



**Counseling and Human Development**  
**Clinical Practicum and Internship Handbook**



**WARNER**  
SCHOOL OF EDUCATION  
UNIVERSITY of ROCHESTER

Revised 09/24



Dear Clinical Mental Health Counseling Practicum and Internship,

Welcome to your clinical field experience! This marks a significant milestone in your journey to becoming professional counselors. As you step into this pivotal phase of your training, I want to extend my warmest greetings and share some important information.

The practicum and internship represent a crucial bridge between your academic studies and professional practice. It's an opportunity to apply the theories and skills you've learned in real-world settings, under the guidance of experienced professionals. This experience will challenge you, inspire you, and ultimately shape you into the counselor you aspire to be.

Key points to remember:

1. **Supervision:** You'll work closely with both site and faculty supervisors. Make the most of these relationships – they're invaluable sources of knowledge and support.
2. **Ethics and Professionalism:** Always adhere to the ACA Code of Ethics and maintain the highest standards of professional conduct.
3. **Self-Care:** As you navigate the demands of internship, remember to prioritize your own well-being. Developing healthy self-care habits now will serve you throughout your career.
4. **Reflection:** Regularly reflect on your experiences, challenges, and growth. This practice will deepen your learning and self-awareness.
5. **Openness to Feedback:** Embrace feedback as a tool for growth. Your supervisors and peers are here to support your development.
6. **Hours and Professional Practice:** You need to obtain a minimum of 600 hours (240 direct and 360 indirect hours), complete the assignments, and maintain key professional dispositions to be graded as satisfactory in this class.

This handbook, in conjunction with the course syllabus and materials, and faculty will help serve as a resource to guide you through the experience.

Best wishes for a rewarding experience!

Sincerely,

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## **DESCRIPTION OF CLINICAL INSTRUCTION**

*Master's level students matriculated into all counseling programs within the department participate in sequenced, experiential and field based learning in the art of counseling practice.*

Initially, first year students participate in a year-long, two course sequence entitled Counseling Theory and Practice I and II, during which they explore counseling and psychotherapy theories and the associated methods and skills of each approach. The curriculum is approved for diagnostic privilege in New York State. Students must formulate a statement of their own counseling perspective and theoretically informed approach backed by evidence that they in fact are using that perspective/approach in their counseling practice. They then develop their initial communication microskills, followed by intervention and process skills through practice sessions with peers in their own cohort but outside of their class. These practice sessions are audio & videotaped and processed during regular small group supervision sessions conducted by the faculty instructor and/or advanced doctoral level designates, who themselves have completed a course in counselor education and supervision practices.

In the first year, master's students also complete one to two semesters (depending on program track) of training in psychopathology and DSM classification and are exposed to the rudiments of treatment planning during coursework. This sequence is referred to as Problem Identification and Treatment Intervention I and II. Mental Health counseling students also take a Pre-Practicum course focused on honing their skills in case formulation and comprehensive assessment of clients.

School counseling students are exposed to two courses specific to developing foundational knowledge and transformative change practices in schools in their first and second years of the program. These courses respectively are, Introduction to School Counseling and Contemporary Issues in School Counseling.

In either the second semester of the first year (full time students) or in the second year of study (part-time students) all students complete a Counseling Practicum experience which begins the scaffolded, tutorial, and closely supervised process of working with actual clients in a fieldwork setting. The initial fieldwork commitment is for 100 hours (40 direct and 60 indirect) of experience in a professional counseling setting. This service can be either individual or group counseling, or consultation with a client's support system. It is anticipated that students will initially have the opportunity to observe and/or co-facilitate client sessions with their site supervisor and then move towards increasingly independent work supported by weekly supervision sessions with both the site supervisor and university supervisor(s).

The goal of the practicum is mastery of the core counseling skills involved in all of the following: establishing and maintaining a relationship with a client; discerning client

needs and setting therapeutic goals with the client; using appropriate interventions to effect progress in the desired direction; reflexively assessing one's use of self in the counseling process; and ascertaining the impact of the counseling approaches taken on the problem or goal. Formal assessment procedures leading to diagnosis and treatment planning may be introduced as appropriate to the operations of the clinical setting.

Practicum students receive site supervision, individual tape review (or live) supervision and group supervision in addition to classroom seminars and practice sessions to help students hone the counseling process skills begun in the first theory and practice courses. Students must successfully complete Practicum to progress to the Internship experience. Students must also demonstrate academic competence in all their concomitant coursework to progress timely through the clinical sequence.

Once students have successfully completed practicum and the other pre-requisite courses, they are eligible to begin their clinical internship experience. Internship requires a minimum of 600 hours (240 direct and 360 indirect) service diverse individuals, couples, families, and groups. The overarching goal of the Internship experience is to provide a supported and mentored experience of assuming the role and functions of a professional counselor as appropriate to the clinical setting. All students must demonstrate their mastery of the CACREP (accreditation) competencies specified for clinical field experiences. A calendar of suggested learning objectives to be met each semester of the internship year is developed for students and supervisors for reference. The site supervisor provides most of the direct individual supervision of clinical work. Group supervision and audio/videotape review is provided by the university supervisor – either a faculty member or his or her doctoral –level designate. Students must receive at least one hour a week of clinical supervision to over see client care. Students must also engage in class group and triadic supervision weekly.

Students receive one credit hour for each 100 clock hours of internship time up to a maximum of 6 credits (9 if an optional fieldwork elective course is selected by the student as part of their degree program). It is possible to complete some of these hours during Summer Session A and B each of which is 6 weeks in length. Students may proceed directly from their Spring semester Practicum into Internship at the same site if all parties agree to continue. Students desiring a different placement from their practicum site should be prepared to begin the new experience in the next fall semester.



**Warner Graduate School of Education Department of Counseling &  
Human Development**

**Clinical Instruction of Doctoral Students**

As part of their doctoral degree program in counseling and counselor education, students at the University of Rochester, Warner Graduate School of Education and Human Development participate in supervised internship experiences. All doctoral students participate in a three-credit, doctoral Internship, EDF 558, where they complete 400 hours in the categories of Teaching, Supervision, Scholarship/Research, and Leadership/Advocacy. Students also take three to six credits of Doctoral Internship in Counseling Practice (EDF 559 & EDF 560) depending upon their program of study. Students enrolled in the New York State licensure-qualifying EdD program in mental health counseling are required to complete 600 hours/6 credits of EDF 559/560. Most other doctoral students take 300 hours/3credits of EDF 559, which includes a 100 hour/1 credit Advanced Practicum in Counseling experience followed by a 200/2 credit clinical experience (I,e, the 3 credit ED 559 course is actually comprised of 1 credit of Advanced Practicum and 2 credits of doctoral clinical internship) . The Advanced Practicum provides the opportunity to determine areas of counseling skill with clients and to select areas for focused supervision or professional development during the 200 hours of Internship which follows. All doctoral students will thus have completed between 700 and 1000 total hours of clinical instruction by the end of their programs (EDF 558, 559, 560). Our department follows CACREP Guidelines for the format and content of internship experiences at the doctoral level. This means that a minimum of 40 hours of direct client contact are required in the 100 hour Advanced Practicum and a minimum of 120 hours for every 300 hours of Internship must involve direct clinical contact. Our overall goal is for students to demonstrate knowledge, skills and practices beyond the entry-level as advanced counseling practitioners, supervisors, educators, scholars and leaders, and for them to evolve at least 3 areas of advanced practice expertise that relates to their academic research and scholarly interests.

## **CACREP REQUIREMENTS FOR FIELDWORK**

### **PRACTICUM**

- 1) Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- 2) Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- 3) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- 4) Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### **INTERNSHIP**

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

## **CACREP Requirements for Fieldwork (From 2016 Standards)**

### **PRACTICUM**

1. Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.
2. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.
3. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty: student ratio
5. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty: student ratio.
6. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

### **INTERNSHIP**

1. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
2. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a





doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

3. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.



**CACREP SPECIALTY COMPETENCIES**  
**FOR CLINICAL MENTAL HEALTH COUNSELING**

**FOUNDATION**

- Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
- Apply knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities in mental health counseling

**COUNSELING PREVENTION AND INTERVENTION**

- Uses principles and practices of diagnosis, treatment, referral and prevention of mental and/or emotional disorders to initiate, maintain and terminate counseling
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and/or emotional disorders.
- Promotes optimal human development, wellness and mental health through prevention, education and advocacy activities.
- Applies effective strategies to promote client understanding of access to a variety of community resources
- Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining and terminating counseling
- Maintains ongoing familiarity with recognized professional standards of recordkeeping related to clinical mental health counseling
- Provides appropriate counseling strategies when working with clients with addictions and co-occurring disorders
- Demonstrates the ability to recognize one's own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate



## **DIVERSITY AND ADVOCACY**

- Maintains information regarding indigenous or community helping resources to make appropriate referrals
- Advocates for policies, programs and services that are equitable and responsive to unique needs of clients
- Demonstrates the ability to modify counseling systems, theories techniques and interventions

## **ASSESSMENT**

- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols

## **RESEARCH AND EVALUATION**

- Applies relevant research findings to inform the practice of clinical mental health counseling
- Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments
- Demonstrates the ability to analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs

## **DIAGNOSIS**

- Demonstrates appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental and/or emotional impairments
- Able to conceptualize accurate multi-axial diagnoses of disorders presented by clients and communicate the differential diagnosis to client's managed care and insurance companies or other third-party payers

**CACREP SPECIALTY COMPETENCIES**  
**FOR SCHOOL COUNSELING**

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

**FOUNDATION**

- Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
- Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

**COUNSELING, PREVENTION, AND INTERVENTION**

- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms.
- Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
- Designs and implements prevention and intervention plans related to the effects of:
  - a) Atypical growth and development
  - b) Health and wellness
  - c) Language
  - d) Ability level
  - e) Multicultural issues
  - f) Factors of resiliency on student learning and development
- Demonstrates the ability to use procedures for assessing and managing suicide risk.
- Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

## **DIVERSITY AND ADVOCACY**

- Demonstrates multicultural competencies in relation to diversity , equity, and opportunity in student learning and development
- Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
- Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

### **A**

- Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development
- Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of education programs.
- Makes appropriate referrals to school and/or community resources.
- Assess barriers that impede students’ academic, career, and personal/social development.

## **RESEARCH AND EVALUATION**

- Applies relevant research findings to inform the practice of school counseling.
- Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
- Analyzes and uses data to enhance school counseling programs.

## **ACADEMIC DEVELOPMENT**

- Conducts programs designed to enhance student academic development.
- Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

## **COLLABORATION AND CONSULTATION**

- Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
- Locates resources in the community that can be used in the school to improve student achievement and success.
- Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
- Uses peer helping strategies in school counseling program.
- Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

## **LEADERSHIP**

- Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
- Plans and presents school-counseling-related educational programs for the use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

## **CACREP Specialty Competencies for Mental Health Counseling (Ed.D. MHC)**

### **FOUNDATION**

- Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
- Apply knowledge of public mental health policy, financing and regulatory processes to improve service delivery opportunities in mental health counseling

### **COUNSELING PREVENTION AND INTERVENTION**

- Uses principles and practices of diagnosis, treatment, referral and prevention of mental and/or emotional disorders to initiate, maintain and terminate counseling
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral and prevention of mental and/or emotional disorders.
- Promotes optimal human development, wellness and mental health through prevention, education and advocacy activities.
- Applies effective strategies to promote client understanding of access to a variety of community resources
- Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining and terminating counseling
- Maintains ongoing familiarity with recognized professional standards of recordkeeping related to clinical mental health counseling
- Provides appropriate counseling strategies when working with clients with addictions and co-occurring disorders
- Demonstrates the ability to recognize one's own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate



## **DIVERSITY AND ADVOCACY**

- Maintains information regarding indigenous or community helping resources to make appropriate referrals
- Advocates for policies, programs and services that are equitable and responsive to unique needs of clients
- Demonstrates the ability to modify counseling systems, theories techniques and interventions

## **ASSESSMENT**

- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols

## **RESEARCH AND EVALUATION**

- Applies relevant research findings to inform the practice of clinical mental health counseling
- Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments
- Demonstrates the ability to analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs

## **DIAGNOSIS**

- Demonstrates appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental and/or emotional impairments
- Able to conceptualize accurate multi-axial diagnoses of disorders presented by clients and communicate the differential diagnosis to client's managed care and insurance companies or other third party payers



## OVERVIEW OF VARIOUS SUPPORT ROLES

There are many roles required to make both the Practicum in counseling and the subsequent Internship in counseling experiences work; from the initial placement at a site to instruction to supervision. Students in these courses also have a number of supervisors. A brief description of the responsibilities attendant to each role follows:

### **Clinical Coordinator:** (a faculty member)

- Oversees aspects of the students' clinical experiences
- Identifies students taking Practicum before the semester begins. Insures eligibility of students to begin internship experiences.
- Provides an orientation to the Practicum placement process to students in the fall semester
- Works closely with the doctoral research assistant assigned to placement to connect students to suitable placement sites and support the student's successful placement in both practicum and internship sites
- Works closely with the Counseling & Human Development Department support secretary to communicate with site supervisors concerning stipend benefits, advisory meetings, events and other details
- Coordinates and assigns doctoral students and/or faculty to various instructional and supervisory roles
- Oversees distribution and completion of paperwork associated with Practicum and Internship and generates clinical fieldwork manuals for both courses, containing all needed documents and forms
- Organizes and leads advisory sessions for site supervisors and individual supervisors
- Makes initial and on-going contacts with various placements through site visits
- Supports Warner Counseling Program development with information on past successful and unsuccessful field experiences and works to improve clinical training experiences
- Provides professional development support to site supervisors on topic of supervision through generation of periodic newsletters and direct experiences



**Course Instructors:** (members of the faculty)

- Generates Syllabi and is in charge of the Practicum and the Internship courses
- Meets with the class each week throughout the semester
- Assigns students to individual supervisors for review of session tapes
- Conducts whole class learning experiences around professional, legal, ethical and counseling/clinical topics that arise in either practicum or internship experiences
- Serves as a supervisor of supervision for advanced doctoral students assisting with the courses
- Serves as a group supervisor in rotation with teaching assistant throughout semester
- Distributes clinical fieldwork handbooks to both practicum and internship students, containing all needed forms for the completion of all paperwork documenting successful course completion
- Coordinates receiving all paperwork from students with the database support secretary who enters this data (e.g. verification of student insurance, contracts, weekly logs, tape evaluations and site, group and individual supervision evaluations)
- Distributes course evaluation forms on all components of the clinical fieldwork experiences to students
- Submits final grades for course to Warner School Administrator

**Group Supervisor:** (the course instructor and advanced doctoral students)

- Conducts weekly group supervision sessions with up to ten students for one- and one-half hours, including hearing case presentations, facilitating peer feedback and responding to student concerns related to their work as counselors
- Completes an evaluation form for each student in the group and submits to course instructor each semester



**Individual “Tape” Supervisor:** (doctoral students, adjunct faculty or faculty members)

- Conducts individual supervision sessions with a student in accordance with the number of required meetings per the course syllabus for both Practicum and Internship students
- Listens to or views student’s tapes of their sessions. (Occasionally may engage in live supervision on-site if procuring audio or video tapes at site is not permitted)
- Maintains contact with the site supervisor including initial orientation, phone contact and a site visit
- Completes evaluation of student and submits to course instructor

**Site Supervisor:** (employees of the school district, college or community mental health agency working at the field-site)

- Provides information about site for university, clinical coordination database
- Interviews and selects students for practicum and/or internship experiences at the site
- Completes Practicum or Internship contract with student
- Attests to completion of required student hours of experience at the site
- Provides on-going weekly supervision and support of the student at site
- Attends orientation and other advisory sessions throughout the semester/academic year and attends Master’s Symposium Reception
- Completes interim and end-point evaluation of student progress and submits to course instructor
- Represents the interests of the field site to the university



## **ACTIVITIES SUGGESTIONS FOR NEW SITE SUPERVISORS**

*The following are all ideas that supervisors themselves have identified as being helpful to the learning experience of their new practicum or internship student and to the student's providing some service to their school or agency. Each supervisor, student and setting is different, so no one idea will work for all. Some ideas may apply more to schools and others to agencies but most apply to both settings. It is typical that the first few weeks will consist solely or primarily of introductions and learning experiences and that the student will then begin to provide direct service that will gradually increase in frequency as the clinical field experience continues.*

### **Introductions**

Introduce the student to other counselors in the office and to other colleagues and encourage them to think about ways to invite or involve the student in the activities of the setting

Have the student take a tour of the building/agency and introduce him/herself to other therapists, faculty or staff

Ask the student to identify some of his or her goals and the experiences he/she would like to have

Bring the student to team meetings and clinical staffings with you. Convey to colleagues that they are now part of the team

Have the student observe the counseling or unit secretary at work

Suggest/facilitate the student observing some classrooms or programs to get the feel for the school day/climate of the agency etc.

Help the student gain entry to naturalistic gatherings of clients or students to introduce themselves, say they have time available to meet with them individually etc.

### **Learning Experiences**

Set up 30-45 minute individual meeting between student and key staff, faculty, administrators etc. Have them interview person to learn about their work, perspectives, the institution etc.

Have student sit and observe one or more counseling sessions you are conducting. At the end of the session ask the student "do you have any questions you would like to ask (client)?"



Have student prepare an agenda for weekly supervision meetings with you— questions they have, suggestions they would like to make etc.

Suggest in-house or community-based professional development opportunities to students (e.g. case management, psychopharmacology, specific populations, transition planning, and learning disability issues)

Have student actively participate in department and multidisciplinary team meetings

Have student participate in CSE or other special education meetings

Have students shadow other counselors in their specialty area: e.g., college advising, addictions, prevention, eating disorders etc.

### **Direct Client Service**

Have a student co-lead a group with you. At some point, turn the group over to the student to run him or herself

Have a student participate in the intake and assessment process

Ask the student to offer a psychoeducational group for a limited number of sessions

Give a student a case load of 2-3 clients to begin

Teach students how to advise students/clients on practical needs, e.g. a class schedule or related service condition and turn some of that over to the student

Have the student make a prevention/wellness presentation to client, parent or community audience e.g. career development, conflict resolution, self-care etc. Aside from the experience itself this can be a good way for the student to develop potential clients

Have the student present guidance information in a classroom or work on consultation with a classroom teacher regarding student needs

Have students make visits to the home of multi-stressed students or clients (if protocols for safety are in place for these contacts) to convey their availability to talk with family members

## **Guidelines for Practicum Site Supervisors**

### Objectives for EDF 450: Practicum

As part of their Master's degree, counseling students from the University of Rochester, Warner Graduate School of Education and Human Development, participate in a supervised counseling practicum experience. This experience is intended to help the student:

- 1) To apply knowledge of human development, learning, and counseling theory to counseling practice; including giving theoretical rationale for a counseling strategy or intervention and evaluating the effectiveness of the intervention by describing the effect on client affect, cognition and behavior
- 2) To apply counseling communication, process skills, and dispositions effectively in a school or community mental health agency
- 3) To display knowledge of and act in accordance with legal and ethical standards
- 4) To understand the social context in which counseling work is conducted
- 5) To continue assessing and evaluating personal growth as a counselor
- 6) To use supervision processes and collegial support constructively

The student engages in fieldwork at the practicum site one day per week (or two half days) for thirteen weeks. In addition, the student attends a weekly seminar at the university which includes a combination of instruction and group supervision related to the practicum. Finally the student meets regularly with a university supervisor who provides individual supervision by listening to tapes of the student's counseling sessions and providing feedback and mentorship to help the student enhance his or her individual and/or group counseling skills. A total of 150 clock hours of practicum activities (at the practicum site, in the weekly class seminar, and in individual and group supervision) are required as part of EDF 450. Specifically, students must accrue 100 hours of experience in the field and a minimum of 40 of these hours must be in direct service activities with clients, per CACREP Standards.

### Selection of Cooperating Institutions

Students' practica take place in schools K-16, or community mental health agencies, depending on whether the student is working on a Master's degree in school counseling or mental health counseling. The goal is for the faculty instructor and the student to ascertain the type of practicum experience that could best be arranged to increase his/her knowledge and understanding and to develop further his/her skills. The school or agency should be able to provide the student with access to clients for a minimum of forty (40) hours of individual or group counseling or related "direct" client services. Your school or agency has been identified as one that can provide this experience. One of the main considerations in placing a student has been the capabilities of the persons with whom he/she would work in the cooperating institution, their willingness and credentialing to supervise, and their opportunity to provide meaningful experiences. Site supervisors should have a graduate degree in counseling or a counseling related field, appropriate licenses or credentials and at least two years of professional experience in the current work setting or a setting comparable to the one in which the practicum takes place.

### Procedures

Once a school or agency has agreed to accept the practicum student and a supervisor has been identified within that setting, the student initiates a contact with the site supervisor to make specific program and procedural arrangements. The site supervisor and the student discuss the contract which has been introduced in advance by the university course instructor, and it is then revised in line with the needs of the specific requirements of the field institution. If necessary, a joint meeting of the three is arranged. The resultant contract should:

- 1) Be consistent with the philosophy, policies, and objectives of the field site
- 2) Serve the student's own professional and personal growth;
- 3) Make a contribution to the school or agency's program of services.

When finalized, the contract is a jointly accepted program of objectives and activities mutually agreed upon by student, faculty instructor, and site supervisor. The student prepares the contract in writing and files copies of it with both the instructor and supervisor.

### Suggested Time Schedule

Each student is expected to spend one work day per week for one semester. During the semester, therefore, you can expect to have the student available to you for fourteen (14) weeks. Beyond the first week or two for general orientation, as many as twelve (12) or thirteen (13) weeks may be available to him/her for helping in your program. Some of this time should regularly be used during your weekly supervision meeting for discussions of progress and for planning activities. The student should follow your calendar in terms of holidays, starting and stopping hours, etc. The placement normally begins and ends according to the university's semester schedule. It is expected that the student may initially be learning about the site through observing, meeting clients and making arrangements to begin actual counseling activities. Supervisors should however be aware that in order for students to meet the course requirements for university-based supervision of their audiotapes, they should be picking up an initial client no later than the fourth week of the semester.

Even though it is desirable for the student to spend more time in the field, the realities of the student's academic load will usually dictate rather firm limits to the total amount of time spent. However, the division of the one-workday requirement is flexible. This can be interpreted to mean the same day each week or other arrangements (provided you as a supervisor approve) which will best implement the student's plan. Special evening meetings, case conferences, or other unique activities in which the student may participate may require some ad hoc shifting of the calendar of attendance. Once activities requiring regular and continuous contact are established (e.g., counseling given clients), it is assumed that the practicum student will meet the expectations of the situation.

### The Student's Responsibilities

After consultation with the appropriate clinical coordinator at the university, the student should initiate arrangements for the practicum experience and take responsibility for bringing the contract through to its final form.

He/she develops a written calendar of proposed attendance for the semester which is approved by you, the site supervisor and meets the course requirement of 100 field hours over at least 13 weeks of the semester spent as the equivalent of one full work day per week.



He/she is expected to complete, to the best of ability, any tasks you and he/she agree will be carried out. The initial contract which was developed serves as a chief guide. By the same token, that plan should not become an inflexible rule; if changes are called for because of circumstances or new insights, they should be arranged in consultation with all of the original parties and written into the contract.

The student should look to you as the immediate supervisor on the job. While the faculty instructor is available for consultation by both you and the student, he/she is essentially outside the day-to-day work of the practicum placement.

The student may meet and even work closely with other members of your administrative, teaching, or helping services staffs; but he/she is primarily responsible to you regarding continued supervision and overall assessment of the practicum placement.

Each student will be required to complete one written assignment as part of the practicum placement. This will be a day-to-day log of experiences. You will not be involved in the evaluation of these materials except to attest by your signature that the hours have been duly fulfilled as reported.

### Your Responsibilities

Supervising the practicum placement should not require an extensive amount of work but there are certain minimal tasks you will need to carry out if the practicum experience is to be successful.

- 1) Many of our students have had little or no on-the-job counseling experiences. Their understanding of a counselor's many responsibilities may be partial, so achieving the goal of providing a well-balanced and thorough exposure to the many services, functions, and responsibilities of a counselor will be in your hands as a supervisor. For these students, the following are desired steps.
  - a. Engage in developing the semester's practicum contract with the student. The students will already have prepared a general proposal for activities, which should be used in developing the contract.
  - b. Attend an Orientation session for site supervisors and university supervisors at the beginning of the practicum experience and participate in an additional site supervisor advisory meeting near



- the end of the spring semester. (You will receive department invitations to these meetings which may be held on campus or at an off-campus location)
- c. Orient the student to your institutional climate, its personnel, and its programs.
  - d. Work with the student on the specific tasks to implement his/her plan, in particular helping to arrange the ways the student can perform at least 40 hours of direct counseling or service to clients or their family members. These assignments, of course, are commensurate with your needs, and the student's skills and maturity, and available time. The degree of freedom you give to the student to identify needs for helping services and to develop appropriate new activities in addition to the required hours of direct service, will depend on your judgment of his/her competence, enthusiasm, independence, and the ability to "fit in" with your overall program objectives.
  - e. Open up program possibilities and personal contacts for the student which will be helpful toward implementing his/her plan.
  - f. Initiate the student into the variety of your program's services and activities. This includes planning sessions, client contacts in groups and individually, contacts with instructors, resource persons, administrators, and other significant personnel, case conferences/staffing sessions, collective negotiations, accountability & billing systems, etc.
  - g. Instruct the student on relevant topics, treatment strategies, protocol, procedures and report-writing as needed in your program and consistent with professional conduct.
  - h. Counsel the student on issues or concerns that arise.
  - i. Weekly review and mutually assess with the student his/her experiences, work achievements, learning, and problems if any.
  - j. Call on the faculty instructor to consult if there is a question on assignment of tasks, student preparation, or performance.
  - k. At the end of the practicum, complete an evaluation form on the student's work and provide suggestions for continued growth.
- 2) The intent of the practicum placement is that the student participates actively in a broad variety of services and functions of your program, while focusing specifically on the development of individual and group

counseling skills and processes. Please do not consider the student as a volunteer who is assigned routine, low-level duties and then forgotten about; nor as a fully prepared professional who can work accepting full responsibility without supervision. While he/she may approach colleague status in terms of offering services to your clients, his/her major objective is to **learn**.

### Our Responsibilities

We assume significant responsibility for the degree of success of the practicum experience. Specifically, this means:

- 1) We will communicate clearly to the student the purpose of the experience.
- 2) We will provide the most appropriate and congenial matching of the student and the institution (school or community agency) possible. If students leave the Rochester area (i.e., move), students will then assume the responsibility of finding a site. We will then assist in verifying the site is eligible and onboard them to the best of our ability.
- 3) We will hold an advisory session for site supervisors and university supervisors near the beginning of the practicum experience for orientation and mutual advice and we will provide additional opportunities for your participation as the semester progresses.
- 4) We will meet with the students weekly in class to offer help in optimizing their experience and to provide on-going group supervision.
- 5) We will review the student's contract and logs and give appropriate feedback.
- 6) The student's university tapes will be reviewed, and the student will be given feedback to strengthen their knowledge, skills, and abilities.
- 7) We will review the student and supervisors' evaluation materials.

## **PRACTICUM IN COUNSELING & Master's INTERNSHIP IN COUNSELING**

### **Overview of Various Support Roles**

There are many roles required to make both the Practicum in counseling and the subsequent Internship in counseling experiences work; from the initial placement at a site to instruction to supervision. Students in these courses also have a number of supervisors. A brief description of the responsibilities attendant to each role follows:

#### **Clinical Coordinator:** (a faculty member)

- Oversees aspects of the students' clinical experiences.
- Identifies students taking Practicum before the semester begins. Assists in monitoring the eligibility of students to begin clinical experiences.
- Works closely with the Counseling & Human Development Department support secretary to communicate with site supervisors concerning stipend benefits, advisory meetings, events and other details.
- Coordinates and assigns doctoral students and/or faculty to various instructional and supervisory roles as applicable per term.
- Oversees distribution and completion of paperwork associated with Practicum and Internship and generates clinical fieldwork manuals for both courses, containing all needed documents and forms.
- Organizes and leads advisory sessions for site supervisors and University tape supervisors.
- Supports Warner Counseling Program development with information on past successful and unsuccessful field experiences and works to improve clinical training experiences.

**Course Instructors:** (members of the faculty)

- Generates Syllabi and oversees the Practicum and the Internship courses.
- Assigns students to University Tape Supervisors for review of session tapes.
- Serves as a supervisor of supervision for advanced doctoral students assisting with the courses.
- Serves as a group supervisor in rotation with teaching assistant throughout semester as applicable per term.
- Reviews and evaluates all necessary student assignments in Taskstream.
- Distributes course evaluation forms on all components of the clinical fieldwork experiences to students.
- Submits final grades for course to Warner School Administrator.

**Group Supervisor:** (the course instructor and advanced doctoral students)

- Conducts weekly group supervision sessions including hearing case presentations, facilitating peer feedback and responding to student concerns related to their work as counselors.
- Completes an evaluation form for each student in the group and submits to course instructor each semester.

**University “Tape” Supervisor:** (doctoral students, adjunct faculty or faculty members)

- Conducts individual supervision sessions with a student in accordance with the number of required meetings per the course syllabus for both Practicum and Internship students.
- Listens to or views student’s tapes of their sessions. (Occasionally may engage in live supervision on-site if procuring audio or video tapes at site is not permitted).
- Maintains contact with the site supervisor including initial orientation, phone contact and a site visit.
- Completes evaluation of student and submits to course instructor.
- Maintains ACA ethics and confidentiality.

**Site Supervisor:** (employees of the school district, college or community mental health agency working at the field-site)

- Provides information about site for university, clinical coordination database.
- Interviews and selects students for practicum and/or internship experiences at the site.
- Completes Practicum or Internship contract with student.
- Attests to completion of required student hours of experience at the site.
- Provides on-going weekly supervision and support of the student at site.
- Attends orientation and other advisory sessions throughout the semester/academic year and attends Master’s Symposium Reception.
- Completes interim and end-point evaluation of student progress and submits to course instructor.
- Represents the interests of the field site to the university.

## ACTIVITIES SUGGESTIONS FOR NEW SITE SUPERVISORS

*The following are all ideas that supervisors themselves have identified as being helpful to the learning experience of their new practicum or internship student and to the student's providing some service to their school or agency. Each supervisor, student and setting is different, so no one idea will work for all. Some ideas may apply more to schools and others to agencies but most apply to both settings. It is typical that the first few weeks will consist solely or primarily of introductions and learning experiences and that the student will then begin to provide direct service that will gradually increase in frequency as the clinical field experience continues.*

### **Introductions**

Introduce the student to other counselors in the office and to other colleagues and encourage them to think about ways to invite or involve the student in the activities of the setting

Have the student take a tour of the building/agency and introduce him/herself to other therapists, faculty or staff

Ask the student to identify some of his or her goals and the experiences he/she would like to have

Bring the student to team meetings and clinical staffings with you. Convey to colleagues that they are now part of the team

Have the student observe the counseling or unit secretary at work

Suggest/facilitate the student observing some classrooms or programs to get the feel for the school day/climate of the agency etc.

Help the student gain entry to naturalistic gatherings of clients or students to introduce themselves, say they have time available to meet with them individually etc.

### **Learning Experiences**

Set up 30-45 minute individual meeting between student and key staff, faculty, administrators etc. Have them interview person to learn about their work, perspectives, the institution etc.

Have student sit and observe one or more counseling sessions you are conducting. At the end of the session ask the student “do you have any questions you would like to ask (client)?”

Have student prepare an agenda for weekly supervision meetings with you— questions they have, suggestions they would like to make etc.

Suggest in-house or community-based professional development opportunities to students (e.g. case management, psychopharmacology, specific populations, transition planning, and learning disability issues)

Have student actively participate in department and multidisciplinary team meetings

Have student participate in CSE or other special education meetings

Have students shadow other counselors in their specialty area: e.g., college advising, addictions, prevention, eating disorders etc.

### **Direct Client Service**

Have a student co-lead a group with you. At some point, turn the group over to the student to run him or herself

Have a student participate in the intake and assessment process

Ask the student to offer a psychoeducational group for a limited number of sessions Give a student a case load of 2-3 clients to begin

Teach students how to advise students/clients on practical needs, e.g. a class schedule or related service condition and turn some of that over to the student

Have the student make a prevention/wellness presentation to client, parent or community audience e.g. career development, conflict resolution, self-care etc. Aside from the experience itself this can be a good way for the student to develop potential clients

Have the student present guidance information in a classroom or work on consultation with a classroom teacher regarding student needs

Have students make visits to the home of multi-stressed students or clients (if protocols for safety are in place for these contacts) to convey their availability to talk with family members



## **GUIDELINES FOR INTERNSHIP SITE SUPERVISORS-MASTER'S LEVEL**

### Objectives for Master's Level Supervised Internship in School Counseling & in Mental Health Counseling

As part of their Master's degree, counseling students at the University of Rochester, Warner Graduate School of Education and Human Development participate in supervised internship experiences of between 600 and 900 hours depending on their program. These experiences are intended to help the student:

- 1) To understand the work of the counselor as it is carried on in the school, agency or clinic setting.
- 2) To make applications of theory to practice.
- 3) To develop and/or improve clinical and professional skills as a counselor.
- 4) To understand the social context in which a counselor performs his or her work
- 5) To enable the student to demonstrate entry level competencies as a counselor for purposes of qualification

The student engages in fieldwork from two (2) days to three (3) days per week depending upon the number of semester credits they have elected for the completion of the total hours required in their program. In addition, the student attends a weekly seminar which includes group supervision at the university. The total of 600 clock hours required in the internship includes hours spent at the internship site, in the weekly seminar, and in individual and group supervision, and must include a minimum of 240 hours of direct service to clients and 360 indirect hours.

### Selection of Cooperating Institutions and Agencies

A primary goal of the internship experience is to afford the student an opportunity to gain experience and mentorship in a setting and with a population of significant interest. To this end, the faculty instructor and the student meet to ascertain the types of internship experiences that could best be arranged to increase student's knowledge and understanding and to develop further his/her skills. Your institution has been identified as a setting that can provide this experience. The main consideration in successfully placing a student with your institution or agency has been the capabilities of the persons with whom he/she would work in the cooperating institution, their willingness to supervise, and their opportunity to provide meaningful experiences. Site supervisors, to meet state and national accreditation standards, should have a master's degree in counseling or a counseling related profession, hold appropriate certifications and/or licenses and have at least two years of pertinent professional experience in the program area in which the student is enrolled. Relevant training in counseling supervision and knowledge about the expectations, requirements and evaluation processes of the counselor training program are also necessary.

### Procedures

Once an agency institution has agreed to accept the internship student and a supervisor has been identified within the setting, the student initiates a contact with the site supervisor to make a specific program and procedural arrangements. The site supervisor and the student discuss the contract which was worked out in advance with the instructor, and it is revised in line with the needs of the specific requirements of the field institution. If necessary, a joint meeting of the three is arranged. The resultant contract should:

- 1) Be consistent with the agency institution's philosophy, policies, and objectives;
- 2) Serve the student's own professional and personal growth;
- 3) Make a contribution to the agency institution's program of services.
- 4) Allow the student to demonstrate and be evaluated on the performance competencies specified by CACREP accreditation
- 5) Follow the ACA code of ethics and University of Rochester policies.

When finalized the contract is a jointly accepted program of objectives and activities mutually agreed upon by student, faculty instructor, and site supervisor. The student prepares the contract in writing and files copies of it with both the instructor and supervisor.

#### Suggested Time Schedule

Each student is expected to spend two (School Counseling) or three (Mental Health Counseling) full work days per week for two semesters. Mental Health Counseling students may spend an additional summer semester during which they start or complete the additional hours they are required to accrue if their preference is to complete the internship in three rather than two semesters.



Generally, these three-semester students spend 2.5 days a week in the field. During the Fall and Spring semesters, therefore, you can expect to have the student available to you for fifteen (15) weeks. Beyond the first week or two for general orientation, as many as thirteen (13) or fourteen (14) weeks may be available to him/her for helping in your program. Some of this time should regularly be used for discussions of progress and for planning activities. Summer semester is a twelve (12) week period from mid-May to mid-August.

The student should follow your calendar in terms of holidays, starting and stopping hours, etc. The placement normally begins and ends according to the university's semester schedule. Students who wish to continue seeing clients during university breaks or holidays must first secure written permission from the supervising agency and site supervisor as the university does not assume liability coverage for student activity when it is not in session.

Even though it is desirable for the student to spend more time in the field, the realities of the student's academic load will usually dictate rather firm limits to the total amount of time spent. However, the division of the two or three- workday requirement is flexible. (This can be interpreted to mean the same days each week or other arrangements that you as a supervisor approve which will best implement the student's plan). Special evening meetings, case conferences, or other unique activities in which the student may participate may require some *ad hoc* shifting of the calendar of attendance. Once activities requiring regular and continuous contact are established (e.g., counseling given clients), it is assumed that the internship student will meet the expectations of the situation.

### The Student's Responsibilities

After consultation with the University Clinical Coordinator for his or her program, the student should initiate arrangements for the internship experience and take responsibility for bringing the contract through to its final form.

He/she develops a written calendar of proposed attendance for the semester, which is approved by you, the site supervisor.

He/she is expected to complete, to the best of ability, any tasks you and he/she agree will be carried out. The initial contract which was developed serves as a chief guide. By the same token, that plan should not become an inflexible rule; if changes are called for because of circumstances or new insights, they should be arranged in consultation with all of the original parties and written into the

contract. As the contract evolves, the originally approved written proposal should be amended so that it will always represent the most current version of the internship placement. The limitations of flexibility in the contracting process and its evolution are set by the need to be sure the student engages in those areas of counseling activity on which he or she will be evaluated during the collaborative joint assessment process. The contract form itself highlights these areas as required with asterisks.

The student should look to you as the immediate supervisor on the job. While the faculty instructor is available for consultation by both you and the student, he/she is essentially outside the day-to-day work of the internship placement.

The student may meet and even work closely with other members of your administrative, teaching, or helping services staffs; but he/she is primarily responsible to you regarding continued supervision and overall assessment of the whole internship placement.

Each student will be required to complete a Weekly log of day –to-day experiences at the site which is turned into the university course instructor on a regular basis to keep track of clinical hours accrued. You will not be involved in the evaluation of these materials, but the student will be required to ask for your site supervisor’s signature on the form attesting to authenticity of the hours calculated.

### Your Responsibilities as Site Supervisor

We hope to avoid burdening you with a great load of work, but there are certain minimal tasks you will need to carry out if the internship program is to be successful.

- 1) Several students may have had little or no on-the-job helping services experiences. Their contract for internship will necessarily be general, so achieving the goal of providing a well-balanced and thorough exposure to the many services, functions, and responsibilities of a counselor will be in your hands as a supervisor. For these students, the following are desired steps.
  - a. Engage in developing the semester’s contract with the student. The students will already have prepared a general proposal for activities, which should be used in developing the contract.



- b. Attend an orientation session for site supervisors and university supervisors at the University of Rochester near the beginning of the internship experience.
  - c. Orient the student to your institutional climate, its personnel, and its programs.
  - d. Work with the student on the specific tasks to implement his/her plan. These, of course, are commensurate with your needs, his/her skills and maturity, and the time available. The degree of freedom you give to the student to identify needs for helping services and to develop appropriate new activities will depend on your judgment of his/her competence, enthusiasm, independence, and the ability to “fit in” with your overall program objectives.
  - e. Open up program possibilities and personal contacts for the student which will be helpful toward implementing his/her plan.
  - f. Initiate the student into the variety of your program’s services and activities. This includes planning sessions, client contacts in groups and individually, contacts with instructors, resource persons, administrators, and other significant personnel, case conferences/staffing sessions, collective negotiations, etc.
  - g. Instruct the student on relevant topics, treatment strategies, protocol, and procedures as needed in your program and consistent with professional conduct.
  - h. Counsel the student on issues or concerns that arise.
  - i. Weekly review and mutually assess with the student his/her experiences, work achievements, learning, and problems if any.
  - j. Sign and validate the student’s weekly log of activities and hours spent at your site.
  - k. Call on the faculty instructor to consult if there is a question on assignment of tasks, student preparation, or performance.
  - l. At the mid-point and again at the end of each semester, complete an evaluation form on the Intern’s work.
- 2) Other students may be more seasoned in terms of either professional roles or specific employment in the helping services that is concurrent with their graduate studies. For these students, the following are also desired steps in addition to all of the above:



- a. Review their semester contract with an eye to insuring that they broaden or deepen their existing experience with clients and programs as a result of their internship with you
  - b. Consider how the student's strengths and areas of needed growth can best complement/contribute to your agency or school services and discuss these with the student, so they make an early contribution to the site.
  - c. Arrange for in-service or other professional development opportunities that add skill sets to the student's professional experiences
- 3) The intent of the internship placement is that the student participates actively in a broad variety of services and functions of your program. Please do not consider the student as a volunteer who is assigned routine, low-level duties and then forgotten about; nor as a fully prepared professional who can work accepting full responsibility without supervision. While he/she may approach colleague status in terms of offering services to your clients, his/her major objective is still to **learn**.

#### Our Responsibilities

- 1) We assume significant responsibility for the degree of success of the internship placement program. Specifically, this means:
  - a. We will communicate clearly to the student the purpose of the experience.
  - b. We will provide the most appropriate and congenial matching of the student and the institution possible.
  - c. We will assume responsibility to provide an orientation session for site supervisors and university supervisors near the beginning of the internship experience and to follow this up with periodic advisory meetings throughout the year to inform and support on-going partnership efforts to train our students.
  - d. We will meet with the students weekly to offer help in optimizing their experience.
  - e. We will review the student's contract and log and give appropriate feedback.



- f. The student's faculty instructor will make contact with the internship site once each semester (more often if needed) and will meet with the student and yourself at a mutually convenient time to discuss the internship, resolve any problems, and explore any suggestions for possible improvements in the internship and the internship process.
- g. We will receive your calls for consultation regarding the student's work at any time.
- h. During the semester, we will provide a "Joint Assessment" form and an "Interim Report" form for you to use collaboratively with the student to evaluate his/her work. If we need further clarification, we may call you to discuss with you some of the issues you raised in your evaluation.

*We thank you for your participation and welcome you to participation as a training partner with The Warner School*

## **GUIDELINES FOR DOCTORAL INTERNSHIP SITE SUPERVISORS**

### Clinical Instruction of Doctoral Students

As part of their doctoral degree program in counseling and counselor education, students at the University of Rochester, Warner Graduate School of Education and Human Development participate in supervised internship experiences. All doctoral students participate in a three credit Doctoral Internship in Teaching & Supervision (EDF 558) and three to six credits of Doctoral Internship in Counseling Practice (EDF 559 & EDF 560) depending upon their program of study. Students enrolled in the New York State licensure-qualifying EdD program in mental health counseling are required to complete 600 hours/6 credits of EDF 559/560. Most other doctoral students take 300 hours/3 credits of EDF 559. In addition, all doctoral students must complete a 100 hour/1 credit Advanced Practicum in Counseling experience at the start of their counseling internship experience. The Advanced Practicum provides the opportunity to determine areas of counseling skill with clients and to select areas for focused supervision or professional development during the Internship which follows. All doctoral students will thus have completed between 700 and 1000 total hours of clinical instruction by the end of their programs (EDF 558, 559, 560). Our Department follows CACREP Guidelines for the format and content of internship experiences at the doctoral level. This means that **a minimum** of 40 hours of direct client contact are required in the 100 hour Advanced Practicum and **a minimum** of 120 hours for every 300 hours of Internship must involve direct clinical contact. Our overall goal is for students to demonstrate knowledge, skills and practices beyond the entry-level as advanced counseling practitioners, supervisors and educators and for them to evolve one (or more) area of advanced clinical practice expertise that relates to their academic research and scholarly interests.

### Specific Objectives for Doctoral Internship in Counseling: EDF559 & EDF 560

These experiences are intended to help the student:

1. Develop, improve, deepen and/or broaden their working knowledge and skills as an advanced practice counselor (*Advanced Practicum focus in particular*)
2. Apply counselor education and supervision theory to practice
3. Expand their understanding of the work of counselors as it is carried on in diverse job settings
4. Understand the social and advocacy context in which a counselor and counseling supervisor or educator's work is carried on
5. Refine leadership, training and supervision skills through supervising master's level staff or trainees (if possible)



The student engages in counseling and counseling-related activities at a field – site over the course of one semester to one year to complete the minimum number of hours as specified above. A student may choose to complete more than this minimum number of hours and may elect to spread the internship out over the academic year, even if only one credit of Advanced Practicum (100 hours) and three credits of Internship (300 hours) are required. Students requiring the full 6 credit (600) hours of internship in addition to the practicum can expect this to require a full year commitment of time. Students typically complete their counseling practice internship working with one institution for the entire period and supervisors can expect their student to be working with them no less than eight (8) hours per week and no more than 21.5 hours (two and one half days) per week.

### Selection of Cooperating Institution

The goal is for the faculty clinical coordinator and the student to ascertain the types of internship experiences that could best be arranged to increase his/her knowledge and understanding and to develop further his/her skills. Your institution has been identified as one that can provide this experience. The main consideration in placing a student has been the capabilities of the persons with whom he/she would work in the cooperating institution, their willingness to supervise, and their opportunity to provide meaningful experiences. It is preferred that Site supervisors have a doctoral degree in counseling or a counseling related field, appropriate certifications or licenses and at least three years of professional experience in the current work setting or a setting comparable to the one in which the internship takes place.

### Procedures

Once an institution has agreed to accept the internship student and a supervisor has been identified within the institution, the student initiates a contact with the site supervisor to make a specific plan and procedural arrangements. The site supervisor and the student complete a contract (on a form the student provides) which describes the work to be performed in the advanced practicum and internship and the nature of the intern-supervisor partnership. If necessary, a joint meeting between the site supervisor, the student and the faculty coordinator can be arranged to assist with this process. The resultant contract and the internship it describes should:

1. Be consistent with the institution's philosophy, policies, and objectives;
2. Serve the student's own professional and personal growth;
3. Make a contribution to the institution's program of services.



When finalized the contract is a jointly accepted program of objectives and activities mutually agreed upon by student, faculty instructor, and site supervisor. The student, site supervisor and faculty instructor each keep a copy of the signed contract.

### Suggested Time Schedule

The intern's exact work schedule at your site is negotiated between you and the intern however during the semester, you can expect to have the student available to you for fifteen (15) weeks. Beyond the first week or two for general orientation, as many as thirteen (13) or fourteen (14) weeks may be available to him/her for helping in your program. Some of this time should regularly be used for discussions of progress and for planning activities. The placement normally begins and ends according to the university's semester schedule but between semester participation and supervision can be arranged with written approval from the site.

The student should follow your calendar in terms of holidays, starting and stopping hours, etc. At the same time it should allow the student to meet his/her other responsibilities. Even though it is desirable for the student to spend more time in the field, the realities of the student's academic load will usually dictate rather firm limits to the total amount of time spent. However, the scheduling of the work week is flexible. Special evening meetings, case conferences, or other unique activities in which the student may participate may require some *ad hoc* shifting of the calendar of attendance. Once activities requiring regular and continuous contact are established (e.g., counseling given clients), it is assumed that the internship student will meet the expectations of the situation.

In short, a successful internship works for both the institution and for the intern and is best achieved through mutual discussion during the writing of the contract and periodically thereafter.

### The Student's Responsibilities

The student should initiate arrangements for the internship experience and take responsibility for bringing the contract through to its final form.

He/she develops a written calendar of proposed attendance for the semester which is approved by you, the site supervisor.

He/she is expected to complete, to the best of ability, any tasks you and he/she agree will be carried out. The initial contract which was developed serves as a chief guide. By the same token, that plan should not become an inflexible rule; if changes are called for because of circumstances or new insights, they should be arranged in consultation with all of the original parties and written into the contract. As the contract evolves, the originally approved written proposal should be amended so that it will always represent the most current version of the internship placement. The limitations of flexibility in the contracting process and its evolution are set by the need to ensure that the student engages in those areas of counseling activity on which he or she will be evaluated during the Collaborative Joint Assessment Process. The contract form itself highlights these required areas with asterisks.

The student should look to you as the immediate supervisor on the job. While the faculty instructor is available for consultation by both you and the student, he/she is essentially outside the day-to-day work of the internship placement.

The student may meet and even work closely with other members of your administrative, teaching, or helping services staffs; but he/she is primarily responsible to you regarding continued supervision and overall assessment of the whole internship placement.

Each student will be required to complete a Weekly log of day-to-day experiences at the site which is turned in to the university course instructor on a regular basis to keep track of clinical hours accrued. You will be asked for your signature on this form attesting to the authenticity of the hours tabulated.

### Your Responsibilities

We hope to avoid burdening you with a great load of work, but there are certain minimal tasks you will need to carry out if the internship program is to be successful.

- 1) Some students may have had little prior advanced practice experience in the field. Their contract for internship will necessarily be general, so achieving the goal of providing a well-balanced and thorough exposure to the many clinical practices, supervisory and leadership functions, and responsibilities of a clinical counselor will be in your hands as a supervisor. For these students, the following are desired steps.



- c. Engage in developing the semester's contract with the student. The students will already have prepared a general proposal for activities, which should be used in developing the contract.
- b. Attend an orientation session for site supervisors and university supervisors at the University of Rochester near the beginning of the practicum experience.
- c. Orient the student to your institutional climate, its personnel, and its programs.
- d. Work with the student on the specific tasks to implement his/her plan. These, of course, are commensurate with your needs, his/her skills, capacities and maturity, and the time available. The degree of freedom you give to the student to identify needs for helping services and to develop appropriate new activities will depend on your judgment of his/her competence, enthusiasm, independence, and the ability to "fit in" with your overall program objectives.
- e. Open up program possibilities and personal contacts for the student which will be helpful toward implementing his/her plan.
- f. Initiate the student into the variety of your program's services and activities. This includes planning sessions, client contacts in groups and individually, contacts with instructors, resource persons, administrators, and other significant personnel, case conferences/staffing sessions, collective negotiations, etc.
- g. Instruct the student on relevant topics, treatment strategies, protocol, and procedures as needed in your program and consistent with professional conduct.
- h. Counsel the student on issues or concerns that arise.
- i. Weekly review and mutually assess with the student his/her experiences, work achievements, learning, and problems if any.
- j. Sign and validate the student's weekly log of activities and hours spent at your site.
- k. Call on the faculty instructor to consult if there is a question on assignment of tasks, student preparation, or performance.
- l. At the mid-point and again at the end of each semester, complete an evaluation form on the Intern's work.

- 2) Other students may be more seasoned in terms of either professional roles or specific employment in the helping services that is concurrent with their graduate studies. For these students, the following are also desired steps in addition to all of the above:
  - a. Review their semester contract with an eye to insuring that they broaden or deepen their existing experience with clients and programs as a result of their internship with you
  - b. Consider how the student's strengths and areas of needed growth can best complement/contribute to your agency or school services and discuss these with the student so they make an early contribution to the site.
  - c. Arrange for in-service or other professional development opportunities that add skill sets to the student's professional experiences
  
- 3) The intent of the internship placement is that the student participates actively in a broad variety of services and functions of your program. Please do not consider the student as a volunteer who is assigned routine, low-level duties and then forgotten about; nor as a fully prepared professional who can work accepting full responsibility without supervision. While he/she may approach colleague status in terms of offering services to your clients, his/her major objective is still to **learn**.

#### Our Responsibilities

- 1) We assume significant responsibility for the degree of success of the internship placement program. Specifically, this means:
  - a. We will communicate clearly to the student the purpose of the experience.
  - b. We will provide the most appropriate and congenial matching of the student and the institution possible.
  - c. We will assume responsibility to provide an orientation session for site supervisors and university supervisors near the beginning of the internship experience and to follow this up with periodic advisory meetings throughout the year to inform and support on-going partnership efforts to train our students.
  - d. We will meet with the students weekly to offer help in optimizing their experience.



- e. We will review the student's contract and log and give appropriate feedback.
- f. The student's faculty instructor will make contact with the internship site once each semester (more often if needed), to meet with the student and you at a mutually convenient time to discuss the internship, resolve any problems, and explore any suggestions for possible improvements in the internship and the internship process. The opportunity for live supervision at this time is also encouraged if possible.
- g. We will receive your calls for consultation regarding the student's work at any time.
- h. During the semester, we will provide a "Joint Assessment" form and an "Interim Report" for you to use collaboratively with the student to evaluate his/her work. If we need further clarification, we may call you to discuss with you some of the issues you raised in your evaluation.

*We thank you for your participation and welcome you to participation as a training partner with The Warner School*

## **GUIDELINES FOR UNIVERSITY TAPE SUPERVISORS**

Dear University (Individual Tape) Supervisor:

Thank you for your willingness to assist our master's students in school counseling and in mental health counseling as they complete their clinical fieldwork experiences. Students are always highly complementary and very grateful that they are able to work individually with their doctoral tape supervisor to improve their skills, confidence and counselor identity.

This letter provides some pointers about the materials contained on this supervisor information CD, as well as reminds you about some of the tasks expected of you in your role as the individual tape supervisor. For ease and efficiency these are bulleted below:

- **Description of Clinical Instruction** – a reminder of where the field courses fit in the sequence that students take for those not familiar with Warner MS programs
- **CACREP Specialty Competencies** – the outcomes expected from our students by the end of their training in the program. Suggests areas for supervision conversation as needed
- **Overview of the EDF 450 Practicum** – the course expectations in a nutshell
- **Overview of the EDF 451 and EDF 458 Internships** – course expectations of both school counseling and mental health counseling internships
- **EDF 450 Practicum Student Checklist** – the list of tasks the practicum student must complete with exact details specified (should there be any confusion)
- **EDF458 Internship Student Checklist**-the list of entire tasks and documents the student must complete to finish
- **Student Practicum/Internship Agreement** – students sign this form in all clinical courses to clarify, confidentiality, taping and grading policies. You are the “supervisory designate”
- **Overview of Support Roles** – clarifies who does what within Practicum course

- **Supervision Confidentiality Agreement** – **YOU MUST SIGN and return form to student** so they can submit for department file. Keep a Copy for your records
- **Client Progress Notes** – students are asked to keep a brief note on every client they have direct contact with whether or not they tape their session. Some may elect to use the SOAP format within this note but they are not required to. The intent of these notes is to aid the supervision process with you and the site supervisor. **Like the tapes, they are not retained once the supervision process is finished.** Students should have their binder of short notes with them when they meet with you and you can ask to see them at any point.
- **Student Tape Critique Form** – This form is completed by the student PRIOR to meeting with you and forms the basis for their review of their tape with you in supervision. **These critiques are attached to the evaluation you will make** (see next bullet) and submitted to the department file for that student. There must be **six** critiques and reviews on file for each practicum student. **Interns** (not practicum students) use the same critique and evaluation forms but need to submit only **three** sets per semester of their internship, unless arrangements for additional tape review and supervision sessions have been made for that student to assist their growth.
- **Professional Orientation & Practice Tape Evaluation** – The form you use to evaluate the supervision tape submitted. **Please be sure to give the student's work an overall rating** along with the Pass/Fail evaluation and provide comments in each comment box to substantiate your assessment ratings.
- **Practicum & Internship Records** – This form is used to track the submission and review of each tape a student provides; to indicate that you have received supervision of your supervision (Dr. Dan Linnenberg completes for all doctoral students in EDF 558, Dr. Doug Guiffrida for all doctoral students taking his course in Counselor Supervision; and Dr. Karen Mackie or Dr. Bonnie Rubenstein for all others); and finally **this is the place where you will document your phone or face contact with the Site Supervisor for your practicum student.** Individual supervisors are required to make at least one contact per semester with the site supervisor to compare perceptions on the student's progress, strengths, weaknesses and continuing supervision needs. Feedback to the Course Instructors is then



provided, using a format similar to the Sample Mid-semester Site and University Supervisor Conference Note

- **Doctoral Tape Supervisor Final Evaluation Form** – this is the final assessment you provide summarizing the student’s abilities based on your **ten meetings and six reviews of taped sessions (Practicum) or three tape review meetings per semester (Internship)**. Again you should provide an overall rating and comment that can be used to guide the focus of supervision for the next clinical experience. Your evaluation is kept on file and must be received timely by the course instructor for the student to receive a Satisfactory (Pass) grade in the course.
- **UR Tape Supervisor Evaluation** – this is the feedback form for your student to evaluate your work as a supervisor to them. You will receive faculty comment based on this evaluation, but the actual evaluation form is held in confidence
- **Syllabi** – copies of the course syllabi for both School Counseling and Mental Health Counseling Practicum for your information
- **Making Good Use of Supervision** – chapter excerpt from the students’ textbook, *David Martin’s Basics of Clinical Practice* so that you will know what they have learned to expect about the supervision process. Contains some useful charts on the forms of supervision which have also been shared with the Site Supervisors. Please see additional excerpted materials contained on this disc for further reading on clinical supervision topics and issues.

## **Overview of EDF 559/560 Doctoral Internship in Counseling Practice & Mental Health Counseling**

Doctoral students in EDF 559 complete 100 hours of an advanced practicum followed by an additional 300 hour internship at an approved field placement site. Students requiring eligibility for licensure in New York also complete EDF 560 for an additional 300 hours (600 hours total). All doctoral students also complete EDF 558 (Doctoral Internship in Teaching and Supervision) prior to the completion of their program of study.

### **Advanced Practicum and EDF 559 Doctoral Internship in Counseling Practice**

- ✓ 15 weeks
- ✓ Usually 2.5 days per week for a one semester experience and 1.5 days per week for an internship extending over an academic year
- ✓ 160 hours minimum of direct service to clients (40 hours of advanced practicum followed by 120 hours of internship service)
- ✓ Total of 400 hours at the site
- ✓ Indirect activities including but not limited to documentation, treatment planning and formulation, case conferencing, referral processes, meeting with site supervisor
- ✓ Weekly log of activities

### **Class and Supervision**

- ✓ Weekly supervision of one hour from site supervisor who must be appropriately licensed and credentialed and hold doctorate
- ✓ Bi-weekly group supervision with faculty member for case presentation and reflecting team process
- ✓ Live supervision session during advanced practicum to assess skills and competencies
- ✓ Individual supervision meeting per semester with faculty member to review an audio or video tape of work at the site during internship

### **Professional Liability Insurance**

Must be obtained prior to the beginning of advanced practicum/internship experience and/or any work with clients at field site

### **Site Visits**

Participation in meeting with site supervisor(s) and Warner faculty member once a semester.

## **EDF 560 Doctoral Internship in Mental Health Counseling**

In addition to meeting all the expectations for EDF 559 listed above, students in this second clinical internship will meet the following expectations:

### **Internship**

- ✓ 15 weeks
- ✓ Usually 2.5 days per week for the semester
- ✓ 120 hours minimum of direct service to clients (140 recommended)
- ✓ Total of 300 additional hours at the site (for a total of 600 internship hours and 100 hours of advanced practicum) to meet eligibility requirements for state licensure in mental health counseling
- ✓ Indirect activities including but not limited to: documentation, treatment planning and formulation, case conferencing, referral processes, meeting with site supervisor
- ✓ Focus on development of skills and competencies specific to mental health counseling (as outlined in syllabus) including the following:
  - Deepening and broadening appropriate assessment and diagnostic skills including psychosocial histories, mental health status exams, clinical interviewing and standardized testing
  - Use of DSM IV-TR classification system to develop appropriate intervention plans implemented within a counseling/psychotherapy process
  - Expansion of intervention skills using evidence-based protocols (e.g. CBT, DBT, IPT etc.)
  - Documentation and outcomes assessment record keeping
  - Enhancing case formulation skills from one's preferred clinical and theoretical approach
  - Development of related clinical competencies in consultation, case management or staff training/supervision as appropriate to role and setting.

## **THE WARNER SCHOOL MISSION AND VISION**

At the Warner School of Education and Human Development, we believe that education can transform lives and make the world more just. This vision informs our teaching, research and service as a graduate professional school in a research institution, as we strive to:

- Prepare knowledgeable, reflective, skilled and caring educators who can make an impact in the lives of individuals and who are leaders and agents of change;
- Generate and disseminate knowledge to lead to new understandings of development, learning and change, on which more effective educational policies and practices can be grounded;
- Collaborate across disciplines, professions and constituencies -- to promote change that can significantly improve and transform education and support positive human development.

Our diverse work in each of these domains is informed by the underlying beliefs that: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the socio-historical contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as theory and research are informed by practice.

## **COUNSELING PROGRAM MISSION**

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring and compassionate persons; and contribute to reform of the systems in which their lives are imbedded.

To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; will contribute new knowledge in the fields of counseling, counselor education and human development; and will be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development, but also recognizes that individual lives are imbedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- see human development, counseling and education in a historical, cultural and social context
- work to foster healthy development across the life course and across a diversity of capabilities
- see the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- recognize the counselor's role as an agent of institutional change and social justice as well as personal empowerment
- recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation
- use the latest research to guide best practice and intervention strategies



WARNER  
SCHOOL OF EDUCATION  
UNIVERSITY *of* ROCHESTER

## **MASTER'S PRACTICUM AND INTERNSHIP POLICIES**

Full-time Master's students in counseling generally enter the Practicum in the spring semester of their first full year of study. To enter Practicum class, **school counseling students** must have an S in Theory and Practice I; and **clinical mental health counseling students** must have a B or better in Pre- practicum and Problem Identification and Intervention I and an S in Theory and Practice I. The Practicum is the students' first experience working with clients and students are therefore carefully screened before they are allowed to begin Practicum clinical work. The faculty in any program course may occasionally deem that a student is dispositionally unprepared to enter Practicum or that the student has not mastered enough basic skill or knowledge of ethical issues to begin working with clients in a Practicum setting. In some cases, faculty may require that students engage in personal counseling as a condition of their being admitted to the Practicum class. Students who are not in the Rochester area will lead the placement process in identifying a site.

## **INTERNSHIP POLICIES**

For all Master's programs in counseling, the internship is normally done in the last academic year of study. For School Counseling students, Internship I is taken in the fall semester and Internship II taken the following spring semester. For Community Mental Health Counseling Students, one of two options is available. Option one divides the internship experience into 2 semesters, fall and spring, with each semester entailing 300 hours of work; while option two allows the student to gain hours over the summer to either compute final hours or to start early at the request of the site. This positioning of Internship at the end of the program allows students to have taken as many courses as possible before beginning this intensive clinical experience. The following are special internship policies and practices that address questions and requests that sometimes arise. Faculty also reserves the right to ask a student to submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

### Prerequisites, Sequencing, Incompletes, Counseling

In order to enter Internship I, II or III (please note that Internship III is only an option for Community Mental Health students **school counseling students** must have an S in Counseling Practicum and Theory and Practice II and must not have any outstanding incomplete grades in any other course on their program of study; and **clinical mental health counseling students** must have an S in Counseling Practicum, and Theory and Practice II and a B- in Problem Identification II. The faculty in any program courses may occasionally deem that a student is 1) dispositionally unprepared to enter Internship or that 2) the student has not mastered enough basic skill or knowledge of ethical issues to begin working with clients in an internship setting. Likewise, faculty may occasionally (case by case situation) deem that a student is prepared to move ahead even if the student's grades have not met the academic criteria due to extraordinary circumstances. Faculty will require remedial work concurrently as the student participates in the internship. In some cases, faculty may require that students engage in personal counseling as a condition of their being admitted to the Internship class. Faculty also reserves the right to ask a student to submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

### Changing Internships

The expectation is that Internships are year-long experiences at the same site. However, it is possible to change internship sites if (a) your current placement really isn't working and attempts to improve it have failed, or (b) a too-good-to-pass-up opportunity arises. Therefore, an internship site may be changed if the following conditions are met:

1. Your current internship site supervisor accepts the change. Because you will already have a signed contract with an existing supervisor, it is important to honor that contract so that the supervisor maintains an amicable working relationship with the Warner School Counseling Department. **Changes in site supervisor must not hurt the counseling program or opportunities for future practicum and internship students.** If site supervisors feel abandoned, they may no longer be willing to take on that role. **The needs of your current individual clients and groups must also be taken into consideration.** Once you have talked to your site supervisor and you inform the Counseling Program's Clinical Coordinator





2. You have completed a significant number of hours at your current site, and your current site supervisor completes a “Joint Assessment Form” so that we have her/his evaluation of your work at that site.
3. Your new site is an appropriate setting for your continued internship.
4. There is a qualified supervisor at your new site who agrees to provide site supervision for you. This means a professional with at least a Master’s degree in counseling or a closely related field and at least two years experience at the site.
5. You develop a new “Internship Contract” with the new supervisor before or as soon as you begin at the new site.
6. You continue to meet all the requirements of the internship, such as tapes and attending classes and supervision.

### Paid Internships

Occasionally, in a small minority of cases, the opportunity occurs for an intern to be paid by the internship site. This may happen if a counselor at the site goes on maternity or sick leave or leaves abruptly, and since the Intern is already working successfully at the site, she is asked to fill in for the departing employee. It may also occur that a student already working as a counselor (typically a community counselor) sees an opportunity to do the Internship at her work site while continuing to be employed there.

### *Can a Student Do Her Internship at Her Current Work Site?*

The answer is “Yes,” under the following three conditions, as well as conditions A, B, & C below:

1. The Internship will involve a substantially new learning experience in which the student engages in a new type of counseling or works with a new population. The student cannot simply continue her/his normal work and receive Internship credit for it.
2. There is appropriate supervision. Appropriate supervision means that a site supervisor meets all the usual qualifications expected of a site supervisor, and also has expertise in the new type of counseling or with the new population and can therefore support and facilitate the student’s learning experience. This supervisor should not be the

- student's co-worker and/or friend who may find it difficult to act or be perceived as a supervisor with one's peer or friend.
3. There are no other potentially serious role conflicts or problematic situations at the site

*Can an Intern Receive Pay as a Substitute or Part-time or Full-time Employee? During the Internship?*

In past experience, an intern shifting from practicum student or intern to employee at the internship site has often created problems. When an intern is an employee, school districts and agencies often forget that the intern is there for a learning experience and assign the intern to duties that might be beyond the intern's capability, reduce supervision of the intern, and/or neglect to facilitate new learning experiences for the intern. Simultaneously, the intern is often more reluctant to ask for help or to say she is not ready for a particular assignment, because after all, she is being treated as and paid as a regular counselor or because she hopes to be offered a permanent position at the site and does not want to appear inexperienced.

Therefore, if you will be paid at the internship site (e.g., as a substitute or part-time or full-time counselor), these additional requirements apply:

- A. Your supervisor recognizes that you are still doing your internship, which means that weekly supervision, provision of new learning experiences, and on-going support are still important and expected. It does not mean that since you are now a paid member of the staff you can be "left alone", which has sometimes happened in the past when interns became employees. To be sure that this criterion is met, the Clinical Coordinator will speak with the Site Supervisor and, if needed, the site administrator (principal, director, etc.), and the site supervisor or administrator will sign an addendum to the Internship Contract agreeing that a) the Intern will receive on-going supervision, b) the Intern will not be asked to engage in activities that are beyond her professional capacity, and c) the site will honor the intern's program needs, including work hours that enable the intern to get to classes on time.
- B. You will still be willing to ask your site supervisor and others for help, say "I'm not yet qualified to do that," or "I'm going to need some help and support to fulfill that assignment." Again, in the past, interns who became employees have felt they could not say "no" or ask for

help because they were being paid or because they hoped to be offered a permanent position at the site and did not want to appear inexperienced. The first goal of the internship is still learning.

- C. You are still required to participate in the Internship course for its entire length. By working full-time, for example, an intern could accumulate 600 hours in one semester. The intern must still participate fully in the Internship throughout the spring semester to benefit from the ongoing supervision, learning experiences, and reflection opportunities that the Internship provides.

### Summer Clinical Counseling Internship & Community Mental Health Counseling Internship

The summer **Clinical Mental Health Counseling** internship is designed for *dual program* (School and Clinical) students after they have completed their full School Counseling internship. The summer Clinical Counseling Internship cannot be taken before the two semester School Counseling Internship because the School Counseling fall-spring internship also contains important learning experiences that give needed structural and intellectual support to first and second semester internship students. In addition, the fall-spring internship has more levels of supervision than the summer internship and is inappropriate for a first semester internship experience. Students who are staying at the same site for practicum and internship can start in the summer session, however, summer starts must still register and attend the fall-spring sequence for EDF458.

Students who are taking an additional 300 hours of fieldwork as their elective course can also complete this by utilizing the summer session either before or after the internship year.

The summer internship in **Clinical Mental Health Counseling** is designed to be a Fall-Spring-Summer Internship sequence, taken at the end of the student's program in Clinical Mental Health Counseling. This enables the student to have taken as many courses as possible before or during the internship. Students who are completing the CMHC Internship who wish to stay at the same site for Practicum and Internship are permitted to start accumulating field-based hours towards the Internship requirement during the intervening summer session.

## COUNSELING DOCTORAL INTERNSHIP POLICIES

All doctoral students are required to do 100 clock hours of advanced practicum and 600 clock hours of internship experiences (900 hours in some instances where: 1) students are attempting to fulfill the internship requirements for the New York State Licensed Mental Health Counselor [LMHC] limited permit, 2) students enter the program with insufficient counseling experience to competently supervise master's level students).

*Supervised Internship in Teaching and Clinical Supervision* consists of 400 hours of the 600 hour internship requirement and provides students with experiences in teaching, supervision, research and scholarship, and leadership and advocacy. Students registered in this internship may engage in classroom teaching; participate in supervision of master's level counseling students; engage in activities related to research, publishing and presentation; or pursue opportunities for leadership and advocacy in the counseling profession or in the clinical . In addition, this particular internship has a significant didactic portion that addresses such issues as professional publication and presentation, disaster mental health, and grant writing. This didactic portion spans the entire academic year even though students only register for the course once (registration is in either fall or spring depending upon which fits better into the students' schedule). All students are required to attend the *full spring-fall didactic sequence* of this course. In addition, all students will undergo supervision as a part of this course. *All students amassing practice hours in teaching and clinical supervision are required to have faculty supervision of those hours.*

*Supervised Internship in Counseling Practice* consists of 300 clock hours (600 hours for LMHC limited permit candidates). The first 100 clock hours is considered to be the advanced practicum, while the remaining 200 hours satisfies 200 hours of the total 600-hour internship experience. The focus of this internship is direct clinical experience to deepen and broaden one's counseling skills. For this course, students select their own internship site, with the help of the Clinical Coordinator. Doctoral interns recently have worked at the University Counseling Center, the psychiatric outpatient clinic at the University's Medical Center, a local church doing pastoral counseling, Mount Hope Family Center, and other community agencies. In each setting there must be a qualified site supervisor who provides weekly individual supervision. Students also meet regularly with a university faculty instructor for individual and group supervision.



Students are able to obtain internship hours at their place of work only if: 1) they participate in new activities that are beyond the scope of their regular job duties and 2) have a qualified site supervisor.

The doctoral Internships may be taken in either order, or simultaneously with approval of your program advisor and the Clinical Coordinator. If it is deemed necessary that a student with insufficient clinical experience have additional counseling experience before teaching and supervising the Masters' students, an expanded Supervised Internship in Counseling Practice of 600 hours, devoted entirely to clinical practice, is taken before the Supervised Internship in Teaching and Clinical Supervision.

The following hyperlinks are to reference material that may be useful to students in the Warner School Counseling Program.

### **Codes of Ethics**

- a. American Counseling Association (ACA):  
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- b. American Mental Health Counseling Association (AMHCA):  
<http://www.amhca.org/viewdocument/amhca-code-of-ethics>
- c. American School Counselor Association (ASCA): [Ethical Standards for School Counselors](#)

### **Professional Membership & Liability Insurance**

- a. ACA Membership info: <https://www.counseling.org/membership/join-reinstate-today!>
- b. AMHCA Membership Info: <http://www.amhca.org/?page=benefits>
- c. NYMHCA Membership: [nymhca.macusa.net:591/nymhca/FMPro?-DB=nymhca&-Layout=Member&-Format=newv3.cfm&-view](http://nymhca.macusa.net:591/nymhca/FMPro?-DB=nymhca&-Layout=Member&-Format=newv3.cfm&-view)
- d. ASCA Membership Info and Application:  
<http://www.schoolcounselor.org/school-counselors-members/member-benefits-info/join-or-renew-today>
- e. NYSSCA Membership Info and Application: [http://nyssca.org/?page\\_id=2](http://nyssca.org/?page_id=2)

### **Other Counseling Student Reference Material**

- a. Certification Memo for School Counselor Certification in New York State:  
<https://www.warner.rochester.edu/files/studentservices/forms/certmemo.pdf>
- b. Dignity for All Students Act (DASA) Training:  
<https://www.warner.rochester.edu/students/support/certification/workshops>
- c. Chi Sigma Iota Client Rights brochure: <https://c.yumcdn.com/sites/www.csinet.org/resource/resmgr/docs/client-rights-brochure.pdf?hhSearchTerms=%22client+and+rights+and+brochure%22>

## Licensure

The Clinical Mental Health Counseling program is designed to meet CACREP standards and New York LMHC licensure. Students who successfully complete the master's clinical mental health counseling program may be eligible for a New York license. Students who wish to obtain licensure in another state should work closely with their advisor, the clinical coordinator, the certification office, and the necessary state licensing boards to review eligibility.

Students should be versed and current on New York licensure process and policies by accessing the website [www.op.nysed.gov](http://www.op.nysed.gov)

## Acceptable Setting for the Practice of Mental Health Counseling

### Setting for Experience

The setting where the experience is obtained must be a location where legally authorized individuals provide services that constitute the practice of Mental Health Counseling, as defined in Education Law, and must be responsible for the services provided by individuals gaining experience for licensure. The setting cannot be a private practice owned or operated by you. If the experience is completed in a setting other than the permit setting, you must submit an operating certificate or certificate of incorporation that indicates the entity is authorized to employ licensed professionals and provide services that are restricted under [Title VIII](#) of the Education Law.

An acceptable setting is defined in the Commissioner's Regulations as:

- i. a professional corporation, registered limited liability partnership, or professional service limited liability company authorized to provide services that are within the scope of practice of Mental Health Counseling;
- ii. a sole proprietorship owned by a licensee who provide services that are within the scope of his or her profession and services that are within the scope of practice of Mental Health Counseling;
- iii. a professional partnership owned by licensees who provide services that are within scope of practice of Mental Health Counseling;
- iv. a hospital or clinic authorized under Article 28 of the Public Health Law to provide services that are within the scope of practice of Mental Health Counseling;
- v. a program or facility authorized under the Mental Hygiene Law to provide services that are within the scope of practice of Mental Health Counseling;
- vi. a program or facility authorized under Federal Law to provide services that are within the scope of practice of Mental Health Counseling;
- vii. an entity defined as exempt from the licensing requirements or otherwise authorized under New York State law or the laws of the jurisdiction in which the entity is located to provide services that are within the scope of practice of Mental Health Counseling.

The setting where the experience is gained is responsible for the services provided by individuals gaining experience for licensure. The setting is also responsible for providing adequate supervision to such individuals and for assigning a qualified supervisor, as defined in this section, to individuals gaining experience for licensure.



## License Qualifying Programs in Mental Health Counseling

To meet the professional education requirement for licensure as a Mental Health Counselor, you must present evidence of receiving a master's or doctoral degree in counseling from a program that is:

- registered by the Department as [licensure qualifying](#);
- accredited as a mental health counseling program of 60 semester hours by the [Commission on the Accreditation of Counseling Related Education Programs \(CACREP\)](#) or another acceptable accrediting agency; or
- determined by the Department to be the substantial equivalent of such a registered or accredited program.

A program located outside the United States and its territories may be used to satisfy the professional education requirement if it:

- prepares individuals for the professional practice of Mental Health Counseling; and
- is recognized by the appropriate civil authorities of that jurisdiction; and
- can be appropriately verified; and
- is determined by the Department to be the substantial equivalent of a registered licensure qualifying or acceptable accredited master's or doctoral program in counseling.

### **Substantial Equivalence**

To be considered substantially equivalent, your program must include at least 60 semester hours, or the equivalent, of graduate study that contains curricular content that includes but is not limited to the following areas:

- human growth and development;
- social and cultural foundations of counseling;
- counseling theory and practice;
- psychopathology;
- group dynamics;
- lifestyle and career development;
- assessment and appraisal of individuals, couples, families and groups;
- research and program evaluation;
- professional orientation and ethics;
- foundations of Mental Health Counseling and consultation;
- clinical instruction; and
- include a minimum one year supervised internship or practicum in Mental Health Counseling where one year means at least 600 clock hours.

Note: The education requirement for licensure as a Mental Health Counselor can only be met through completion of graduate level courses at an acceptable degree granting institution. Training in an institute or by a registered individual does not meet the education requirement for licensure even if the training is accredited by a private organization.

Evidence of receipt of your degree(s) must be presented on [Form 2](#) - Certification of Professional Education - and must be submitted directly to the Office of the Professions by the school(s) where you obtained your degree(s). In most cases, an official transcript is also needed.

A degree in school counseling, school psychology, social work or a related field does not meet the education requirements. An applicant with a degree in another field must be individually evaluated to determine what additional graduate coursework, including supervised internship/practicum, must be completed to constitute an equivalent degree.

In addition to the professional education requirement, every applicant for Mental Health Counseling licensure or a limited permit must complete coursework or training in the identification and reporting of child abuse in accordance with Section 6507(3)(a) of the Education Law. See [additional information and a list of approved providers](#) for this training

## **Forms**



**WARNER**  
SCHOOL OF EDUCATION  
UNIVERSITY OF ROCHESTER

Student Practicum/Internship Agreement

**Please complete this form in duplicate. submit one copy to the faculty clinical coordinator and retain one copy for your own personal student file.**

- I have read and understand the relevant ethical standards (ACA and/or ASCA. AMHCA) and will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behaviors on my part will result in my removal from my practicum/internship and possibly a failing grade. Documentation of such behavior will become part of my permanent record.
- I pledge to honor confidentiality and specifically to "retain as private" anything revealed in this course whether by clients, peers, instructor-supervisor(s) or demonstration recordings. Such information is to be discussed only with the course instructor or supervisory designate, and among the counselors-in- training in this class who are also bound by this pledge. This means I agree not to reveal any of this information with other trainees in the program or anybody else.
- I agree to treat the recordings made for this course as confidential material and will not involve anybody other than my peers in this class. my site supervisor and the course instructor or supervisory designate in the actual recording, viewing, or discussing of these recordings. I understand that violation of the ethical principle of confidentiality can do great damage to both trainees and to clients.
- I agree to adhere to the administrative policies, rules, standards and practices of the practicum/internship site. including HIPAA regulations.
- I understand that my responsibilities include keeping my practicum/internship supervisor(s) and my university supervisor informed regarding my field experiences.
- I understand that I will not earn a passing grade in Practicum/Internship unless I demonstrate the specified minimal level of counseling skill. knowledge and competence and complete course requirements as mandated by the instructor and department. Should a deficiency in skill. knowledge or competence be identified by my university or site supervisors, I understand that I will be given the opportunity to remediate the area in accordance with an agreed upon plan for improvement. A passing grade will only be awarded on the satisfactory completion of these extra specifications.

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Signature

Date

## Supervision Recording Self-Critique Form

Student Name \_\_\_\_\_ U of R Supervisor: \_\_\_\_\_

Internship: Year \_\_\_\_\_ Spring Summer Fall

Clients Initials: \_\_\_\_\_ Session # \_\_\_\_\_ Date: \_\_\_\_\_

Recording Critique# 1      2      3      4      5      6

**Directions:** *Practicum and Internship students are to complete and submit this form to their University Supervisor before reviewing their recordings and then turn it in via Blackboard with their supervisor's recording/session evaluation. It is strongly recommended that students keep a copy of this review in their own personal records. DO NOT PUT IDENTIFIABLE CLIENT INFORMATION.*

<b>What were your intentions for this session?</b>
<b>Comment on positive counseling skills/behaviors</b>
<b>Comment on areas of counseling practice needing improvement</b>
<b>Concerns or comments regarding session dynamics</b>

<b>Questions about client/case which you have for your supervisor(s)</b>
<b>Plans for further counseling with client based on supervision feedback</b>
<b>Major learning from this supervision conversation related to:</b> <b>A. Counselor growth (e.g., self-care, ethics, skill development, etc.).</b> <b>B. Meeting your goals for supervision</b> <b>C. Practice Improvement</b>

**Small Group Supervision Evaluation**

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**(REQUIRED) Group Supervisor Name**  
**(REQUIRED) Confirmation of Experience Type**

- Master's internship

**(REQUIRED) Semester**  
**(REQUIRED) Year**  
(Please use four digits!)

**Small Group Supervision**

Directions: The student counselor is to evaluate the supervision received. Please select the option which best expresses your response to each statement. Your responses will be kept confidential as far as your small group supervisor is concerned.

Information will only be used to improve the small group supervision experience.

	1 - Not Satisfactory	2 - Needs Improvement	3 - Basic Proficiency	4 - Outstanding Performance
Peer interactions provided important ideas and support				
The small groups were good forums for exploring issues and problems				
The small groups became an important resource for empathic support and learning				
I felt safe enough in group supervision to disagree with my peers about issues or interpretations				
Student case presentations contributed to my understanding of ways to intervene with clients				
The interactions in group supervision challenged my presumptions about my work and motivated me to try alternative ways of understanding and practice				

**Response Legend: 1 = Not Satisfactory 2 = Needs Improvement 3 = Basic Proficiency 4 = Outstanding Performance (REQUIRED) Small Group Supervisor**

Please select the option which best expresses your response to each statement. Your responses will be kept confidential as far as your small group supervisor is concerned. Information will only be used to improve the small group supervision experience.

	1 - Not Satisfactory	2 - Needs Improvement	3 - Basic Proficiency	4 - Outstanding Performance
My small group supervisor listened well to our comments, experiences and concerns				
He/she showed a genuine concern for me and my development as a counselor				
He/she was supportive and encouraging				
He/she had helpful ideas and suggestions for me in my counseling work				
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling				
He/she offered resources that were helpful to me now or probably will be helpful in the future				
He/she facilitated discussion in a way that				

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made me feel comfortable participating

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**Response Legend:** 1 = Not Satisfactory 2 = Needs Improvement 3 = Basic Proficiency 4 = Outstanding Performance

**(REQUIRED) What are some things that you appreciated about your small group supervisor?**

**What recommendations, if any, would you make that might help him/her be more effective or helpful in working with small group supervision?**

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# STUDENT ASSESSMENT

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

Internship: Year \_\_\_\_\_  Spring Semester  Summer Semester  Fall Semester

**Directions:** *This form is to be completed by the student at midterm and finals. The student and site supervisor shall reviewed and discuss the assessment.*

**Please describe your progress in mastering counseling skills and practices consistent with the standards of the counseling profession to this point in the semester.**

**Please indicate those areas in which you still desire to grow further during this internship experience.**

**Please choose a dimension of professional knowledge, practice or development on which you and your supervisor will specifically concentrate further during this internship and describe a goal that could be assessed.**

**Please comment on how you have benefited from the opportunities afforded by this site and supervisor(s). If there have been challenges, please discuss how these have been addressed and worked with. Feel free to use the back side of this form to elaborate further.**

**Other feedback you have received from supervisors or would like to offer them.**

I think some helpful feedback I have received from my supervisors include my level of patience for all my clients regardless of how challenging or complex the client may be and also my ability to advocate for myself when I need things to go a certain way.

Discussed with Site Supervisor on: 3/29/2024 Satisfactory Progress? ( ) Yes ( ) No

Intern's Signature: \_\_\_\_\_

Intern (Print Name): \_\_\_\_\_

Site/Agency Supervisor's Signature: \_\_\_\_\_

Site/Agency Supervisor (Print Name): \_\_\_\_\_

*Thank you for taking the time to complete this evaluation and support our students.*

If you have any further comments you wish to share, please contact Associate Professor, Marissa Davala, Ph.D., (Mental Health Counseling Practicum & Internship Coordinator) [mdavala@warner.rochester.edu](mailto:mdavala@warner.rochester.edu)

# Site and Site Supervision Evaluation

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## (REQUIRED) Confirmation of Experience Type

Master's CMHC internship

## (REQUIRED) Semester

## (REQUIRED) Year

(Please use four digits!)

## (REQUIRED) Name of Site/Agency

## (REQUIRED) Site/Agency Supervisor

## (REQUIRED) Site and Site Supervisor Evaluation

Directions: This form is to be completed by the student. Please select the option which best expresses your response to each statement. Your responses will be kept confidential as far as your site supervisor is concerned. Information will only be used to better inform future site placements.

	1 - Not Satisfactory	2 - Needs Improvement	3 - Basic Proficiency	4 - Outstanding Performance
My site supervisor was helpful in orienting me to the work site				
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with				
My site supervisor communicated clear expectations for my work				
My site supervisor was accessible to me				
My site supervisor was responsive to my questions or concerns				
My site supervisor consistently kept his/her weekly supervisory meetings with me				
My site supervisor provided me with a helpful balance of direction and autonomy				
My site supervisor was a good professional role model				
I would recommend this internship site to others				
I would recommend this site supervisor to others				

**Response Legend:** 1 = Not Satisfactory 2 = Needs Improvement 3 = Basic Proficiency 4 = Outstanding Performance

## Comments

(Please clarify any 1 or 2 ratings and provide suggestions for improvement)

**(REQUIRED) Please explain why you would or would not recommend this internship site to others.**

### **(REQUIRED) Internship Experience**

Please select the option which best expresses your response to each statement. Your responses will be kept confidential as far as your site supervisor is concerned. Information will only be used to better inform future site placements.

	<b>1 - Not Satisfactory</b>	<b>2 - Some, would prefer more</b>	<b>3 - Sufficient Amount</b>	<b>4 - Exceeds Expectations</b>
I had a good deal of individual counseling practice at my site				
I had a good deal of group counseling practice at my site				
I improved my individual counseling skills				
I improved my group counseling skills				
I was able to improve my assessment skills at my site				
I learned new ways of intervening with clients (e.g. family work, consultation) during this internship experience				
I learned ways of advocating to improve practice for my clients				
I learned a lot about the work of a counselor in the real world				
My confidence as a counselor increased				
What I learned and did at the internship site affirmed my choice to become a counselor				

**Response Legend:** 1 = Not Satisfactory 2 = Some, would prefer more 3 = Sufficient Amount 4 = Exceeds Expectations

### **Comments**

(Please clarify any 1 or 2 ratings and provide suggestions for improvement)

### **(REQUIRED) General Outcomes**

Please select the option which best expresses your response to each statement. Your responses will be kept confidential as far as your site supervisor is concerned. Information will only be used to better inform future site placements.

	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Agree</b>	<b>4 - Strongly Agree</b>
I have become more aware of the relationship between my personal values and professional decisions and actions				
I am able to describe my decision-making processes regarding my counseling work				
I am motivated to continue professional development beyond academic requirements				
My ability to situate client experiences and perspectives in multiple contexts, such as social class, ethnicity, gender and family, to inform my interpretations and practices has improved				
My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved				

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I experience myself as a continuing to improve as a counselor

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**Response Legend:** 1 = Strongly Disagree 2 = Disagree Agree 3 = Agree 4 = Strongly Agree

**Comments**

(Please clarify any 1 or 2 ratings and provide suggestions for improvement)

**(REQUIRED) What aspects of the internship experience did you like the most?**

**What recommendations, if any, would you make about improving the Internship?**

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## **Graduating Student Survey & Program Evaluation**

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Congratulations as you near the end of your program at the Warner School of Education and Human Development! The faculty would like to take this opportunity to ask for three kinds of feedback from you before you graduate that will contribute to improving the Warner School Counseling and Human Development department experience and to maintaining post-graduate contact with you. Briefly these are:

- Your overall impression of the program with respect to your learning and development as a future counseling or human development professional and your recommendations to us for program improvement
- Your willingness to be a resource for incoming students as a guest presenter, volunteer counselor or active alumnus on behalf of the department
- Your immediate and (if known) longer term career plans once you receive your degree and the best way to stay in contact with you.

Thank you.

**Name**

**(REQUIRED) Confirmation of Graduate Type**

### **Overall impression**

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**(REQUIRED) How would you summarize your learning through coursework in your program at Warner? What were the highlights and what would you like to see improve?**

**(REQUIRED) How would you summarize the impact of your learning through field-based experiences in either clinical practice or research? What would you consider the highlights of these forms of instruction and what were the challenges or areas for improvement?**

**(REQUIRED) How would you characterize your interaction with Warner faculty and/or staff? Were your educational or professional goals advanced by relationships with these individuals? If so, how? If not, what would you prefer?**

**Is there any constructive feedback on your Warner experience as a whole that you would like to provide in service of enhancing the program?**

### **Willingness to be a resource**

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**Would you be interested in staying connected to the Warner School's counseling program in any of the following capacities? Please check all that apply.**

- As a guest presenter (please indicate topic below!)
- As a volunteer counselor (six free sessions) to counselors in training
- As an email contact for new program applicants with questions about the experience of being a Warner student
- As an officer or leader in the counseling honor society, Chi Sigma Iota URI chapter
- As a supervising counselor for future practicum students and interns (after two years of full time experience)
- As a co-researcher or practitioner research inquiries

#### **Guest Presenter Topic**

If you indicated that you would be interested in being a guest presenter, please share the topic you would like to speak about.  
*No answer specified*

### **Immediate plans after graduation**

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**(REQUIRED) What are your immediate career plans upon graduation?**

**What are your long-term career plans?**

**What are your immediate personal plans upon graduation? (e.g., relocating, marriage, family etc.)**

**What is likely to be the best way to contact you in the coming year?**

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#### **E-mail**

(if not applicable, write NA)

#### **Telephone**

(if not applicable, write NA)

#### **Address**

(if not applicable, write NA)

#### **Other**

**Thank you for taking the time to complete this. All of us at the Warner School wish you the best as you start the next exciting chapter in your life.**

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### **Hours and Client Services**

**Students must have their professional liability insurance active policy in TaskStream before hours can be counted or any client services.**

Students will coordinate their schedule with the site supervisors and plan to attend the internship class during the academic year. Students will log their hours in the excel form (depicted below) provided to you in class. The logs must be completed and turned into the professor via Taskstream frequently (see course calendar).

Per CACREP Section 4: Professional Practice standards, students must obtain a minimum of 600 hours of counseling experiences at their internship site, relevant to their specialized practice area. 240 hours must be direct client services hours. These hours are defined as the clock/ "billable" service time of meeting with an actual client. 360 hours can be indirect which may include but not limited to: documentation, research, professional development trainings, staffing and other professional consultation services, and so on.

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Site/Agency: \_\_\_\_\_ Week Ending Date (MMDDYYYY): \_\_\_\_\_

The student completes this form weekly using Sunday's date as the week ending date. Upon completion, obtain a signature from Site Supervisor, retain a copy for your records and turn it to the course instructor. Complete the grey areas and all calculations will compute automatically.

Weekly Log Hours-Community Mental Health Counseling								Total hours for current week
date	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
<b>Direct Services</b>								
Counseling - Individual*								0.00
Counseling - Group*								0.00
Counseling - Family/ Couples								0.00
Counseling - Community Agencies								0.00
Diagnoses, Assessments, Appraisal & Testing *								0.00
Career Counseling & Development								0.00
Psychoeducational Prevention & Wellness Activities*								0.00
<b>Total direct hours current week</b>								<b>0.00</b>
<b>Indirect Counseling Activities</b>								
Observing								0.00
Planning								0.00

