thank you:

Appendix C: Training Forms

MA Practicum & Internship: Student Site Evaluation Form

Please take some time to complete this form about your training site. Be honest and as detailed as possible. Your input will assist students when seeking practicum placements. This information will be collected and shared with other students for the following year. Your name will not be shared with anyone. If you have an immediate concern about your site which requires the assistance of the Director of Clinical Training, please contact us directly.

ABOUT THE AGENCY WHERE YOU ARE PLACED FOR PRACTICUM:

Name of Training Site _____

Name (s) of Supervisor (s) _____

- _____ Credentials _____
- _____ Credentials _____

POSITION INFORMATION

Average Days/Week On Site: _____ Average Hours/Week: _____

Weekend Hours: _____ Evening Hours: _____

Mandatory Days on Site: ___M___T___W___Th___F___Sa___Su

Rate the quality of your training and supervision using the following scale.

Select the appropriate rating for each item **0 to 5**:

0 = N/A (Not Applicable)

1 = Poor;

2 = Fair;

3 = Good;

4 = Very Good;

5 = Excellent

Training

1. Professionalism

- a. Students encouraged to meet among themselves Choose an item.
- b. Students encouraged to make suggestions for improvements. Choose an item.
- c. Work expected of students appropriate. Choose an item.
- d. Students treated with respect and in a professional manner? Choose an item.
- e. Amount of supervision/support? Choose an item.

2. Environment

- a. Staff rapport with students Choose an item.
- b. Staff attitudes conducive to training Choose an item.
- c. Amount of training/on boarding Choose an item.

3. Intervention

- a. Opportunity for new therapy experience Choose an item.
- b. Clients appropriate for the type of therapy Choose an item.

- c. Quality and amount of individual counseling training Choose an item.
- d. Quality and amount of group counseling training Choose an item.
- e. Consultation opportunities Choose an item.
- f. Preventive education programs Choose an item.

4. Resources

- a. Offices are clean and appropriate for therapy Choose an item.
- b. Office space adequate and available Choose an item.
- c. Adequate equipment to provide online services (e.g., computer, paperwork, etc.) Choose an item.

5. Diversity

- a. Training on sensitivity to the socio-cultural background of clients Choose an item.
- b. Training on sensitivity to the socio-cultural background of trainees Choose an item.
- c. Appreciate of individual differences (e.g., age, gender, sexual orientation, disability, social class) Choose an item.
- d. Encouraged awareness of own values and beliefs regarding differences and their impact on others Choose an item.
- e. Encouraged integration of theoretical and empirical knowledge regarding diversity into clinical practice Choose an item.

6. Overall quality of training Choose an item.

Additional comments:

1. What are the strengths of this training experience?

2. What are the weaknesses of this training experience?

3. What type of qualities should a student have to be successful at this training site:

4. Do you feel that the coursework that you had taken at Adler adequately prepared you for your Clinical Practicum experience? Choose an item.

If you answered “No” to the above question, what topic areas, courses, or changes to existing courses would have helped prepare you for your Clinical Practicum?

5. Would you recommend this site to other Adler students? Choose an item.

CONCERNS REGARDING THE SITE

Please provide SPECIFIC COMMENTS regarding the concerns you had while a practicum student at this site.

The more information you provide, the more helpful it will be for our Training Department and assess whether students will be allowed to apply to that site for the upcoming training year.

Supervision

Evaluation of Supervisor #1 – Name: _____

Relationship

1. Establishes professional relationship Choose an item.
2. Accepts and respects me as a person Choose an item.
3. Pays attention to me and my clients Choose an item.
4. Recognizes and encourages the development of my strengths Choose an item.
5. Gives me useful feedback when I do something well Choose an item.
6. Gives me useful feedback where I need growth Choose an item.
7. Helps me define and achieve specific goals for myself Choose an item.
8. Allows me to discuss problems I encounter in my practicum Choose an item.

Intervention

1. Helps me to understand the dynamics of therapy Choose an item.
2. Encourages me to use new and different techniques Choose an item.
3. Provides suggestions for improving my therapy skills Choose an item.
4. Helps me formulate a sound treatment plan and goals Choose an item.

Consultation/Education

1. Encourages consultation with colleagues and other professionals Choose an item.
2. Offers educational and resource information when I request it or need it Choose an item.

Professionalism

1. Acts in a professional manner Choose an item.
2. Students treated in a professional manner Choose an item.
3. Maintains confidentiality in supervision Choose an item.
4. Helps me define and maintain ethical behavior Choose an item.
5. Gives time and energy to supervision Choose an item.

6. Explains their criteria fairly in evaluating me Choose an item.

Diversity

1. Appreciation of individual differences (e.g., age, gender, sexual orientation, disability, social class) Choose an item.
2. Encouraged awareness of own values and beliefs regarding difference and their impact on others Choose an item.
3. Encouraging integration of theoretical and empirical knowledge regarding diversity into clinical practice Choose an item.
4. Sensitive to the socio-cultural background of clients Choose an item.

Overall

1. Overall rating of supervision Choose an item.

Comments:

Evaluation of Supervisor #2 – Name: _____

Relationship

1. Establishes professional relationship Choose an item.
2. Accepts and respects me as a person Choose an item.
3. Pays attention to me and my clients Choose an item.
4. Recognizes and encourages the development of my strengths Choose an item.
5. Gives me useful feedback when I do something well Choose an item.
6. Gives me useful feedback where I need growth Choose an item.
7. Helps me define and achieve specific goals for myself Choose an item.
8. Allows me to discuss problems I encounter in my practicum Choose an item.

Intervention

1. Helps me to understand the dynamics of therapy Choose an item.
2. Encourages me to use new and different techniques Choose an item.
3. Provides suggestions for improving my therapy skills Choose an item.
4. Helps me formulate a sound treatment plan and goals Choose an item.

Consultation/Education

1. Encourages consultation with colleagues and other professionals Choose an item.
2. Offers educational and resource information when I request it or need it Choose an item.

Professionalism

1. Acts in a professional manner Choose an item.
2. Students treated in a professional manner Choose an item.
3. Maintains confidentiality in supervision Choose an item.
4. Helps me define and maintain ethical behavior Choose an item.
5. Gives time and energy to supervision Choose an item.
6. Explains their criteria fairly in evaluating me Choose an item.

Diversity

1. Appreciation of individual differences (e.g., age, gender, sexual orientation, disability, social class) Choose an item.
2. Encouraged awareness of own values and beliefs regarding difference and their impact on others Choose an item.
3. Encouraging integration of theoretical and empirical knowledge regarding diversity into clinical practice Choose an item.
4. Sensitive to the socio-cultural background of clients Choose an item.

Overall

1. Overall rating of supervision Choose an item.

Comments:

Thank you for your time completing this form. Your answers will help next year's training students in choosing a site and to have a successful training experience. Moreover, your help will support the school in fulfilling its mission and values. We truly appreciate the time and thought you put into your responses.

Erica Wade-Ball, Ph.D., LCPC, ACS
On-Ground Director of Clinical Training
Counseling & Integrated Programs
ewade@adler.edu

Jennifer Bonino, Ph.D., LCPC
Online Training Director
Counseling & Integrated Programs
jebonino@adler.edu

Additional comments or suggestions to the Training Department (optional):

Appendix D: Site Supervisor Forms

CACREP Standards 2016

SECTION 3: PROFESSIONAL PRACTICE Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member,

1. a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. K. Internship students complete at least 240 clock hours of direct service. L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule

throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS.

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty. P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

Appendix E: Student Evaluation Form

Adler University

Time2Track Site Supervisor Evaluation of Master's Counseling Practicum/Internship Student

Student Name: *

Date: *

Site: *

Supervisor: *

Semester: *

Practicum Course #: *

Type of Practicum: *

Methods of Supervision Used: *

- Co-Therapy
- Live Observation
- Review Of Audio/Video Recorded Session
- Review Of Written Transcription Of Session
- Review Of Written Clinical Notes/Reports
- Self-Report/Verbal Discussion Of Clinical Work

(2) Professional Orientation and Ethical Practice

Apply and integrate the multiple professional roles and functions of counselors across specialty areas, human services and integrated behavioral health care systems for interagency and inter-organizational collaboration and consultation (CACREP 2.F.1.b.). *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate self-care strategies appropriate to the counselor role. (CACREP 2.F. 1.i) *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP: 1.m) *

0 = Not Observed Or Not Applicable

- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply ethical codes, practice standards, and regulations in making clinical and practice decisions (CACREP 2.F. 1.g). *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Be an advocate to address institutional and social barriers that impede access, equity and success for clients and promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k. & 1.e) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Comments:

Student Comments:

(3) Social and Cultural Diversity

Apply social justice and advocacy principles and models in working with clients with diverse backgrounds and issues (CACREP 2.F.2.b.). *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Recognize the effect of power and privilege on the counselor and client relationship. (CACREP 2 F.2.e.) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate an awareness of the impact of one's cultural heritages and experiences, beliefs, and worldviews (CACREP 2 F. 2.d.). *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply multicultural competencies and related theories in case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP 2.F. 2.c). *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Comments:

Student Comments:

(4) Counseling Process & Helping Relationships

Apply culturally relevant counseling theories and systems approaches to conceptualize client issues and formulate treatment strategies (5.a., b.). *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Recognize counselor's characteristics and personal demeanor that influence the helping process, such as empathy, unconditional positive regard, and congruence (CACREP: 5.f). *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate interviewing and counseling skills, including establishing relationship, attending, questions, observation, encouraging, paraphrasing, summarizing, ending a session, and reflection of feelings. (CACREP: 5.g) *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. (CACREP: 2.F. 5.d) *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Formulate developmentally relevant counseling treatments with reference to biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior (CACREP 2 F 3.a., c., e, f. & 5 h).

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Develop measure outcomes for client (CACREP 2.F. i.).

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply evidence-based counseling techniques and interventions to inform the practice of counseling (CACREP 2.F. 8.b., & 5.j.)

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Comments:

Student Comments:

(5) Group Work

Display the characteristics of an effective group leader (2.F.6.d.) *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Identify the dynamics associated with group process and development and be able to cultivate therapeutic factors to facilitate the development of group members (2.F. b.c.) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply various approaches to group formation, including recruiting, screening, and selecting members with consideration of ethical and cultural factors, group types, and settings (2.F.a,e.f.g.) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Comments:

Student Comments:

(6) Assessment & Diagnosis

Apply ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques. (CACREP 2.F.7.m) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate the ability to assess and manage reporting procedures of suicide risk, crisis intervention, danger to self and others, and cases of trauma and abuse (CACREP: 5.l, m; and 7.c.d.) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Use assessments relevant to the counseling of academic/educational, career, personal, and social development matters (2. F. 7.j) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Use assessments and diagnostic tools (the current edition of DSM) to evaluate clients and plan interventions. (2.F.7.e.)

- 0 = Not Observed Or Not Applicable
 - 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
 - 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
 - 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
 - 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
 - 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass
- Supervisor Comments:
- Student Comments:

(7) Program Specific Items

Clinical Mental Health Counseling: Specialization Evaluation

Demonstrate 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. (CMHC 3.a.1) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate use of assessments and diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CMHC: 1. e., & 2.d) *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrate the ability to screen and apply appropriate strategies for addiction and co-occurring disorders. (CMHC: 1. d & 2.e)

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Apply current record-keeping standards related to clinical mental health counseling, such as timeliness in accordance to site guidelines, record security, accuracy, thoroughness, conciseness as it relates to record keeping and biopsychosocial treatment planning (CMHC: 2.m)

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CMHC: 2.b)

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

(8) Program Specific Items Rehabilitation Counseling Specialization Evaluation

Articulates the value of client/consumer empowerment, choice, and personal responsibility in the rehabilitation process:

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrates awareness and understanding of rehabilitation issues that affect service delivery:

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Demonstrates awareness and understanding of community resources available to address issues related to disability challenges of client:

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Helps clients/consumers identify strategies for self-awareness and self-development:

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Facilitates counseling relationships with individuals with disabilities in a manner that is constructive to their independence:

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Assists individuals with disabilities in accessing and utilizing services available in the community:

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Practice's rehabilitation counseling in a legal and ethical manner, adhering to the code of professional ethics and scope of practice for the profession:

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate
- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Comments:

Student Comments:

Summary of Overall Quality and Level of Student's Interpersonal and Professional Functioning: *

- 0 = Not Observed Or Not Applicable
- 1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail
- 2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

- 3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass
- 4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass
- 5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Observation:

What are the current personal and/or professional strengths of the student? *

What are the current needs of the student for personal and/or professional growth? *

Additional comments:

Student:

Comments:

Overall Site Evaluation of Student for Current Term: *

0 = Not Observed Or Not Applicable

1 = Unsatisfactory (Not Able To Perform Even With Repeated Supervisory Input) - Fail

2 = Below Average (Performs Inconsistently, Below Typical Level Of Development) - Remediate

3 = Average (Performs The Activity With Ongoing Supervision And Assistance) - Pass

4 = Above Average (Performs The Activity Well, With Routine Assistance And Supervision) - Pass

5 = Superior (Performs Independently, Competently With Minimal Supervision) - High Pass

Supervisor Signature: *

This is the Final Evaluation for this student. Last Date of Students' practicum: *

Student Signature: *

Form will not be accepted without all signatures.