

CMHC Practicum and Internship Guide

Revised July 2019



# **CMHC Practicum and Internship Experiences**

**MASTER OF ARTS**

**IN CLINICAL MENTAL HEALTH COUNSELING**

**SCHOOL OF ADULT AND GRADUATE STUDIES**

##  MONTREAT COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate’s, bachelor’s, and master’s degrees. For questions about the accreditation of Montreat College, contact the Commission on Colleges by writing to 1866 Southern Lane, Decatur, Georgia 30033-4097, or calling 404-679-4500.

Index

Introduction……………………………………………………………………………………………………….5

Practicum & Internship Experience……………………………………………………………………………….6

Procedures & Policies…..…………………………………………………………………………………………7

Practicum/Internship Agreement Form…………………………………………………………………………... 8

Site Supervisor Information ……………………………………………………………………………………..11

**CN 675 Counseling Practicum ………………………………………………………………………………...12**

Course Description ………………………………………………………………………………………………16

Course Objectives ……………………………………………………………………………………………….17

Course Outcomes ………………………………………………………………………………………………..19

Assessment Portfolio ……………………………………………………………………………………………20

Guidelines ……………………………………………………………………………………………………….22

Permit to Register ……………………………………………………………………………………………….23

**CN 680 Counseling Internship I ………………………………………………………………………………24**

Course Description ………………………………………………………………………………………………28

Course Objectives ……………………………………………………………………………………………….29

Course Outcomes ………………………………………………………………………………………………..30

Assessment Portfolio ……………………………………………………………………………………………32

Guidelines ……………………………………………………………………………………………………….34

Permit to Register ……………………………………………………………………………………………….35

**CN 685 Counseling Internship II ……………………………………………………………………………..36**

Course Description ………………………………………………………………………………………………40

Course Objectives ……………………………………………………………………………………………….41

Course Outcomes ………………………………………………………………………………………………..42

Assessment Portfolio ……………………………………………………………………………………………44

Guidelines ……………………………………………………………………………………………………….46

Permit to Register ……………………………………………………………………………………………….47

**Practicum/Internship Forms & Evaluations …………………………………………………………………48**

Official Placement Site Information Form ……………………………………………………………………...49

Clinical Practicum/Internship Data Selection Form …………………………………………………………….51

Letter to Practicum/Internship Supervisor ………………………………………………………………………53

Weekly Log of Hours ……………………………………………………………………………………………54

Monthly Practicum/Internship Log ……………………………………………………………………………...55

Practicum/Internship Hours and Supervision Record …………………………………………………………...56

Client Consent Form …………………………………………………………………………………………….57

Informed Consent- Client Taping Form ………………………………………………………………………...58

Parent Consent Form …………………………………………………………………………………………….59

Counselor Self-Evaluation ………………………………………………………………………………………60

Client Satisfaction Survey ……………………………………………………………………………………….61

Interviewer Rating Form ………………………………………………………………………………………...63

Counseling Techniques List ……………………………………………………………………………………..66

Student Evaluation of Practicum/Internship …………………………………………………………………….71

Student Evaluation of Site Supervisor & Montreat Supervisor ………………………………………………....73

Site Supervisor Evaluation of Student …………………………………………………………………………..75

NCC Credentialing Sequence Instructions …………………………………………………………………….. 79

Program of Study Form …………………………………………………………………………………………80



Professional Counselor Graduate Students:

Welcome to Practicum and Internship. By now you have completed all prerequisite coursework and are ready to move on to the clinical and training experience of your Clinical Mental Health Counseling Program (CMHC). This handbook will serve as a resource guide to assist you through your Practicum and Internship experiences. These courses are designed to allow you as the student to put into practice what you have learned in the classroom. Each course (CN 675, CN 680, and CN 685) will have a group supervision component through Montreat College in addition to the onsite experience.

Inside you will find guidelines and Registration forms for each course, Evaluation forms for each experience and other general administrative forms to assist you in finding and securing placement with an approved site. While these courses are your responsibility as a Practicum/Internship Student, the program director, academic advisors and Montreat faculty members will be available to answer any questions that may arise.

Congratulations in making it to this point in your educational journey and we hope your Practicum and Internship experiences are rich components of your continued personal and professional development. Many blessings to you in your clinical experiences.

Sincerely,

Clinical Mental Health Counseling Program Director, Faculty, and Staff

practicum and INTERNSHIP EXPERIENCE AT MONTREAT COLLEGE

Montreat College values experiential learning and recognizes the importance of providing students the opportunity to enhance their education through practicum and internship experiences in appropriate professional settings. Experiential learning experiences allow students to constructively explore the relationship between theory and practice as well as grow spiritually, academically, socially, and professionally. Further, experiential learning experiences contribute to the students’ development as agents of renewal and reconciliation in the world*.* The pedagogical practicum and internships at Montreat College further the students’ personally-designed developmental goals through the institutions that shape personhood and vocational decisions. Thus, practicum and internships are viewed critically, functioning only in the context of the cultural mandate.

At the heart of the practicum and internship experience is the belief that substantive, meaningful learning often occurs in many, often serendipitous, ways outside the conventional classroom and compliments the learning that has taken place in more traditional settings. Additionally, student achievement in the field education/internship setting is assessed by valid and equitable methods that take fully into account the individual character of the learner, the learning experience, and the purpose of the College.

Circumstances that affect one’s life are not static. Learning happens throughout life, integrating all the roles of the person who is actively engaging culture. The nature of work, leisure, and citizenship changes substantially over the course of one’s lifetime. Effective education helps learners meet changes with a clear understanding of immutable values as well as with a personalized ability to respond to change in creative and responsible ways.

The practicum and internship experience uniquely benefits the students, the College, and the community in several ways:

* Equips learners to apply knowledge and apt thought processes;
* Helps learners apply theory to practice to develop a holistic perspective;
* Equips learners to participate in labor, service, and action;
* Cultivates an understanding of the role of labor, service, and action as sources of meaning and value in life.

Montreat College, in equipping students to be "agents of renewal and reconciliation in the world," takes the entire world for its campus. The practicum and internship experience reinforces, through the rigors of practical application in a real-life, community setting, the learning that has taken place in the classroom.

It is the hope of Montreat College that students will have rich and rewarding internship experiences that fulfill the College’s mission and students’ goals. This guide is in compliance with Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards and is designed to ensure your practicum and internship experiences are rich.

pRACTICUM/Internship Procedures and Policies

**DEFINITION**

The practicum/internship is an intensive, quality, structured learning opportunity in an off-campus setting that immerses the student in appropriate professional contexts for the purpose of integrating theory with real-life practice. Practicum/internship experiences require extensive involvement by the students. Practicum/internship supervision is a shared responsibility between the College’s faculty supervisor and the on-site practicum/internship supervisor.

**RATIONALE FOR THE PRACTICUM/ INTERNSHIP EXPERIENCE**

The practicum/internship experiences fulfill following purposes:

1. Provide students an opportunity to integrate theory with real-life practice.
2. Allow students to test their knowledge and theories and build skills in a real-life setting.
3. Assist students in developing a clearer understanding of their chosen occupation.
4. Expand students’ biblical as well as experiential understanding of the role of labor, service, and action as sources of meaning in life as deemed appropriate and within the policies and procedures of the assigned placement.
5. Broaden students’ horizons in professional development and clinical skills within mental health counseling.

**PRACTICUM/INTERNSHIP AGREEMENT FORM**

**(Please circle appropriate clinical course)**

Montreat Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_\_-\_\_\_\_\_\_\_\_

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

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

Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_\_-\_\_\_\_\_\_\_\_

Site Supervisor Credentials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Years in the field: \_\_\_\_\_\_\_

**(Please attach a copy of the supervisor’s resume or CV to this agreement)**

Beginning date of Practicum/Internship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ending Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Midterm Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Weekly Schedule:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Hours |  |  |  |  |  |  |  |

**Purpose:** The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of Clinical Mental Health Counseling.

**The Montreat College Clinical Mental Health Counseling Program Will:**

1. Assign a Montreat College faculty member to facilitate communication between the College and the site
2. Inform the student that each is required to adhere to the administrative polices, rules, standards, schedules and practices of the site in a professional manner
3. Provide a faculty member who will be available for consultation with both site supervisor and student and shall be immediately contacted should any problem or change in relation to the student, site or College occur
4. Require the College supervisor maintain responsibility for the assignment of the fieldwork grade at the conclusion of the practicum or internship
5. Provide the College supervisor who will meet with students on an average of one and one half (1 ½) hours per week for group supervision

**The Practicum/Internship Site Will:**

1. Identify a practicum/internship supervisor who has the appropriate credentials, time and interest for training the practicum/internship student
2. Provide opportunities for the practicum/internship student to engage in a variety of counseling activities under supervision and for evaluating the practicum/internship student’s performance
3. Provide adequate work space, telephone, office supplies and staff to conduct professional activities for the practicum/internship student
4. Support the practicum/internship student obtaining written informed consent from clients for purposes of audio and/or videotaping counseling sessions using the form in Appendix A of the Montreat College Clinical Mental Health Counseling Program Handbook
5. Provide on-site clinical supervision that averages one (1) hour per week and schedule bi-weekly consultation with the assigned Montreat College supervisor

**The Practicum Student Will:**

1. Read and understand the ACA Code of Ethics and practice in accordance with these standards at all times during practicum and internship
2. Notify practicum/internship supervisors with updated practicum/internship experiences
3. Demonstrate through classroom and site activities a basic level of competency in specified counseling knowledge, skills and attitudes in order to successfully complete and receive a passing grade
4. Attend all classes and supervisory sessions, completing all assignments as outlined in the course module and as assigned by instructors

**Termination**

All members of this agreement realize that the practicum/internship site has the right to terminate the practicum/internship experience if the student’s physical or mental health status is detrimental to the services provided to consumers at the practicum/internship site. If the practicum/internship site does not uphold its obligation to provide the practicum/internship student an experience as stated in the contract, then the Montreat College supervisor has the right to terminate the practicum/internship experience of the student. In either case, the grievance should first be discussed with the practicum/internship student, Montreat faculty, and the site supervisor before any action is taken against the practicum/internship student or the site.

**Equal Opportunity**

In accordance with the Ethical Codes of the American Counseling Association, it is mutually agreed that all members of this agreement shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender or creed.

**Montreat/Student/Site Supervisor Agreement:**

We understand and will adhere to conditions stated in this contract. We understand and will practice counseling in accordance with the ACA Code of Ethics. We understand the responsibility to keep Montreat faculty and site supervisor aware of student on-site activities and provide them with appropriate material needed for supervision.

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

**Date Signature of Student Counselor**

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

**Date Signature of Site Supervisor**

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

**Date**  **Signature of Montreat Faculty Supervisor**

INSURANCE: Workers’ compensation coverage is provided only if the student is being paid for the internship. Montreat College provides only health insurance (for a fee) to its students. Medical Professional Liability in Student Practicum Agreement: Professional Liability: $5 Mil Occurrence.

Student read statement below and initial that you have read and understand here: \_\_\_\_\_\_\_\_\_\_

I understand that Montreat College provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Montreat College will not provide professional liability or workers’ compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers’ compensation insurance through the College. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds. Financial Aid Director/Counselor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe free of discrimination and harassment.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Montreat College to withdraw the student who is not preforming satisfactorily or who refuses to follow the organization’s administrative and operating policies, procedures, rules and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

MONTREAT COLLEGE RESPONSIBILITIES: Montreat College is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contract to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify the supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat it as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice-versa. With a signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and/or student.

**SITE SUPERVISOR INFORMATION**

(to be completed by Site Supervisor)

1. Name of Montreat College MA- Clinical Mental Health Counseling Program Practicum/Internship Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Name of Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Site Supervisor Position/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Name of the Site (Institution or Agency): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Site Supervisor’s Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Site Supervisor’s Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Site Supervisor’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Site Supervisor’s Address (at site): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Site Supervisor’s Highest Degree Completed (MA, MS, EdS, PhD, MD): \_\_\_\_\_\_\_\_\_\_\_\_
10. Does Site Supervisor have a masters degree in counseling or counseling related field? \_\_
11. Does Site supervisor have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical field experience (e.g. school, college, community agency)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Credentials of Site Supervisor: Please spell out acronyms

Licensure: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Years of Post-Master’s Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Years of Counseling Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Site Supervisor: Educational Background (chronological order beginning with most recent training.)

Name of Institution Degree/Year Title of Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Job Titles/Duties Year/Dates\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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



**CN 675- COUNSELING PRACTICUM**

Mission of the College

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

the Conceptual Framework for the Master of Arts in CLINICAL MENTAL HEALTH Degree Program

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator.*

Mission of the Counseling

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

Mission of the Master of Arts in CLINICAL MENTAL HEALTH Degree

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

Program Goals for THE Master of ARTS IN CLINICAL MENTAL HEALTH Counseling

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
	1. History and philosophy of clinical mental health counseling and current trends in the field (CMHC:A:1; CMCH:C:9)
	2. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)
	3. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and the processes for obtaining credentials and licenses (CMHC: A:4)
	4. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC: A:5; CMHC:E:3)

* 1. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)
	2. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)
	3. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)
1. Demonstrate knowledge of and skills for practice in the following areas:

	1. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5; CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4) ,
	2. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)
	3. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a–g)
	4. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)
	5. Individual, couple, family, and group counseling (CMHC:D:5)
	6. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6; CMHC:G:1-4; CMHC:H:1-4; CMHC:K:1-5; CMHC:L:1-3)
	7. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)
	8. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)
	9. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8; CMHC:D:7)
2. Meet the following additional goals:
	1. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.
	2. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of a graduate-level professional.
	3. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.
	4. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

This is an experiential course and requires students to complete a minimum of 100 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will participate in weekly individual as well as group supervision.

TOPICS

The topics to be covered include the following:

* Self-awareness
* Supervision and Expectations of Supervisors
* Professional Counselor Roles and Daily Tasks:
	+ Clinical Intake Interviewing
	+ Assessment
	+ Writing Case Notes
	+ Writing Treatment Plans and Treatment Goals
	+ Referral
	+ Using Theory in Treatment
	+ Selecting and Using Counseling Techniques
	+ Termination
* Ethics and Ethical Practice
* Professional Issues
	+ Recognizing and Reporting Minor and Elder Abuse
	+ Counseling Minors
	+ Informed Consent
	+ Professional Disclosure
	+ Confidentiality
	+ Suicide Assessment
	+ Transference and Countertransference
	+ Resistance
* Multicultural Competency
* Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
* Professional Development
* Advocacy of Clients, Self, and Profession
* Integrating Counseling Theories for a Comprehensive Approach to Working with Clients

#### COURSE OBJECTIVES

Objectives to be met by students in this course include the following (which align, as referenced, with 2009 CACREP Standards):

1. Apply ethical and legal standards to clinical mental health counseling work. (CACREP II.G.1.j; CMHC B.1.)
2. Synthesize knowledge of mental health public policy and research methodology to create interventions to improve mental health care and to measure counseling outcomes. (CACREP II.G.1.g; CMHC B.2.; CMHC J.2)
3. Apply sound practice of mental health diagnosis, using a multi-axial format and sound practice of treatment planning and implementation, referral, collaboration, consultation, and prevention, using the current edition of the DSM and other diagnostic and assessment tools while applying assessed knowledge of the client’s stage of change and readiness to change. (CACREP II.G.1.b and c; CMHC D.1; CMHC L.1.; CMHC L.2.; CMHC H.4.)
4. Demonstrate multicultural competencies in serving clients from varied backgrounds through assessment, diagnosis, and mental health treatment and advocate for services within communities that meet the unique needs of diverse client populations. (CACREP II.G.2.a; CMCH D.2.; CMHC D5; CMHC F.2.; CMHC F.3.)
5. Use up-to-date ethical and appropriate record keeping methods, adhering to HIPPA and HI-TECH regulations as well as state law. (CACREP II.G.1.j; CMHC D.7.)
6. Promote wellness, mental health, and overall ideal psychosocial, emotional, spiritual, and psychological development through prevention, intervention, education, and advocacy. (CACREP II.G.1.b, c, and i.; CMHC D.3.)
7. Maintain up-to-date information on appropriate resources for clients and referrals while promoting the clients’ understanding of and access to resources. (CACREP II.G.1.j; CMHC D.4.; CMHC F.1.)
8. Apply appropriate strategies for assessing and managing suicide risk and for assessing and treating co-occurring disorders through the use of clinical interviews, assessment of mental health status, medical history, biopsychosocial history, and other screening tools as appropriate and multiculturally sensitive. (CACREP II.G.1.b, c, and i.; CACREP II G. 2.a.; CMHC D.6.; CMHC D.8.; CMHC H.1.; CMHC H.2.; CMHC H.3.)
9. Apply current research findings to mental health practice, to the selection of appropriate and effective treatments, and to the assessment of intervention and program effectiveness. (CACREP II.G.1.g, h, and j.; CMHC J.1.; CMHC J.3.)
10. Demonstrate knowledge of the limitations of competence and skill, recognizing when there is a need to make a referral and/or seek supervision and consultation. (CACREP II.G.1.a, d, e, and f.; CMHC D.9.)
11. Demonstrate readiness to enroll in CN680 Counseling Internship I.

Additionally, students will:

1. Initiate LPCA application.
2. Identify areas for professional growth and development.
3. Integrate counseling theories and techniques for a comprehensive approach to client care and treatment.

#### COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing, reviewing, and reflecting on weekly videotapes of his or her clinical work, demonstrate knowledge of and ability to apply ethical and legal standards; skill in performing assessment, diagnosis, treatment planning, promotion of wellness and mental health; ability to assess and manage suicide risk; ability to promote client understanding of and access to resources; and multicultural competence. (CObs 1, 3, 4, 6, 8)
2. Through completing and maintaining weekly time logs, document skills development necessary for completing LPCA application. (COb 11)
3. Through reviewing and successfully updating his or her Professional Growth Plan, identify areas for professional growth. (COb 12)
4. By developing a research proposal and applying current research findings to client population(s) served as well as promoting effective services within the internship setting, synthesize knowledge of mental health policy and research methodology. (CObs 2 and 9)
5. Through evaluations completed by site and faculty supervisors, demonstrate he or she can apply ethical and legal standards to clinical work, use up-to-date record keeping methods, adhere to HIPPA and HI-TECH policies, maintain resource information for clients and for therapist collaboration and referral, recognize his or her limits of competence as well as the need to refer and/or consult, and demonstrate sound application of diagnosis, assessment, treatment planning, and multicultural competencies to promote wellness. (CObs 1, 3, 4, 5, 6, 7, 10)

Assessment Portfolio

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

* Learning Contract
* Internship Agreement Signatures
* Activity Log
* Journal
* Evaluation Forms
* Other requirements as assigned

**LEARNING CONTRACT**

The Learning Contract provides in writing the details of the student’s individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form (p. 8), personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

**ACTIVITY LOG**

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log (p. 54) for each week at the clinical placement site, a monthly hours log (p. 55) and a final hours and supervision record (p. 56).

**JOURNAL**

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students’ own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log (p. 54) provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
* Log of photos taken (only with consent from site supervisor and involved clients)
* Post cards
* Bulletins
* Program flyers and information
* Sample counseling interventions or activities
* Other

**PRACTICUM/INTERNSHIP ENTRIES**

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

**EVALUATIONS**

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form (p. 60) is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client’s Personal/Social Satisfaction with Counseling Assessment (p. 61) allows clients to provide student counselors with feedback regarding their interactions. Please make sure you have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form (p. 63) will be used by students during group supervision sessions. This form will allow students to provide each other feedback based on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List (p. 66) is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student’s Evaluation of Practicum/Internship Experience** (p. 71) is an evaluation of the clinical placement site. The **Practicum/Evaluation form** (p. 75) should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student’s Evaluation of Montreat Faculty Supervisor and Site Supervisor** (p. 73) should be completed at the end of the last group supervision session.

**ADDITIONAL ITEMS**

This section may include additional assignments according to the course module or faculty supervisor’s instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract and information to highlight your professional development in efforts to market yourself as you begin job searching.

**CN 675: Counseling Practicum**

Counseling Practicum for all students will include:

* A total of 100 hours on site over a 15 week period. A *minimum* of 40 hours must be direct services. No more than 60 hours can be indirect services.

 **Direct Services**

* Inpatient Therapy
* Individual Adult Therapy
* Group Therapy
* Outpatient Therapy
* Individual Child Therapy
* Family Therapy
* Addiction Therapy
* Couples Therapy
* Other

 **Indirect Services**

* Intake Interviewing
* Testing/Assessments
	+ Scoring
	+ Interpreting Tests
* Treatment Planning
* Record Keeping
* Consultation
* Referral
* Staff Meetings
* Report Writing
* Case Summaries
* Other
* A site supervisor who must have a minimum of a master’s degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry, Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program’s expectations.

Name:

Phone:

Email:

Highest Academic Degree:

* + **Please attach a copy of the site supervisors resume or CV**.
* Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of practicum.
* An average of one and one half (1 ½) hours of group supervision each week during practicum that will be facilitated by a program faculty member.
* Development of appropriate audio/visual recordings required for program assignments.
* Student evaluations held throughout the practicum, and a formal evaluation that will be conducted at the conclusion of the practicum.
* Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Please contact Dr. Noreal Armstrong at norel.armstrong@montreat.edu or

828.667.5044 extension 1512 for additional information.



**Permit to Register Form**

**Counseling Practicum**

|  |
| --- |
| **For Office Use Only:** |
| Course: **CN 675** | Year:\_\_\_\_\_\_\_\_\_\_\_ | Term:\_\_\_\_\_\_\_\_\_\_ | Session: MGSPAS | Section:\_\_\_\_\_\_\_\_ |
| Course Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Campus:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Night:\_\_\_\_\_\_\_\_\_ |
| Sent to Applicable Departments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Registration Processed:\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Student’s Name:

Student’s Current Address:

Student’s Current Contact Telephone #:

Expected Practicum Start Date:

1. All didactic courses completed or in progress, per Program of Study form: (check)

Course(s) in progress:

1. GPA must be at least 3.0 and must be maintained throughout CN 675 Counseling Practicum.

Current GPA:

1. Proof of Liability Insurance:

Company: Coverage Amount:

1. Completed Practicum contract attached: (check)
2. Academic Advisor and Program Director Approval:

Advisor signature: Date:

Program Director signature: Date:



**CN 680- COUNSELING INTERNSHIP I**

Mission of the College

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

the Conceptual Framework for the Master of Arts in CLINICAL MENTAL HEALTH Degree Program

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator.*

Mission of the Counseling

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

Mission of the Master of Arts in CLINICAL MENTAL HEALTH Degree

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

Program Goals for THE Master of ARTS IN CLINICAL MENTAL HEALTH Counseling

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
	1. History and philosophy of clinical mental health counseling and current trends in the field (CMHC: A:1; CMHC:C:9)
	2. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)
	3. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and processes for obtaining credentials and licenses (CMHC: A:4)
	4. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC: A:5; CMHC: E:3)
	5. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)
	6. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)
	7. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)
2. Demonstrate knowledge of and skills for practice in the following areas:
	1. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5, CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4)
	2. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)
	3. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a-g)
	4. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)
	5. Individual, couple, family and group counseling (CMHC:D:5)
	6. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the *Diagnostic Manual of Mental Disorders* (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6; CMHC:G:1-4; CMHC:H:1-4; CMHC:K:1-5; CMHC:L:1-3)
	7. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)
	8. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)
	9. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8, CMHC:D:7)
3. Meet the following additional goals:
	1. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.
	2. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of graduate-level professional.
	3. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.
	4. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

This is an experiential course and requires students to complete a minimum of 300 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision.

TOPICS

The topics to be covered include the following:

* Licensure and Certification and Associated Processes and Resources
* Self-Awareness
* Supervision and Expectations of Supervisors
* Professional Counselor Roles and Daily Tasks:
	+ Clinical Intake Interviewing
	+ Assessment
	+ Writing Case Notes
	+ Writing Treatment Plans and Treatment Goals
	+ Referral
	+ Using Theory in Treatment
	+ Selecting and Using Counseling Techniques
	+ Termination
* Psychotropic Medications
* Ethics and Ethical Practice
* Legal Issues and State Counseling Laws
* Professional Issues
	+ Recognizing and Reporting Minor and Elder Abuse
	+ Counseling Minors
	+ Informed Consent
	+ Professional Disclosure
	+ Confidentiality
	+ Suicide Assessment
	+ Transference and Countertransference
	+ Resistance
* Multicultural Competency
* Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
* Professional Development
* Advocacy of Clients, Self, and Profession
* Integrating Counseling Theories for a Comprehensive Approach to Working With Clients

COURSE OBJECTIVES

Objectives to be met by students in this course include the following (which align, as referenced, with 2009 CACREP Standards):

1. Apply ethical and legal standards to clinical mental health counseling work. (CMHC B.1.)
2. Synthesize knowledge of mental health public policy and research methodology to create interventions to improve mental health care and to measure counseling outcomes. (CMHC B.2.; CMHC J.2)
3. Apply sound practice of mental health diagnosis using a multi-axial format and implement practice of treatment planning and implementation, referral, collaboration, consultation, and prevention, using the current edition of the DSM and other diagnostic and assessment tools while applying assessed knowledge of the client’s stage of change and readiness to change. (CMHC D.1; CMHC L.1.; CMHC L.2.; CMHC H.4.)
4. Demonstrate multicultural competencies when serving clients from varied backgrounds through assessment, diagnosis, and mental health treatment and advocate for services within communities that meet the unique needs of diverse client populations. (CMCH D.2.; CMHC D5; CMHC F.2.; CMHC F.3.)
5. Use up-to-date, ethical, and appropriate record-keeping methods, adhering to HIPPA and HI-TECH regulations as well as state law. (CMHC D.7.)
6. Promote wellness, mental health, and overall ideal psychosocial, emotional, spiritual, and psychological development through prevention, intervention, education, and advocacy. (CMHC D.3.)
7. Maintain up-to-date information on appropriate resources for clients and referrals while promoting clients’ understanding of and access to resources. (CMHC D.4.; CMHC F.1.)
8. Apply appropriate strategies for assessing and managing suicide risk as well as assessing and treating co-occurring disorders through the use of clinical interviews, assessment of mental health status, medical history, and biopsychosocial history and other screening tools as appropriate and multiculturally sensitive. (CMHC D.6.; CMHC D.8.; CMHC H.1.; CMHC H.2.; CMHC H.3.)
9. Apply current research findings to mental health practice, to the selection of appropriate and effective treatments, and to the assessment of intervention and program effectiveness. (CMHC J.1.; CMHC J.3.)
10. Demonstrate awareness of limitations of competence and skill, recognizing when there is a need to make a referral and/or to seek supervision and consultation. (CMHC D.9.)

Additionally, students will:

1. Continue to work toward completion of the LPCA application.
2. Identify areas for professional growth and development.
3. Integrate counseling theories and techniques for a comprehensive approach to client care and treatment.

#### COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing and reflecting on bi-weekly videotapes of clinical work, demonstrate knowledge and application of ethical and legal standards, assessment skills, diagnosis, treatment planning, promotion of wellness and mental health; demonstrate ability to assess and manage suicide risk; promote client understanding of and access to resources; and demonstrate multicultural competence. (CObs 1, 3, 4, 6, 8)
2. Through completing and maintaining weekly time logs, continue to work toward the completion of LPCA application. (COb 11)
3. Through completing the LPCA application project, continue to work toward the completion of LPCA application (COb 11).
4. By successfully reviewing and updating the Professional Growth Plan, identify areas for professional growth. (COb 12).
5. By developing a research proposal, synthesize knowledge of mental health policy and research methodology and apply current research findings to client population(s) served as well as promote effective services within the internship setting. (CObs 2 and 9)
6. Through completing a thorough case conceptualization, demonstrate knowledge of assessment, diagnosis, treatment planning, promotion of wellness, and multicultural competence. (CObs 3, 4, 6, 8)
7. By completing the assigned DVD activities and reflection questions, demonstrate ability to synthesize prior coursework (assessment, multicultural competence, diagnosis, treatment) and demonstrate the ability to integrate counseling theory and techniques for a comprehensive approach to client care and treatment. (COb 13)
8. Through developing and implementing a group counseling experience, apply ethical and legal standards to clinical work, synthesize knowledge of policy to improve mental health care in the clinical setting/community; demonstrate multicultural competence; and promote wellness. (CObs 1, 2, 4, and 6)
9. Through evaluations by site and faculty supervisors, evidenced by completed evaluations, demonstrate he/she has applied ethical and legal standards to clinical work, used up-to-date record keeping methods, adhered to HIPPA and HI-TECH policies, maintained resource information for clients and for therapist collaboration and referral, and knows limits of competence and recognizes the need to refer and/or consult as well as demonstrate sound application of diagnosis, assessment, treatment planning, and multicultural competencies while promoting wellness. (CObs 1, 3, 4, 5, 6, 7, 10).

#### INTRODUCTORY NOTES TO STUDENTS

The internship course is designed differently than didactic courses in the program. During the internship, you will complete clinical hours, providing mental health services to clients in a setting that as accurately as possible reflects the holistic work of a Licensed Professional Counselor. In addition to the 300 hours of clinical practice, you will also participate in group supervision once a week, individual supervision regularly, and triadic supervision 4 times during the course. You will notice some instructions are repeated in the weekly individual assignments. For example, the same task is listed for Class One and Class Two for individual supervision. This occurs because students will have individual supervision in alternating weeks. The week that you do not have individual supervision, you will not have to prepare that particular task. You are not only expected to complete 300 hours of clinical experience following the outlined ratio of direct client hours to indirect hours in the field, but you will also be expected to complete a variety of assignments including viewing bi-weekly videotapes of clinical work, followed by thoughtful reflection. If you fail to attend a scheduled supervision session, you will be expected to make up the session at the convenience of the instructor providing supervision. Evaluations of performance, including professional and ethical behaviors and specific skills and application of knowledge are all components of this experience.

Assessment Portfolio

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

* Learning Contract
* Internship Agreement Signatures
* Activity Log
* Journal
* Evaluation Forms
* Other requirements as assigned

**LEARNING CONTRACT**

The Learning Contract provides in writing the details of the student’s individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form (p. 8), personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

**ACTIVITY LOG**

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log (p. 54) for each week at the clinical placement site, a monthly hours log (p. 55) and a final hours and supervision record (p. 56).

**JOURNAL**

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students’ own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log (p. 54) provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
* Log of photos taken (only with consent from your site supervisor and involved clients)
* Post cards
* Bulletins
* Program flyers and information
* Sample counseling interventions or activities
* Other

**PRACTICUM/INTERNSHIP ENTRIES**

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

**EVALUATIONS**

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form (p. 60) is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client’s Personal/Social Satisfaction with Counseling Assessment (p. 61) allows clients to provide student counselors with feedback regarding their interactions. Please make sure to have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form (p. 63) will be used by students during group supervision sessions. This form will allow students to provide each other feedback based on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List (p. 66) is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student’s Evaluation of Practicum/Internship** Experience (p. 71) is an evaluation of the clinical placement site, including the site supervisor. The **Practicum/Evaluation form** (p. 75) should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student’s** **Evaluation of Montreat Faculty Supervisor and Site Supervisor** (p. 73) should be completed at the end of the last group supervision session.

**ADDITIONAL ITEMS**

This section may include additional assignments according to the course module or faculty supervisor instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract and information to highlight your professional development in efforts to market yourself as you begin job searching.

**CN 680 Counseling Internship I**

Counseling Internship I for all students will include:

* Completion of CN 675 Counseling Practicum
* A total of 300 hours on site over a 15 week period. *A minimum* of 120 hours must be direct services. No more than 180 hours can be indirect services. The indirect hours provide an opportunity for students to gain experience through professional activities and resources in addition to direct service hours.

 **Direct Services**

* Inpatient Therapy
* Individual Adult Therapy
* Group Therapy
* Outpatient Therapy
* Individual Child Therapy
* Family Therapy
* Addiction Therapy
* Couples Therapy
* Other

 **Indirect Services**

* Intake Interviewing
* Testing/Assessments
	+ Scoring
	+ Interpreting Tests
* Treatment Planning
* Record Keeping
* Consultation
* Referral
* Staff Meetings
* Report Writing
* Case Summaries
* Other
* A site supervisor who must have a minimum of a master’s degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry, Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program’s expectations.

Name:

Phone:

Email:

Highest Academic Degree:

* + **Please attach a copy of the site supervisors resume or CV.**
* Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of the internship.
* An average of one and one half (1 ½) hours of group supervision each week on a regular schedule during the internship that will be facilitated by a program faculty member.
* Development of appropriate audio/visual recordings required for program assignments and use in supervision or opportunity to receive live supervision with clients.
* Student evaluations held throughout the internship, and a formal evaluation that will be conducted by program faculty member in conjunction with the site supervisor at the conclusion of the internship.
* Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Please contact Dr. Noreal Armstrong at noreal.armstrong@montreat.edu or

828.667.5044 extension 1512 for additional information



**Permit to Register Form**

**Counseling Internship I**

|  |
| --- |
| **For Office Use Only:** |
| Course: **CN 680** | Year:\_\_\_\_\_\_\_\_\_\_\_ | Term:\_\_\_\_\_\_\_\_\_\_ | Session: MGSPAS | Section:\_\_\_\_\_\_\_\_ |
| Course Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Campus:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Night:\_\_\_\_\_\_\_\_\_\_ |
| Sent to Applicable Departments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Registration Processed:\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Student’s Name:

Student’s Current Address:

Student’s Current Contact Telephone #:

Expected Practicum Start Date:

1. Completed all didactic courses, per Program of Study form: (check)
2. Completed and passed Counselor Preparation Comprehensive Examination (CPCE): (check)

Other requirements, if applicable:

1. CN 675 Counseling Practicum in progress: (check)
2. GPA must be at least 3.0 and must be maintained throughout CN 680 Counseling Internship I.

Current GPA:

1. Proof of Liability Insurance:

Company: Coverage Amount:

1. Completed Internship I contract attached: (check)

Note: if continuing at Practicum site, update contract with new dates and other information, if applicable.

1. Academic Advisor and Program Director Approval:

Advisor signature: Date:

Program Director signature: Date:



**CN 685- COUNSELING INTERNSHIP II**

Mission of the College

The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

the Conceptual Framework for the Master of Arts in CLINICAL MENTAL HEALTH Degree Program

The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of *Counselor as Advocate, Leader, and Collaborator.*

Mission of the Counseling

The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

Mission of the Master of Arts in CLINICAL MENTAL HEALTH Degree

The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

Program Goals for THE Master of ARTS IN CLINICAL MENTAL HEALTH Counseling

Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
	1. History and philosophy of clinical mental health counseling and current trends in the field (CMHC: A:1; CMHC:C:9)
	2. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)
	3. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and processes for obtaining credentials and licenses (CMHC: A:4)
	4. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC: A:5; CMHC: E:3)
	5. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)
	6. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)
	7. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)
2. Demonstrate knowledge of and skills for practice in the following areas:
	1. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5, CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4)
	2. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)
	3. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a-g)
	4. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)
	5. Individual, couple, family and group counseling (CMHC:D:5)
	6. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the *Diagnostic Manual of Mental Disorders* (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6; CMHC:G:1-4; CMHC:H:1-4; CMHC:K:1-5; CMHC:L:1-3)
	7. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)
	8. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)
	9. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8, CMHC:D:7)
3. Meet the following additional goals:
	1. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.
	2. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of graduate-level professional.
	3. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.
	4. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.

SMALL GROUPS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first of these is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is to develop the interpersonal skills necessary for effective participation in groups. Groups are an integrated part of the Montreat College educational model. The groups are comprised of three to five students each that function as mutual support mechanisms through which the students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and faculty are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the group. This concept of shared learning responsibility is an integral element in the College's educational philosophy.

The use of groups as a tool will be enthusiastically supported by the Montreat College student. Experience indicates that the group concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves, and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience. Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the group, adult students assume a greater self-direction and responsibility for their learning. By sharing the learning and responsibilities, more information can be disseminated among the group members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The group members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the group process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that groups discuss and prepare assignments and share learning resources. Each course generally requires a group project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Group grades are awarded, so the ability to integrate each member's total participation becomes the responsibility of all group members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of groups maximizes the students' understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the group concept.

COURSE DESCRIPTION

This is an experiential course and requires students to complete a minimum of 300 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision.

TOPICS

The topics to be covered include the following:

* Licensure and Certification and Associated Processes and Resources
* Self-Awareness
* Supervision and Expectations of Supervisors
* Professional Counselor Roles and Daily Tasks:
	+ Clinical Intake Interviewing
	+ Assessment
	+ Writing Case Notes
	+ Writing Treatment Plans and Treatment Goals
	+ Referral
	+ Using Theory in Treatment
	+ Selecting and Using Counseling Techniques
	+ Termination
* Psychotropic Medications
* Ethics and Ethical Practice
* Legal Issues and State Counseling Laws
* Professional Issues
	+ Recognizing and Reporting Minor and Elder Abuse
	+ Counseling Minors
	+ Informed Consent
	+ Professional Disclosure
	+ Confidentiality
	+ Suicide Assessment
	+ Transference and Countertransference
	+ Resistance
* Multicultural Competency
* Developing and Using a Personal Orientation to Counseling and Personal Counseling Theory
* Professional Development
* Advocacy—of Clients, Self, and Profession
* Integrating Counseling Theories for a Comprehensive Approach to Working with Clients

#### COURSE OBJECTIVES

Objectives to be met by students in this course include the following (which align, as referenced, with 2009 CACREP Standards):

1. Apply ethical and legal standards to clinical mental health counseling work. (CMHC B.1.)
2. Apply sound practice of mental health diagnosis using a multi-axial format, practice of treatment planning and implementation, referral, collaboration, consultation, and prevention, using the current edition of the DSM and other diagnostic and assessment tools while applying assessed knowledge of the client’s stage of change and readiness to change. (CMHC D.1; CMHC L.1.; CMHC L.2.; CMHC H.4.)
3. Demonstrate multicultural competencies when serving clients from varied backgrounds through assessment, diagnosis, and mental health treatment and advocate for services within communities that meet the unique needs of diverse client populations. (CMCH D.2.; CMHC D5; CMHC F.2.; CMHC F.3.)
4. Use up-to-date, ethical, and appropriate record keeping methods, adhering to HIPPA and HI-TECH regulations and state law. (CMHC D.7.)
5. Promote wellness, mental health, and overall ideal psychosocial, emotional, spiritual, and psychological development through prevention, intervention, education, and advocacy. (CMHC D.3.)

1. Apply a general framework for understanding and practicing mental health consultation. (Section II:5:F)
2. Apply appropriate strategies for assessing and managing suicide risk and assessing and treating co-occurring disorders through the use of clinical interviews, assessment of mental health status, medical history, and biopsychosocial history, and other screening tools as appropriate and multiculturally sensitive. (CMHC D.6.; CMHC D.8.; CMHC H.1.; CMHC H.2.; CMHC H.3.)
3. Demonstrates knowledge of the limitations of competence and skill, recognizing when there is a need to make a referral and/or seek supervision and consultation. (CMHC D.9.)

Additionally, students will:

1. Continue to work toward completing the LPCA application.
2. Integrate counseling theories and techniques for a comprehensive approach to client care and treatment.

#### COURSE OUTCOMES

The following outcomes are expected of each student for this course:

1. By completing and reflecting on bi-weekly videotapes of clinical work, demonstrate knowledge and application of ethical and legal standards, assessment skills, diagnosis, treatment planning, promotion of wellness and mental health, ability to assess and manage suicide risk, promote client understanding of and access to resources, and demonstrate multicultural competence. (CObs 1, 2, 3, 4, 5, 7, 8, 10)
2. Through completing and maintaining weekly time logs, continue to work toward completing LPCA application. (COb 9)
3. Through completing the in-class LPCA application discussions and activities, continue to work toward completing LPCA application. (COb 9)
4. Through completing a thorough case conceptualization, demonstrate knowledge of assessment, diagnosis, treatment planning, promotion of wellness, and multicultural competence. (CObs 2, 3, 4, 5, 8, 10)
5. By completing the assigned DVD activities and reflection questions, demonstrate knowledge of prior coursework (assessment, multicultural competence, diagnosis, treatment) as well as demonstrate ability to integrate counseling theory and techniques for a comprehensive approach to client care and treatment. (COb 10)
6. By participating in mental health consultation with another mental health professional, apply a general framework for understanding and practicing mental health consultation. (COb 1, 6)
7. Through being evaluated by site and faculty supervisors, as evidenced in the completed evaluations, demonstrate he or she applies ethical and legal standards to clinical work, uses up-to-date record keeping methods, adheres to HIPPA and HI-TECH policies, maintains resource information for clients and for therapist collaboration and referral, and knows limits of competence and recognizes the need to refer and/or consult, and demonstrates sound application of diagnosis, assessment, treatment planning, and multicultural competencies while promoting wellness. (CObs 1, 2, 3, 4, 5, 7, 8, 9)

Assessment Portfolio

Students will prepare and submit an assessment portfolio to the faculty supervisor by the date the faculty supervisor specifies. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:

* Learning Contract
* Internship Agreement Signatures
* Activity Log
* Journal
* Evaluation Forms
* Other requirements as assigned

**LEARNING CONTRACT**

The Learning Contract provides in writing the details of the student’s individual practicum/internship arrangements. This portion of the assessment portfolio will be comprised of the Practicum/Internship Agreement Form (p. 8), personal and professional goals to be discussed in your first class. Under the guidance of the faculty supervisor, the student will develop a list of specific personal objectives (goals), and a list of specific professional objectives (goals) the student hopes to meet through the experience.

**ACTIVITY LOG**

Each student will keep an accounting of the time committed to the practicum/internship experience and document any related activities in which he or she is involved throughout the internship experience. The student will include a weekly log (p. 54) for each week at the clinical placement site, a monthly hours log (p. 55) and a final hours and supervision record (p. 56).

**JOURNAL**

Students will keep a journal for the duration of the internship experience. The journal will include the following:

1. Journal Entries: The content should reflect the students’ own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. The practicum/internship weekly log (p. 54) provides space for students to reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.
2. Following are other items the students may include with the journal:
* Log of photos taken (only with consent from site supervisor and involved client)
* Post cards
* Bulletins
* Program flyers and information
* Sample counseling interventions or activities
* Other

**PRACTICUM/INTERNSHIP ENTRIES**

During practicum and internship, each student will be introduced to the Licensed Professional Counselor Associate (LPCA) process and start application. At the conclusion of your degree and upon passing the National Counselor Exam (NCE), your application can be submitted upon finding a job and appropriate supervision.

**EVALUATIONS**

Each student will submit several self-evaluations throughout their practicum/internship experiences as well as several final evaluations. The Counselor Self-Evaluation form (p. 60) is to be completed after reviewing videotaped sessions with a client. This is a self-evaluation that can be used as a guide for in class supervision discussions. The Client’s Personal/Social Satisfaction with Counseling Assessment (p. 61) allows clients to provide student counselors with feedback regarding their interactions. Please make sure to have the approval of your Site Supervisor and consent from client to complete anonymously. The Interviewer Rating Form (p. 63) will be used by students during group supervision sessions. This form will allow students to provide each other feedback based on video or audiotaped sessions. The student counselor who is being observed should receive a copy of the rating form. The faculty supervisor may also request a copy. The Counseling Techniques List (p. 66) is a self-evaluation form to track understanding and use of counseling techniques. Faculty supervisor may request a copy of this list in order to better help the student during their practicum/internship experiences.

The student will have four final evaluations to submit at the conclusion of their practicum/internship experience. The **Student’s Evaluation of Practicum/Internship Experience** (p. 71) is an evaluation of the clinical placement site, including the site supervisor. The **Practicum/Evaluation form** (p. 75) should be completed by the site supervisor at the end of the practicum/internship. It is encouraged that the site supervisor and the student communicate about the evaluation so that the student may use it as a learning experience. Finally, the **Student’s Evaluation of Montreat Faculty Supervisor and Site Supervisor** (p. 73) should be completed at the end of the last group supervision session.

**ADDITIONAL ITEMS**

This section may include additional assignments according to the course module or faculty supervisor instruction. The student should also feel free to include additional items that support goals articulated in the Learning Contract, and information to highlight your professional development in efforts to market yourself as you begin job searching.

**CN 685 Counseling Internship II**

Counseling Internship I for all students will include:

* Completion of CN 675 Counseling Practicum and CN 680 Counseling Internship I
* A total of 300 hours on site over a 15 week period. *A minimum* of 120 hours must be direct services. No more than 180 hours can be indirect services. The indirect hours provide an opportunity for students to gain experience through professional activities and resources in addition to direct service hours.

 **Direct Services**

* Inpatient Therapy
* Individual Adult Therapy
* Group Therapy
* Outpatient Therapy
* Individual Child Therapy
* Family Therapy
* Addiction Therapy
* Couples Therapy
* Other

 **Indirect Services**

* Intake Interviewing
* Testing/Assessments
	+ Scoring
	+ Interpreting Tests
* Treatment Planning
* Record Keeping
* Consultation
* Referral
* Staff Meetings
* Report Writing
* Case Summaries
* Other
* A site supervisor who must have a minimum of a master’s degree in counseling (LPC) or a related fields (LMFT, LCSW, Licensed Psychologist, Licensed Medical Doctor with Board certification in psychiatry, Nurse Practitioner certified in psychiatric nursing or Advanced Practice Psychiatric Clinical Nurse Specialist) with appropriate unrestricted licensure, and a minimum 2 years of experience in the identified program area that the student is completing internship hours. They also must be informed and understand the program’s expectations.

Name:

Phone:

Email:

Highest Academic Degree:

* + **Please attach a copy of the site supervisors resume or CV.**
* Clinical Supervision each week with the purpose of individual and/or triadic supervision for a minimum of one hour with the approved site supervisor for the duration of the internship.
* An average of one and one half (1 ½) hours of group supervision each week on a regular schedule during the internship that will be facilitated by a program faculty member.
* Development of appropriate audio/visual recordings required for program assignments and use in supervision or opportunity to receive live supervision with clients.
* Student evaluations held throughout the internship, and a formal evaluation that will be conducted by program faculty member in conjunction with the site supervisor at the conclusion of the internship.
* Student providing additional information at the initial point of contact to interview/request placement at the facility/agency

Please contact Dr. Noreal Armstrong at noreal.armstrong@montreat.edu or

828.667.5044 extension 1512 for additional information



**Permit to Register Form**

**Counseling Internship II**

|  |
| --- |
| **For Office Use Only:** |
| Course: **CN 685** | Year:\_\_\_\_\_\_\_\_\_\_\_ | Term:\_\_\_\_\_\_\_\_\_\_ | Session: MGSPAS | Section:\_\_\_\_\_\_\_\_ |
| Course Dates:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Campus:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Night:\_\_\_\_\_\_\_\_\_\_ |
| Sent to Applicable Departments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Registration Processed:\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Student’s Name:

Student’s Current Address:

Student’s Current Contact Telephone #:

Expected Practicum Start Date:

1. Completed all prerequisite course/exam requirements, per Program of Study form: (check)
2. CN 680 Counseling Internship I in progress: (check)
3. GPA must be at least 3.0 and must be maintained throughout CN 685 Counseling Internship II.

Current GPA:

1. Proof of Liability Insurance:

Company: Coverage Amount:

1. Completed Internship II contract attached: (check)

Note: if continuing at Internship I site, update contract with new dates and other information, if applicable.

1. Academic Advisor and Program Director Approval:

Advisor signature: Date:

Program Director signature: Date:



**PRACTICUM/INTERNSHIP**

**FORMS AND EVALUATIONS**



**Master of Arts in Clinical Mental Health Counseling Program**

**Practicum & Internship Placement Data Form**

This form is provided to agencies and programs interested in offering placements to Montreat College interns. Copies of this form will be kept on file for students to review when seeking practicums and internships. Please answer all items, and feel free to include any additional information you think might be helpful in placing professional counselors-in-training. Thank you for your time and interest in working with us.

Placement Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Agency Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Person and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Person’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please provide a brief description of the services provided: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*Please describe clients served by your program or institution:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

*Please indicate if you are willing to accept students for the following counseling professional development experience(s): Please X*

\_\_\_\_\_\_\_Practicum \_\_\_\_\_\_Internship \_\_\_\_\_\_\_ Practicum & Internship

*Please indicate the number of Practicum or Internship students you will accept for a 15 week cycle*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Briefly describe the clients served, learning opportunities, responsibilities, and expectations for practicum students and interns at your placement site:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

*Please indicate what days and times are available for interns to be at your placement site. If you require interns to be present on certain days or at certain times, please indicate those days/times* (please X and note hours if outside normal 8:00 a.m.–6:00 p.m. business hours):

\_\_\_\_\_\_\_\_Mondays \_\_\_\_\_\_\_\_Tuesdays \_\_\_\_\_\_\_\_Wednesdays \_\_\_\_\_\_\_\_ Thursdays

\_\_\_\_\_\_\_\_\_Fridays \_\_\_\_\_\_\_\_\_Saturdays \_\_\_\_\_\_\_\_\_Sundays

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Degree and Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Required Weekly Supervision Schedule, Day and Times: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Supervisor’s Theoretical Orientation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Other information about Supervision and/or Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLINICAL INTERN SITE PRESELECTION DATA SHEET

Name of agency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Type of agency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff size \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/patient population \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Direct Service Provided**

Inpatient therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Outpatient therapy Yes\_\_\_\_\_ No\_\_\_\_\_

After care Yes\_\_\_\_\_ No\_\_\_\_\_

Addiction therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Individual therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Group therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Marital therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Occupational therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Physical therapy Yes\_\_\_\_\_ No\_\_\_\_\_

**Intern Experience Provided (Direct Service)**

Inpatient therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Outpatient therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Addiction therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Individual therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Group therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Marital therapy Yes\_\_\_\_\_ No\_\_\_\_\_

Family therapy Yes\_\_\_\_\_ No\_\_\_\_\_

**Administrative Experience**

Intake interviewing Yes\_\_\_\_\_ No\_\_\_\_\_

Testing Yes\_\_\_\_\_ No\_\_\_\_\_

Scoring Yes\_\_\_\_\_ No\_\_\_\_\_

Interpreting Yes\_\_\_\_\_ No\_\_\_\_\_

Report writing Yes\_\_\_\_\_ No\_\_\_\_\_

Record keeping Yes\_\_\_\_\_ No\_\_\_\_\_

Treatment planning Yes\_\_\_\_\_ No\_\_\_\_\_

Consultation Yes\_\_\_\_\_ No\_\_\_\_\_

Referral Yes\_\_\_\_\_ No\_\_\_\_\_

Case summaries Yes\_\_\_\_\_ No\_\_\_\_\_

Staff meetings Yes\_\_\_\_\_ No\_\_\_\_\_

Copyright © 2009 by Routledge. From Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy. Fourth Edition by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

CLINICAL INTERN SITE PRESELECTION DATA SHEET CONT.

**Supervision Provided**

Direct supervision Yes\_\_\_\_\_ No\_\_\_\_\_

Individual Yes\_\_\_\_\_ No\_\_\_\_\_

Group Yes\_\_\_\_\_ No\_\_\_\_\_

**Education Provided**

Professional training seminars Yes\_\_\_\_\_ No\_\_\_\_\_

In-service training Yes\_\_\_\_\_ No\_\_\_\_\_

Research opportunities Yes\_\_\_\_\_ No\_\_\_\_\_

Copyright © 2009 by Routledge. From Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth

Edition by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

LETTER TO PRACTICUM SITE SUPERVISOR

 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Practicum Site Supervisor,

The enclosed contract is designed to formalize the arrangement between Master of Arts in Clinical Mental Health Counseling and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Practicum Site) for student counselors enrolled in the practicum at Montreat College. The practicum activities have been selected based on APA and CACREP guidelines, state licensing or certification requirements, and the university and program faculty recommendations.

 If the guidelines, agreements, and practicum activities are followed closely, the student counselor should have the opportunity to demonstrate counseling competencies at an increasing level of complexity in the amount of time contracted. We realize that a practicum site may not be able to provide access for the student to every activity because of the differences that exist in individuals and institutions. The contract for each practicum experience will indicate those activities that can be provided.

 We appreciate and thank you for your interest and cooperation in helping to prepare professional counselors.

 Sincerely,

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

 (Name of Professor)

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

 (Phone Number)

Copyright © 2009 by Routledge. From Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth

Edition by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**PRACTICUM/INTERNSHIP WEEKLY LOG**

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

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

**Week Start and End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DATE** | **CLIENT** | **DESCRIPTION OF ACTIVITY** | **TIME** | **DIRECT** | **INDIRECT** | **TOTAL** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | **TOTAL:** |  |

1. Issues that came up and how you handled them. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Things you learned about yourself. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Hours this week**: Direct Service Hours: \_\_\_\_\_\_\_ Cumulative Direct Service Hours: \_\_\_\_\_\_\_

Nondirect Service Hours: \_\_\_\_\_\_\_ Cumulative Nondirect Service Hours: \_\_\_\_\_

**Individual Supervision hours this week:** Site: \_\_\_\_\_\_\_ Montreat: \_\_\_\_\_\_\_

**Triadic Supervision**: Site: \_\_\_\_\_\_\_ Montreat: \_\_\_\_\_\_\_

**Group Supervision**: Site: \_\_\_\_\_\_\_ Montreat: \_\_\_\_\_\_\_

**Number of Videotapes turned in by student**: Site: \_\_\_\_\_\_\_ Montreat: \_\_\_\_\_\_\_

**Number of Videotapes critiqued in individual supervision**: Site: \_\_\_\_\_\_\_ Montreat: \_\_\_\_\_\_\_

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

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

**MONTHLY PRACTICUM/INTERNSHIP LOG**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum/ Internship Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Signature)

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Month of | IntakeInterview | Individualcounseling | Groupcounseling | Testing | ReportWriting | Consultation | Psycho-educational | Careercounseling | CaseConference | Other(specify) |
| **Week 1**Dates:Total Hours: |  |  |  |  |  |  |  |  |  |  |
| **Week 2**Dates:Total Hours: |  |  |  |  |  |  |  |  |  |  |
| **Week 3**Dates:Total Hours: |  |  |  |  |  |  |  |  |  |  |
| **Week 4**Dates:Total Hours: |  |  |  |  |  |  |  |  |  |  |

Copyright © 2009 by Routledge. From Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth

Edition by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**Cumulative Practicum/Internship Hours and Supervision Record**

(submit at the end of the term )

CN 675 Practicum \_\_\_\_\_ CN 680 Internship I \_\_\_\_ CN 685 Internship II \_\_\_\_\_

Name of Montreat Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Hours Completed by Montreat Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Direct Hours completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Indirect Hours completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Practicum/Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address of Practicum/Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number of Practicum/Internship Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practicum/Internship Site Supervisor Information**

Name of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Years of Counseling Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_ Highest Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Licensure/Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Supervision Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Montreat College Supervisor Information**

Montreat Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Individual Supervision Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Group Supervision Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Signature of Student Counselor**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Signature of Site Supervisor**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Signature of Montreat Supervisor**

**Client Consent Form**

Montreat College

Clinical Mental Health Counseling

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to be counseled by a Clinical Mental Health Counseling practicum/internship student in the Master of Arts in Clinical Mental Health Counseling program at Montreat College.

I further understand that I will be a part of counseling sessions that will be audio and video taped, and/or viewed by practicum/internship students.

I understand that the Montreat graduate student who has completed advanced coursework in counseling will counsel me.

I understand that a Montreat faculty member and a site supervisor will supervise the student.

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

**Date Signature of Client**

Client Age: \_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Signature of Counseling Student**

**Informed Consent**

**Client Taping Release Form**

Montreat College

Clinical Mental Health Counseling

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, agree to be counseled by a Practicum/Internship student in the clinical mental health counselor program at Montreat College. I understand that my identity will remain anonymous and all information will be kept in strictest confidence. I further understand that a threat of harm to myself or another person must be report. I acknowledge that the counselor is a graduate student being trained in counseling skills and that he/she is receiving supervision from a faculty member in the clinical mental health counselor program at Montreat College.

I understand that my counselor will be recording session for his/her educational purposes only. I give permission for interviews to be recorded and for the college supervisor and other counselors-in-training to listen to these counseling sessions only when used as a part of the student’s counselor training program.

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

Parent or Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (if client is under 18 years of age)

Counselor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Consent Form**

Montreat College
Clinical Mental Health Counseling

**Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

Montreat College’s Master of Arts in Clinical Mental Health Counseling has counseling students who complete practicum/internship experiences throughout the year. The Practicum/Internship experience is an advanced course that is required for all studentsin the program to complete. Practicum/Internship students must audio and/or videotape counseling sessions as a part of their coursework and degree completion.

I (counseling student’s name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would like to work with your son/daughter, at (practicum/internship site) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Each counseling session with your child will be audio and/or videotaped and will be reviewed by the student’s supervisor. All audio and/or videotaped sessions will be destroyed at the time your child completes their involvement in the program.

We hope you will consider the opportunity to have your child become involved in the Clinical Mental Health Counseling Program. If you consent for your child to participate, please sign this form where designated.

Thank you for your cooperation.

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

Date Signature of Parent

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

Date Signature of Counseling Student

**COUNSELOR SELF-EVALUATION FORM**

**Practicum/Internship**

(circle one)

These questions are designed to help guide personal reflection on your counseling sessions. This form should be completed shortly after you have reviewed your videotape. You may use the information from this form during supervision to highlight questions and concerns. Please feel free to use as much as you need to answer these questions and to add any other comments about the session you believe are important.

1. How do you feel about how you opened the session? What were your thoughts and emotions?
2. How would you characterize the quality of the relationship that developed between you and the client? On a scale of one to ten, with ten meaning “perfect empathy, harmony, and compatibility,” how would you rate the relationship?
3. Comment on any notable patterns of interpersonal behavior that may have developed between you and the client during the session. Examples may include power struggles, displaced aggression, parent/child roles, or flirtation.
4. Comment on any material presented in the session that caused you discomfort.
5. Comment on how well you feel you ended the session. Use a scale of one to ten with ten being perfect.
6. What theoretical approach or approaches guided your work with this client?
7. Name one thing you would have done differently in this session.
8. Name one thing you plan to do again with this client or similar clients.

**CLIENT’S PERSONAL/SOCIAL SATISFACTION**

**WITH COUNSELING ASSESSMENT**

**Client Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Counselor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Client ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Counselor ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Directions:** Please read each of the following questions carefully and **circle** the response for each one that most nearly reflects your honest opinion.

1. How much help did you get with your concern?

 a. None d. Much

 b. A little e. All I needed

 c. Some

 2. How satisfied are you with the relationship with your counselor?

 a. Not at all d. Pretty well

 b. Slightly e. Completely

 c. Some

3. How much help have you received with concerns other than your original reasons for entering counseling?

 a. None d. Much

 b. A little e. All I needed

 c. Some

4. How do you feel now compared to when you first came to counseling?

 a. Much worse d. Quite a bit better

 b. A little worse e. Greatly improved

 c. The same

5. How much has counseling helped you in understanding yourself?

 a. None d. Quite a bit

 b. A little e. Greatly

 c. Moderately

6. How willing would you be to return to your counselor if you wanted help with another concern?

 a. Unwilling d. Moderately willing

 b. Reluctant e. Very willing

 c. Slightly inclined

7. How willing would you be to recommend your counselor to one of your friends?

 a. Unwilling d. Moderately willing

 b. Reluctant e. Very willing

 c. Slightly inclined

Copyright © 2009 by Routledge. From Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth

Edition by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

8. How much did your counselor differ from what you might consider to be an ideal counselor?

 a. Greatly d. A little

 b. In many ways e. Not at all

 c. Somewhat

9. Based on your experience at this clinic, how competent did you judge the counselors to be?

 a. Incompetent d. Competent

 b. Little competence e. Highly competent

 c. Moderately competent

10. To what extent could the relationship you had with your counselor have been improved?

 a. Greatly d. Slightly

 b. Quite a bit e. Not at all

 c. Moderately

11. How sensitive was your counselor to the way you felt?

 a. Insensitive d. Usually sensitive

 b. Slightly insensitive e. Very sensitive

 c. Sometimes sensitive

12. To what extent do you still lack self- understanding about things that trouble you?

 a. Great d. Slight

 b. Quite a bit e. Not at all

 c. Moderate

13. If counseling were available only on a fee-paying basis, how likely would you be to return if you had other concerns?

 a. I would not return d. I would probably return

 b. It would be unlikely for me to return e. I would return

 c. I might return

14. In general, how satisfied are you with your counseling experience?

 a. Not satisfied d. Moderately satisfied

 b. Moderately dissatisfied e. Completely satisfied

 c. Slightly satisfied

15. What was the technique most used by your counselor?

 a. Left it to me d. Gave interpretations

 b. Interested listener e. Counselor was vague and unclear

 c. Gave opinions and suggestions

16. Give your reactions while being counseled.

 a. Found it unpleasant and upsetting at times d. Often felt discouraged at lack of progress

 b. Found it very interesting, enjoyed it e. Felt relaxed and looked forward to sessions

 c. Got angry often at my counselor f. Felt I could not get my story across, I

 couldn’t get the counselor to understand me

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**Interviewer Rating Form**

Rating of a Counseling Session Conducted by a Student Counselor

Client Name or Identification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Counselor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check One: \_\_\_\_\_ Audiotape \_\_\_\_\_ Videotape \_\_\_\_\_ Observation

\_\_\_\_ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of supervisor or observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Supervisor or peer of the student counselor marks a rating for each item and as much as possible, provides remarks that will help the student counselor in his or her development.

 **Specific Criteria** **Rating Remarks**

  (best to least)

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

1. Opening: Was opening unstructured 5 4 3 2 1

friendly, and pleasant? Any role

definition needed? Any introduction

necessary?

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

2. Rapport: Did student counselor 5 4 3 2 1

establish good rapport with client?

Was the stage set for a productive

interview?

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

3. Interview Responsibility: If not 5 4 3 2 1

assumed by the client, did student

counselor assume appropriate level

of responsibility for interview conduct?

Did student counselor or client take

initiative?

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

4. Interaction: Were the client and student 5 4 3 2 1

counselor really communicating in a

meaningful manner?

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

5. Acceptance/Permissiveness: Was the 5 4 3 2 1

student counselor accepting and

permissive of client’s emotions,

feelings, and expressed thoughts?

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

\*Used by permission from Dr. Roger Hutchinson, Professor of Psychology-Counseling and Director, Counseling Practicum Clinic, Department of Counseling Psychology and Guidance Services, Ball State University. This form originally was printed in Chapter 10 of the *Practicum Manual for Counseling and Psychology* by K. Dimick and F. Krause, Accelerated Development, Muncie, IN, 1980. Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

6. Reflections of Feelings: Did student 5 4 3 2 1

counselor reflect and react to feelings

or did interview remain on an

intellectual level?

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

7. Student Counselor Responses: 5 4 3 2 1

Were student counselor responses

appropriate in view of what the

client was expressing or were

responses concerned with trivia

and minutia? Meaningful questions?

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

8. Value Management: How did the 5 4 3 2 1

student counselor cope with values?

Were attempts made to impose

counselor values during the interview?

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

9. Counseling Relationship: Were 5 4 3 2 1

student counselor-client relationships

conducive to productive counseling?

was a counseling relationship

established?

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

10. Closing: Was closing initiated by 5 4 3 2 1

student counselor or client? Was it

abrupt or brusque? Any follow-up

or further interview scheduling

accomplished?

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

11. General Techniques: How well 5 4 3 2 1

did the student counselor conduct

the mechanics of the interview?

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

1. Duration of interview: Was the interview too long or too

short? Should interview have been terminated sooner or later?

1. Vocabulary level: Was student counselor vocabulary

appropriate for the client?

\*Used by permission from Dr. Roger Hutchinson, Professor of Psychology-Counseling and Director, Counseling Practicum Clinic, Department of Counseling Psychology and Guidance Services, Ball State University. This form originally was printed in Chapter 10 of the *Practicum Manual for Counseling and Psychology* by K. Dimick and F. Krause, Accelerated Development, Muncie, IN, 1980. Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

1. Mannerisms: Did the student counselor display any

mannerisms that might have conversely affected the interview

or portions thereof?

1. Verbosity: Did the student counselor dominate the

interview, interrupt, override or become too wordy?

1. Silences: Were silences broken to meet student

counselor needs or were they dealt with in an effectual manner?

**Comments for Student Counselor Assistance**: Additional comments that might assist the student counselor in areas not covered by the preceding suggestions.

\*Used by permission from Dr. Roger Hutchinson, Professor of Psychology-Counseling and Director, Counseling Practicum Clinic, Department of Counseling Psychology and Guidance Services, Ball State University. This form originally was printed in Chapter 10 of the *Practicum Manual for Counseling and Psychology* by K. Dimick and F. Krause, Accelerated Development, Muncie, IN, 1980. Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**COUNSELING TECHNIQUES LIST**

**Directions:**

1. First, examine the techniques listed in the first column. Then, technique by technique, decide the extent to which you use or would be competent to use each. Indicate the extent of use or competency by circling the appropriate letter in the second column. If you do not know the technique, then mark an “X” through the “N” to indicate that the technique is unknown. Space is available at the end of the techniques list in the first column to add other techniques.
2. Second, after examining the list and indicating your extent of use or competency, go through the tecnhiques list again and circle in the third column the theory or theories with which each technique is appropriate. The third column, of course, can be marked only for those techniques with which you are familiar.
3. The third task is to become more knowledgeable about the techniques that you do not know- the ones marked with an “X”. As you gain knowledge relating to each technique, you can decide whether or not you will use it, and if so, with which kinds of clients and under what conditions.
4. The final task is to review the second and third columns and determine whether or not techniques in which you have competencies are within one or two specific theories. If so, are these theories the ones that best reflect your self-concept? Do those techniques marked reflect those most appropriate, as revealed in the literature, for the clients with whom you want to work?

**Key:**

 N = None

 M = Minimal

 A = Average

 E = Extensive

Be = Behavioral Modification (Wolpe) Ps = Psychoanalytic (Freud)

Cl = Client Centered (Rogers) RE = Rational Emotive Therapy (Ellis)

Co = Conjoint Family (Saur) TA = Transactional Analysis (Berne)

Ex = Existential (May) TF = Trait Factor (Williamson)

GE = Gestalt (Perls) CT = Cognitive Therapy (Beck)

Lo = Logotherapy (Frankl)

**Technique Extent Theory With Which Technique**

 **Use or Is Most Appropriate**

 **Competency**

Acceptance N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Active Imagination N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Active Listening N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Advice Giving N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Alter-ego N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Analyzing Symbols N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

Analysis N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Assertiveness Training N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Audiotape Recorded Models N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Authoritarian Approach N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Aversion-aversive Conditioning N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Behavior Modification N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Bibliotherapy N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Break-in, Break-out N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Bumping in a Circle N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Cajoling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Case History N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Catharsis N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Chemotherapy N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Clarifying Feelings N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Cognitive Restructuring N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Commitment N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Conditioning Techniques N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Confession N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Confrontation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Congruence N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Contractual Agreements N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Cotherapist N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Counterpropaganda N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Countertransference N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Crying N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Decision Making N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Democratic N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Desensitization N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Detailed Inquiry N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Diagnosing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Doubling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Dream Interpretation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Dreaming N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Drugs N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Empathy N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Encouragement N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Environmental Manipulation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Explaining N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Fading N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

Family Chronology N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Family Group Counseling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Fantasizing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Feedback N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Filmed Models N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

First Memory N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Free Association N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Frustration N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Game Theory Techniques N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Group Centered N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Group Play N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Homework N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Hot Seat N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Identification of an animal, N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 defend it

Identification of self as N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 great personage

Imagery N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Inception Inquiry N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Informativity N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Interpersonal Process Recall (IPR) N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Interpretation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Irrational Behavior Identification N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Laissez Faire Groups N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Life Space N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Live Models N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Magic Mirror N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Misinterpretation, deliberate N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Modeling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Multiple Counseling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Natural Consequences N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Negative Practice N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Negative Reinforcement N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Orientative N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Paradoxical Intention N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Play Therapy N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

Predicting N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Probing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Problem Solving N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Positive Regard N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Positive Reinforcement N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Processing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Prognosis N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Progressive Relaxation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Projection N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Psychodrama N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Punishment N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Questioning N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Rational N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reality Testing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reassurance N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Recall N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reciprocity of Affect N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reconscience N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Re-education N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reflection N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Regression N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reinforcement N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Relaxation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Release Therapy N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Restatement of Content N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Reward N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Rocking or cradling above N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 Head trust

Role Playing N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Role Reversal N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Self-modeling N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Sensitivity Exercises N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Sensitivity Training N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Shaping N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Silence N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Simulation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Sociodrama N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Sociometrics N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Stimulation N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Structuring N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

SUD (subjective unit N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 Of discomfort)

Summarization N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Supporting N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Systematic Desensitization N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Termination N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Transference N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Transparency N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Trust Walk N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Urging N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Value Clarification N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Value Development N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Verbal Shock N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Vicarious Learning N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Warmth N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

ADD YOUR OWN:

 N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

 N M A E Be Cl Co Ex GE Lo Ps RE TA TF CT

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**STUDENT’S EVALUATION OF PRACTICUM/INTERNSHIP EXPERIENCE**

(circle one)

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Montreat Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Term/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

 1 Very Unsatisfactory

 2 Somewhat Unsatisfactory

 3 Somewhat Satisfactory

 4 Satisfactory

 5 Very Satisfactory

Circle **ONLY ONE** number for each question

1. Orientation to site by site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

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

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Amount of feedback received from site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Amount of feedback received from agency personnel

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Helpfulness of site supervisor’s feedback

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Feedback was provided in a constructive fashion

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

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

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Site supervisor and agency personnel’s interest in your comments or input

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Effectiveness of site supervisor’s communication with you

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Work environment created by site supervisor and agency personnel

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Diversity of learning experiences at site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

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

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. Overall satisfaction with site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

1. I had the opportunity to work with the following clientele:
* Children and Adolescents
* Families
* Couples
* Adults Only
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. I had the opportunity to work using these methods:
* Individual Counseling
* Family Counseling
* Group Counseling
* Psychoeducation
* Consulting/Classroom Guidance
* In-Home Counseling
* Intakes/Assessments
* Report Writing
* Staff Presentations/Case Conferences
* Career Counseling
* Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. I was able to get my required hours within the term.
* Yes
* No

If the answer is no, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**STUDENT COUNSELOR EVALUATION OF SUPERVISOR[[1]](#footnote-1)\***

(Site Supervisor or Montreat Faculty Supervisor)

**Suggested Use:** The practicum or internship supervisor can obtain feedback on the supervision by asking student counselors to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the student counselor.

**Directions:** The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

**Name of practicum/Internship/Montreat Supervisor**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Period covered**: **from** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 Poor Adequate Good

 1. Gives time and energy in observations, tape processing, and 1 2 3 4 5 6

 case conferences.

 2. Accepts and respects me as a person. 1 2 3 4 5 6

 3. Recognizes and encourages further development of my 1 2 3 4 5 6

 strengths and capabilities.

 4. Gives me useful feedback when I do something well. 1 2 3 4 5 6

 5. Provides me the freedom to develop flexible and effective 1 2 3 4 5 6

 counseling styles.

 6. Encourages and listens to my ideas and suggestions for 1 2 3 4 5 6

 developing my counseling skills.

 7. Provides suggestions for developing my counseling skills. 1 2 3 4 5 6

 8. Helps me understand the implications and dynamics of the 1 2 3 4 5 6

 counseling approaches I use.

 9. Encourages me to use new and different techniques when 1 2 3 4 5 6

 appropriate.

10. Is spontaneous and flexible in the supervisory sessions. 1 2 3 4 5 6

11. Helps me define and achieve specific concrete goals for 1 2 3 4 5 6

 myself during the practicum experience.

12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6

13. Allows me to discuss problems I encounter in my practicum 1 2 3 4 5 6

 setting.

14. Pays appropriate amount of attention to both my clients and me. 1 2 3 4 5 6

15. Focuses on both verbal and nonverbal behavior in me and in 1 2 3 4 5 6 my clients.

16. Helps me define and maintain ethical behavior in counseling 1 2 3 4 5 6

 and case management.

17. Encourages me to engage in professional behavior. 1 2 3 4 5 6

18. Maintains confidentiality in material discussed in supervisory 1 2 3 4 5 6

 sessions.

19. Deals with both content and effect when supervising. 1 2 3 4 5 6

20. Focuses on the implications, consequences, and contingencies 1 2 3 4 5 6

 of specific behaviors in counseling and supervision.

21. Helps me organize relevant case data in planning goals and 1 2 3 4 5 6

 strategies with my client.

22. Helps me to formulate a theoretically sound rationale of human 1 2 3 4 5 6

 behavior.

23. Offers resource information when I request or need it. 1 2 3 4 5 6

24. Helps me develop increased skill in critiquing and gaining 1 2 3 4 5 6

 insight from my counseling tapes.

25. Allows and encourages me to evaluate myself. 1 2 3 4 5 6

26. Explains his/her criteria for evaluation clearly and in 1 2 3 4 5 6

 behavioral terms.

27. Applies his/her criteria fairly in evaluating my counseling 1 2 3 4 5 6

 performance.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

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

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

     Date Signature of practicum student/intern

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

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

 Date Signature of supervisor

Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text.

**PRACTICUM/INTERNSHIP EVALUATION FORM**

**(Site Supervisor to fill out)**

Practicum/Internship Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Interpersonal Skills (degree to which the individual works effectively with other persons in the setting, e.g., communication skills, ability to establish positive relationships, reactions of other persons)**
2. With Other colleagues/counselors/staff members

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. With Administrators and supervisor

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. With clients

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. With support personnel

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

General Comments on Interpersonal Skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. **Professional Behavior (judge the intern’s professionalism using the following characteristics)**
2. Dependability

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Use of suggestions and/or constructive criticism

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Promptness

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Ability to work independently

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Willingness to assume responsibility

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Initiative

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Intern’s cross-cultural competence or multicultural sensitivity

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

General comments on Professional Behavior: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. **Counseling Knowledge Base**
2. Counseling theory and research

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Legal and Ethical Standards

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Knowledge of specific intervention techniques

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Knowledge of developmental theory

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

General comments on Counseling Knowledge Base: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. **Technical Competence**
2. Assessment and Evaluation skills

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Implementation of individual counseling techniques

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Implementation of group counseling techniques

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Ability to plan and implement developmental activities for clients

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

1. Ability to establish and implement consultation relationships

 1 2 3 4 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Poor Below Average Average Above Average Excellent No opportunity

 to observe

General comments on Technical Competence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Name of Supervision Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supervisor (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Thank you for taking this opportunity to provide feedback for our student.

**NCC CREDENTIALING SEQUENCE**

**For Graduate Students**

**Application Phase**

Receive NCC application from your university’s campus coordinator.

Determine your eligibility (see eligibility chart on application).

Submit your application and application fee ($310/$315) to campus coordinator.

Receive notice from your campus coordinator or from NBCC of any problems or issues with application.

**Exam Phase**

Read the pre-exam newsletter in StudentWorks on the NBCC web site.

Receive your examination admission letter with NBCC ID #.

Take National Counselor Exam.

Receive your score report and instructions for next steps in the certification process.

If failed, reregister for exam (NBCC will provide instructions with score report).

If passed, complete remaining credentialing requirements (NBCC will provide instructions). CACREP and regionally- accredited applicants will have different requirements and different instructions.

**Post-Graduate Phase**

Upon graduation, provide NBCC with a sealed, official transcript documenting your degree conferral and completion of all NBCC required coursework areas.

(Regionally-accredited applicants only) Submit documentation for completing post-graduate experience and supervision requirements.

Receive full certification and NCC certificate in the US mail.

Receive your NBCC Continuing Education File folder for tracking required continuing education hours.

Pay annual maintenance fee ($85) to maintain your good standing.

Consider pursuing one or more of NBCC’s specialty credentials: NCSC, MAC, CCMHC.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
|  |

 |  | Last Name: |   | First Name: |   |
|  |  | Montreat Email: |   | ID Number:  |   |
|  |  | Start Date:  |   | Anticipated Graduation Date:  |   |
|  |  | Department: | Psychology & Human Services  | Cohort: |   |
| **Program of Study:**  |  |  |  |  |
| **Clinical Mental Health Counseling** |  |  |  |  |
| **Course/Section #** | **Title** | **Credit Hours** | **Start Date/Term** | **End Date** | **Grade** |
| CN 600 | Professional Orientation to Counseling  | 3 |   |   |   |
| CN 605 | Ethics & Ethical Practice in Counseling  | 3 |   |   |   |
| CN 610 | Theories & Techniques in Counseling  | 3 |   |   |   |
| CN 615 | Counseling Skills | 3 |   |   |   |
| CN 620 | Spirituality & Religion in Counseling  | 3 |   |   |   |
| CN 625 | Counseling Across the Lifespan  | 3 |   |   |   |
| CN 630 | Multicultural Counseling  | 3 |   |   |   |
| CN 635 | Mental Health Diagnosis & Treatment  | 3 |   |   |   |
| CN 640 | Career Counseling  | 3 |   |   |   |
| CN 645 | Assessment in Counseling  | 3 |   |   |   |
| CN 650 | Group Counseling  | 3 |   |   |   |
| CN 655 | Research Methods in Counseling  | 3 |   |   |   |
| CN 660 | Crisis Interventions/Crisis Counseling  | 3 |   |   |   |
| CN 665 | Substance Abuse Counseling  | 3 |   |   |   |
| CN 670 | Gender Issues in Counseling  | 3 |   |   |   |
| CN 675 | Counseling Practicum (100 Clinical Hrs. Required) | 3 |   |   |   |
| CN 680  | Counseling Internship I (300 Clinical Hrs. Required) | 6 |   |   |   |
| CN 685 | Counseling Internship II (300 Clinical Hrs. Required) | 6 |   |   |   |
|   | COMPREHENSIVE EXAM (CPCE) | Pass |   |   |   |
|   | NATIONAL COUNSELOR EXAM (NCE)  | Pass |   |   |   |
|   | TOTAL GRAD HOURS  | 60 |   |   |   |
|  |  |  |  |  |  |
| **Course #/Institution**  | **Transfer Course Title**  | **Credit Hours** | **Semester** | **Grade** | **Course Credited**  |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
| A total of 60 hours is required for degree completion. A minimum of 51 hours must be completed at Montreat College. I understand that if deemed necessary by my advisor that additional coursework is needed to successfully complete my degree in Clinical Mental Health Counseling, I will complete the requirements as required. I must complete all graduation requirements as outlined by Montreat College and apply for graduation March 1, June 1, or October 1 prior to my anticipated graduation date.  |
| Student Signature/Date: |  |  |  |  |  |
| Department Chair/Program Director Approval/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Advisor Signature/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |  |

1. \* Printed by permission from Dr. Harold Hackney, assistant professor, Purdue University. This form was designed by two graduate students based upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, 1973. Englewood Cliffs, NJ: Prentice-Hall. This form originally was printed in chapter 10 of the *Practicum Manual for Counseling and Psychotherapy* by K. Dimick and F. Krause, 1980. Muncie, IN: Accelerated Development. Copyright © 2009 by Routledge. From *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition* by John C. Boylan and Judith Scott (2009). New York: Routledge. Permission to reproduce is granted to purchasers of this text. [↑](#footnote-ref-1)