

**COUNSELOR EDUCATION PROGRAMS: CCA, CPS, & CED**

# Professional Experiences Handbook

COUN 7910, 7920, 8910, 8920

Department of Special Education, Rehabilitation, Counseling/School  
Psychology

2009

2084 HALEY CENTER

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**Revised 2007; 2008; 2009**

## **Introduction to Professional Practices**

Professional practice, which includes practicum and internship, provides for the application of theory and the development and enhancement of skills for client assessment, planning, intervening, and evaluating. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. Placements are all, regardless of degree being sought, made by the program coordinator of the student's area of specialization (school or community). All placements will be located in sites which include counseling is one of the primary professional activities and shall be supervised by a master's level professional with a minimum of 2 years of post-master's experience.

## **PROFESSIONAL PARAMETERS / ISSUES**

### **Informed Consent**

Before you initiate a counseling relationship, you must first inform your client of any limits to confidentiality, your status as a counselor-in-training, and any site specific information which your site supervisor has provided. You must also secure your client's permission to tape the counseling sessions. Your particular site may have a form which they prefer you to use. If not, the generic Auburn University form will be sufficient.

### **Emergency Procedures**

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/Where should clients call if they have an emergency after hours? You are only allowed to see clients under supervision. That means that you are not available to clients after hours or off-site. You should not give your home phone number to clients, but should have an alternate emergency number to give them should they request it or should you determine that they are at risk.

### **Ethical Guidelines**

When you enter into a counseling relationship, you are entering into an agreement with your client to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment/counseling most appropriate to address the client's concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. You should be familiar with [ACA Ethical Guidelines](#) and use them as a guide for behaving in a professional, ethical manner.

### **Professional Liability Insurance**

All College of Education All Interns are covered under the Department of Education's Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the [Department of Risk Management and Safety](#), 334-844-4533.

## **Professional Behavior**

Although the primary purpose of practicum is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in [ACA](#), and attendance at professional development workshops and seminars.

## **The Supervisory Relationship**

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, one or more supervisees, and also junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992).

The evaluation component of practicum is described in the syllabus. You will demonstrate mastery of the competencies listed on the syllabus through your tapes. Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles including consultant, teacher, and counselor. This is in effort to assist you, enhance your competence, and provide high quality services to your clients.

The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.

## **The Taping Requirement**

Basically, there are three principal purposes for submitting actual work samples (tapes) of sessions when one is in supervision.

- First and foremost, the supervisor needs to monitor the services that are being provided to the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements?
- Second, the supervisor needs to be able to assist the supervisee in the identification of his or her strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not a reliable one for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is

one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development overtime and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples.

- Finally, the tapes are intended to be an instructive tool. They should lead you to reflection, help you determine the ways you need to improve, and find the types of learning experiences you need to be the best possible counselor for students with a wide variety of needs. So, there is an expectation that you will review your tapes to identify your specific areas of strength and weakness. Use these discoveries to develop professional, and, at times, personal development goals. As well, these reflections should form the basis for your use of supervision time. What exactly do you need to work on and how can your supervisor help you develop strategies leading to improvement? Supervision, like counseling, is *not* a passive process.

**INFORMATION SHEET**  
CCA/CPS 7910 & 7920

**IMPORTANT:** Please complete this form for each (copy as needed) practicum and internship and give it to the departmental secretary at the conclusion of each supervised experience. This will enable us to access the information we need to recommend you for certification/licensure upon graduation.

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

Program Emphasis Area: \_\_\_\_\_

Local Address: \_\_\_\_\_

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

E-mail: \_\_\_\_\_

Internship term(s) of Enrollment: \_\_\_\_\_

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

Site Supervisor: \_\_\_\_\_

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

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

Site Telephone: \_\_\_\_\_

University (Individual) Supervisor: \_\_\_\_\_

University (Group) Supervisor: \_\_\_\_\_

## Auburn University

Auburn, Alabama 36849-5222

*Special Education, Rehabilitation, Counseling/School Psychology*

*2084 Haley Center*

*334-844-7676 (Fax) 334-844-7677*

### Memorandum

**To:** Site Supervisors of Practicum Students  
**From:** University Supervisor  
**Date:** August, 2009  
**Subject:** Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. The applied portion of our programs, practicum and internship, continue to be among the highest rated experiences by our students and graduates. This is in large measure due to the professionalism and competence demonstrated by you. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions, or need to discuss a practicum student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at 334-844-7676.

#### **The Department is expected to:**

1. Provide weekly individual and group supervision that includes 1 hour of individual supervision based on work samples (e.g. audio, video tapes, session summaries) provided by the student counselor, and 2 hours of group supervision during each week of enrollment.
2. Provide a copy of the practicum syllabus to the Site. (If you did not receive a copy with this memo, please ask your supervisee to obtain one for you.)
3. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student's performance.
5. Emphasize to students their professional responsibilities to clients.
6. Require students to participate in the professional liability insurance program of the College.

#### **The Site is expected to:**

1. Provide clinical/counseling experiences for the practicum student in accordance with department requirements that include 3-4 client contact hours per week. At least 2 hours each week must be spent in individual counseling. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*

2. Make provisions for orientation of the Department and the practicum student of the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.
3. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
4. Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided the student while he/she is seeing clients.
5. Assist in the evaluation of the practicum student's clinical/counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student's successful completion of the placement.
6. Assure that the student will be properly supervised at all times by a master's level counselor with a minimum 2 years experience. (*School counseling supervisors must hold a master's degree in school counseling.*).

**The student is expected to:**

1. Meet all requirements specified in the syllabus.
2. Participate fully and reflectively in supervision on site and at the university.
3. Attend all supervision and client appointments.
4. Establish and maintain a consistent schedule throughout the term of enrollment.
5. Notify, in advance when possible, all supervisors of absences.

## **Expectations for University Appointed Supervisor and Student Practicum Supervision**

Supervision, a requirement for participation in practicum, is designed to assist students to develop competence in counseling and to monitor the level and appropriateness of services provided for clients. Individual supervision takes place weekly and is best scheduled so that you receive current supervision for a client just seen before you see that client again (e.g. site placement on Monday/Tuesday with supervision on Thursday or Friday, return to site on Monday). Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. Individual supervision is based on what you need to do in order to effectively serve clients.

*You must attend individual supervision in order to continue to see clients. In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non-emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, you may not be allowed to see clients and your continuation in the practicum class may be discontinued. We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.*

Both you and your supervisor will listen to audio files of your sessions each week in preparation for your supervision appointment. You are expected to be an active participant in supervision and to come with specific questions and issues that you wish to discuss with your supervisor. As well, your supervisor will identify specific learning needs that the supervisor believes will strengthen your performance as a counselor. At times, beginning students are uncomfortable with taping sessions and having others listen to their sessions. First and foremost, taped sessions are used by the supervisor to monitor the services that are being provided to the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements? Second, the supervisor needs to be able to assist you in the identification of strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not a reliable one for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development overtime and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples. Finally, the tapes are intended to be an instructive tool leading to reflection and planning by you about the ways that you need to improve and the types of learning experiences you need to be the best possible counselor for students with a wide variety of needs. So, there is an expectation that you will review your tapes, identify specific areas of strength and weakness, and use these discoveries to develop professional, and at times, personal development goals. Also, these reflections should form the basis for your use of supervision time. What exactly do you need to work on and how can your supervisor help you develop strategies leading to improvement? Supervision, like counseling, is not a passive process.

Your taped sessions are due to your supervisor 48 hours prior to your supervision appointment or at a time agreed upon by you and your individual supervisor. These audio files are posted on your "p" drive from an on campus computer. You then send the link to the file to your supervisor who will listen to the sessions and provide you with feedback. A session summary accompanying each audio file, as well as summaries of client sessions for which you have no audio files but have seen during the week, are also due to your supervisor 48 hours prior to supervision. Although you are not asked to tape group sessions, you are required to submit a session summary for each group session you lead as well. You and your supervisor are responsible for the welfare of all clients you see each week, not just those for whom you submit audio files.

Your placement request is for a specified length of time, usually the first week of class through the last week of class. Even though there are specified minimum numbers of hours for both practicum (100 hours) and internship (600 hours), you are obligated to continue in your placement for the full semester, regardless of the number of hours you may have accrued. Remember, our commitment is to our clients and to the sites that work with us to insure that you have opportunities to develop critical professional skills. Even though an important educational need is met by your placement, the counseling services you provide are first and foremost for the benefit of clients.

**AUBURN UNIVERSITY**  
**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, COUNSELING/SCHOOL**  
**COUNSELING**  
**COMMUNITY COUNSELING SYLLABUS**  
**Fall Semester 2009**

**Course Number:** COUN 7910

**Course Title:** Practicum in Community Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Corequisites:** None

**Date Syllabus Prepared:** July, 2009

**Recommended Texts:**

American Counseling Association (2005). American Counseling Association Code of Ethics. Alexandria, VA: Author.

Jongsma, A. E. & Peterson, L. M. (1995). The Complete Psychotherapy Treatment Planner. New York: John Wiley and Sons.

Jongsma, A. E., Peterson, L. M. & McInnis, W. P. (2000). The Adolescent Psychotherapy Treatment Planner. New York: John Wiley and Sons.

Jongsma, A. E., Peterson, L. M. & McInnis, W. P. (2000). The Child Psychotherapy Treatment Planner. New York: John Wiley and Sons.

Sinacola, R. E. & Peters-Strickland T. (2006). Basic Psychopharmacology for Counselors and Psychotherapists. Boston, MA: Pearson.

**Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged and approved community counseling settings. Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

**Course Objectives:**

Through extensive practice of individual and group counseling, integration of theory and professional issues, development and implementation of course related activities, and the participation in group and individual supervision and the completion of written and simulated tasks included in the training program, students will demonstrate abilities in the following five major competency domains:

### **1) Counseling Skills**

- a. The ability to communicate to the client the nature and limits of the counseling relationship.
- b. The ability to interview clients using direct and indirect methods of inquiry.
- c. The ability to develop and maintain a productive counselor client relationship.
- d. The ability to use of basic counseling skills to respond to client needs.
- e. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.
- f. The ability to respond to important material as it arises in the counseling session.
- g. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.
- h. The ability to recognize and respond appropriately to crisis.
- i. The ability to use and/or create interventions, consistent with the counselor's guiding theory and/or consistent with the client's needs.
- j. Communicates in a style compatible with the communication style and developmental level of the client.
- k. The ability to use advanced accurate empathy, proper self-disclosure and confrontation, and immediacy.
- l. The ability to identify small increments of change.
- m. The ability to deal with the issues related to termination (i.e., referrals, timing, and resistance).
- n. The ability to apply the counseling skills referenced above to culturally diverse client populations.

### **2) Conceptualization and Planning Skills**

- a. The ability to systematically conceptualize human behavior and the process of change.
- b. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
- c. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
- d. The ability to use empirically supported counseling practices and/or interventions.
- e. The ability to present and staff a case using principles and methods of case conceptualization.

### **3) Supervision Consulting Skills**

- a. The ability to identify the expectations of the client and supervisor.
- b. Receptivity to individual and group supervision/feedback.
- c. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
- d. The ability to provide facilitative feedback to others.
- e. Seeks case consultation from supervisors when needed.

### **4) Evaluation Skills**

- a. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
- b. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
- c. The ability to modify specific interventions on the basis of effectiveness.

- d. The ability to apply the evaluation skills referenced above to culturally diverse client populations.

## 5) Professionalism

- a. Knowledge of and identification with the role and function of a professional counselor/therapist.
- b. Demonstration of self-awareness as a professional counselor.
- c. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
- d. Promotion of individual professional development both in and outside of the practicum experience.
- e. Attitudes and behaviors that place clients' welfare and well-being as the foremost priority.

### Course Content:

Each week's class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

#### I. Week 1

##### Course Introduction

- A. Learn course requirements
- B. Meet individual supervisors and plan for supervision

#### II. Week 2

##### Dimensions of Working in Community Counseling

- A. Beginning stages of group and individual counseling
- B. Goal Development: Developing goals for consumers
- C. Develop goals and objectives for practicum experiences

#### III. Weeks 3-5

##### Case Consultation

- A. Case consultation and conceptualization skills
- B. Review of individual and group counseling skills
- C. Addressing professional development issues
- D. Developing treatment plans

#### IV. Weeks 6-13

##### Case Consultation and Case Presentations

- A. Case consultation
- B. Case Presentations and group feedback

#### V. Weeks 14-15

##### Case Consultation, and Self-Evaluation of Progress

- A. Case consultation
- B. Evaluate individual progress toward goals and objectives
- C. Evaluating treatment plans

\* Due (Week 15): Practicum Binder including

1. Practicum log (should be signed by the site supervisor weekly)
2. Three (3) evaluations forms: site supervisor, university supervisor, and student.
3. Client case files\*
4. Counseling “toolbox” (any tried and true ideas, interventions from supervisors or colleagues you pick up along the way, etc.)

**Course Requirements:**

- A. ***Class and practicum attendance:*** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. As with class attendance, this is mandatory. In case of absence due to illness or other crisis condition, practicum students will notify all supervisors. It is the student’s responsibility to make up absences in individual supervision ***immediately***. A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.
- B. ***On-going counseling:*** Students should complete a minimum of 100 total practicum hours which include a minimum of 40 direct service hours to pass this class. Students are required to spend a minimum of 10 hours on site per week and no more than 12 hours. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling. Of the three to four client sessions per week, two are required to be individual counseling. ***Group counseling sessions can only make up a total of 1 of the minimum hours of direct service required per week.*** The in-direct service portion of the practicum requirements includes a minimum of six to eight hours on-site weekly. As a note: students are required to be at their site engaged in professional activities and counseling throughout the 15 week semester (for the 10-12 hours per week).

Individual sessions are required to be taped (either audio or video) for the purpose of supervision. A *Consent to Tape* form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

- C. ***\*Client file(s):*** Students will maintain the following documents in a file for each client and group
- Intakes forms (when appropriate)
  - Consent forms (Adult and Child)
  - Case conceptualization forms
  - Treatment plans (when appropriate) including ***\*\*progress evaluation of progress toward treatment/counseling goals***
  - Progress notes of each session (group and individual)
  - Session summary forms for individual session that have been taped
- D. ***Individual Supervision:*** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client seen each week. Students must turn in a minimum of two (2) tapes and all summaries 48 hours prior to supervision. In addition, students should bring the practicum binder that contains the log, evaluation forms, \*client files (including up to date progress notes) and the tool box. Please note that individual supervisors may request additional materials to

be added to this binder for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student.

- E. **Group Supervision:** Occurs during class time. During this time students will participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned text, journals and other sources. Students are expected to link relevant material from the readings to the practicum experience in class discussions.

In addition to the on-going case discussions each student will be required to present a case (staffing). This case presentation will include providing peers with a copy of the client case conceptualization and treatment plan. In addition students should develop a handout that identifies client goals, \*\*progress evaluation, critical issues, and questions for peer supervisors. In addition, students are asked to provide a bibliography of professional resources that are relevant to this case (6-10 references).

Students will be asked to present the case discussing the issues discussed in their handout. This should include playing a 10 – 15 minute segment of a session tape.

After the session, students will be asked to participate in peer supervision and provide feedback.

- F. **Site Supervision:** This includes opportunities for on-going consultation and collaboration with a site supervisor who has at least a Master's degree in counseling and a minimum of 2 years experience. Not all students will be at sites that provide continuous on-going supervision though they will have an identified Site Supervisor. The Site Supervisor will complete both a midterm and a final evaluation of the student.

- G. **Supervision Permanent File:** Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items include:

- Practicum Information Form
- All supervisors' evaluation forms (Site, Individual, and University)
- Self-Evaluation Form
- The practicum log
- Student evaluation of site.

### **Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is based upon demonstration of the identified course objectives, meeting course requirements, and supervisory evaluation. Final evaluation will include all supervisory evaluations and feedback. Grades are S/U.

### **Class Policy Statements:**

Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises ([Tiger Cub, p. 73](#)). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the "Accommodation Memo" during office hours as soon as possible. If you do not have an Accommodation Memo, contact Tracy Donald,

Interim Director, [Program for Students with Disabilities](#), and 1228 Haley Center as soon as possible. Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students' return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of "U" unsatisfactory. This action would be considered highly unethical behavior (see [ACA Code of Ethics](#)). Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a first name) of the person in discussion and/or some other code (e.g. initials) on all documentation will be appropriate. Classroom civility is expected. Please turn off cell-phones or pagers before entering class.

**AUBURN UNIVERSITY**  
**SCHOOL COUNSELING**  
**SYLLABUS**

- 1. Course Number:** COUN 7910 100  
**Course Title:** Practicum in School Counseling  
**Credit Hours:** 3 semester hours  
**Prerequisites:** COUN 7320, 7350, Departmental approval;  
Students must notify practicum coordinator one semester in advance of registering for COUN 7910.  
**Corequisites:** None
- 2. Date Syllabus Prepared:** August, 2009
- 3. Text:**  
Required: Knapp, S. E., & Jongsma, Jr., A. E. (2002). *The school counseling and school social work treatment planner*. New York: John Wiley & Sons.
- 4. Instructor:** Suhyun Suh, Ed. D  
**Office:** Haley Center 2058  
**Phone:** 844-2837  
**Email:** [suhsuhy@auburn.edu](mailto:suhsuhy@auburn.edu)  
**Office Hours:** By appointment
- 5. Course Description:** Supervised individual, large, and small group counseling experiences in which students serve as school counselors-in-training at pre-arranged school sites.
- 6. Course Objectives:** Through the extensive practice of individual and small group counseling, large group classroom guidance, the completion of written and simulated tasks included in the training program, and integration of theory, process, and professional issues, students will demonstrate abilities in the following five major competency domains:

  - 1) *Counseling Skills*
    - a. The ability to communicate to the client the nature and limits of the counseling relationship.
    - b. The ability to interview clients using direct and indirect methods of inquiry.
    - c. The ability to develop and maintain a productive counselor client relationship.
    - d. The ability to use of basic counseling skills to respond to client needs.
    - e. Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.
    - f. The ability to respond to important material as it arises in the counseling session.
    - g. The ability to recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.
    - h. The ability to recognize and respond appropriately to crisis.
    - i. The ability to use and/or create interventions consistent with the counselor's guiding theory and/or consistent with the client's needs.

- j. Communicates in a style compatible with the communication style and developmental level of the client.
- k. The ability to use advanced accurate empathy, proper self-disclosure, confrontation, and immediacy.
- l. The ability to identify small increments of change.
- m. The ability to deal with the issues related to termination (i.e., referrals, timing, resistance).
- n. The ability to apply the counseling skills referenced above to culturally diverse client populations.

2) *Conceptualization and Planning Skills*

- a. The ability to systematically conceptualize human behavior and the process of change.
- b. The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.
- c. The ability to consider socio and political contexts when evaluating, conceptualizing, and planning interventions.
- d. The ability to use empirically supported counseling practices and/or interventions.
- e. The ability to present and staff a case using principles and methods of case conceptualization.

3) *Supervision Consulting Skills*

- a. The ability to identify the expectations of the client and supervisor.
- b. Receptivity to individual and group supervision/feedback.
- c. The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.
- d. The ability to provide facilitative feedback to others.
- e. Seeks case consultation from supervisors when needed.

4) *Evaluation Skills*

- a. The ability to develop, implement and evaluate individual and group treatment/counseling plans.
- b. The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.
- c. The ability to modify specific interventions on the basis of effectiveness.
- d. The ability to apply the evaluation skills referenced above to culturally diverse client populations.

5) *Professionalism*

- a. Knowledge of and identification with the role and function of a professional counselor/therapist.
- b. Demonstration of self-awareness as a professional counselor.
- c. Thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies.
- d. Promotion of individual professional development both in and outside of the practicum experience.

- e. Attitudes and behaviors that place clients' welfare and well-being as the foremost priority.

## **7. Course Content:**

Each week's class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student will present a case for group discussion and receive feedback beginning with week six.

### **I. Week 1 Course Introduction**

- A. Learn course requirements
- B. Meet individual supervisors and plan for supervision

### **II. Week 2 Self-Evaluation and Goal Setting**

- A. Process emotional/cognitive responses to initial practicum experiences
  - B. Discuss individual goals and objectives for practicum experiences
  - C. Discuss and identify topics that need to be covered in early classes (week 3-5) for better preparation for the quality provision of counseling services
- \*\*\* *Due: Information sheet about the site and supervisors*

### **III. Weeks 3-5 Case Consultation**

- A. Case consultation
  - B. Student presentations on selected topics
- \*\*\* *Due (Week 3): Student's goals and objectives for the practicum experience*

### **IV. Weeks 6-13 Case Consultation and Case Presentation**

- A. Case consultation
  - B. Case Presentation and group feedback
- \*\*\* *Due (Week 8): University supervisor's mid-term evaluation.*

### **V. Weeks 14-15 Case Consultation, and Self-Evaluation of Progress**

- A. Case consultation
  - B. Evaluate progress toward goals and objectives
  - C. Identify areas for further development
  - D. Process emotional/cognitive responses to termination
- \*\*\* *Due (Week 15): Practicum Binder including*
1. Practicum log (should be signed by the site supervisor weekly)
  2. Three (3) evaluations forms: site supervisor, university supervisor, and students
  3. Practicum reflection paper
  4. Counseling Records (in order of individual, small group, and classroom guidance)

## 8. Course Requirements

- A. Readings. It is imperative that students read diligently to keep up-to-date with current counseling issues and to develop research based counseling interventions with specific populations with whom they will be working. Supervisees are strongly recommended to read chapters from the texts as well as from journals, monographs, and other sources.
- B. Class and practicum attendance. The expectation is held that students will attend *all* classes. Additionally, practicum students will work with site supervisors to schedule **8-10 hours per week on site** and will maintain that schedule throughout the term. In case of absences due to illness or other crisis condition, practicum students will notify all supervisors. Site supervisors will be apprised of the practicum student's schedule of sessions so that all student/clients can also be notified.
- C. On-going counseling. Students should complete *a minimum of 100 total practicum hours* in order to pass this class. The direct service portion of the practicum requirement (including a minimum of 40 direct services hours) can be met by providing individual counseling, small group counseling, and large group classroom guidance. Please note that "hours" means a tally of actual time spent with each student or group. For example, two 30 minute sessions = 1 hour of direct service.

Individual sessions are required to be taped (audio or video; no video in Auburn City Schools) for the purpose of supervision. "Consent to Tape Form" must be obtained from each student/client and parent before taping. Students must lead or co-lead at least one small group with a minimum of 6 sessions and one large classroom guidance. Before leading or co-leading one classroom guidance, supervisees should observe it at least three (3) times.

- D. Client file. Students will maintain the following documents in a file for each student or group: Progress notes of each session, case conceptualization, treatment/counseling plan, mid-term and final evaluation of progress toward treatment/counseling goals, intake form (if appropriate), and MSE (if appropriate) for supervision will also be maintained.
- E. Supervision.
- *Individual Supervision:* The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and list identified areas of strength, weakness, and questions on each counseling session summary form. Students must turn in a minimum of two (2) tapes and all session summaries 48 hours prior to supervision and bring all active files to each session. In order to see clients each week, the practicum student must participate in individual and group supervision.

- *Group supervision:* This will occur during class time. Students will bring the cases which they deem to be concerned with or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting tapes and cases for review in class. Case presentation will involve a write-up of the case as well as a verbal presentation and videotape review. The presentations will be approximately 1 hour in length.
- *Site supervision:* This includes opportunities for on-going consultation and collaboration with a site supervisor who has at least a Master's degree in counseling and a minimum of 2 years experience.
- *Supervision permanent file:* Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items includes:
  - Practicum log
  - Information about the site and supervisors
  - Student's goals and objectives for the term of enrollment
  - Evaluations from site, university, and students' self-evaluation

#### **9. Grading and Evaluation Procedures:**

The main criterion for evaluation in practicum is competence in counseling skills as demonstrated through class attendance and participation, openness to improvement, and completion of requirements. Final evaluation will include site supervisor, university supervisor and student ratings with regard to the course objectives. Grades are S/U.

#### **10. Class Policy Statements:**

Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises ([Tiger Cub, p. 73](#)). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodation Memo, contact Tracy Donald, Director, [Program for Students with Disabilities](#), 1228 Haley Center as soon as possible. Telephone: (334)844-2096 (Voice T/O).

**Auburn University**  
Auburn University, Alabama 36930-5222  
Special Education, Rehabilitation, Counseling/School Psychology  
2084 Haley Center

Telephone: (334) 844-7676

Fax: (334) 844-2860

**Adult Information and Consent Form**

I would like to take this opportunity to welcome you to counseling and provide you with some information that you may find valuable. I am currently a counselor-in-training at Auburn University, Alabama. When I complete my program, I will hold a graduate degree in Counseling.

Our relationship, although psychologically personal at times, should be regarded as strictly professional in nature. We will meet once a week for approximately 50 minutes. Since we will be limited in the amount of time we have to work together, our highest priority will be on the short-term goals we work together to establish. As your counselor, all I request is that you be willing to work with me towards the goals you set for yourself.

Should you need to cancel an appointment, please attempt to do so at least 24 hours in advance. Additionally, it will benefit you to know that I am not on call. Should you have a problem that needs immediate attention, contact the designated individual at your site.

I am ethically bound to keep confidential anything you say in our sessions, with the following exceptions: (1) if I determine that you are a danger to yourself or others, or if someone else is harming you; (2) if I am ordered to do so by a court of law; (3) if you direct me to disclose information to another; and, (4) for consultation purposes. In order for me to provide you with the best care possible, I will regularly audio and/or video tape our sessions and consult with my supervisor and peer counselors. Your identity will be protected in these circumstances.

If at any time you are dissatisfied with my services, please do not hesitate to let me know. If we cannot come to an understanding and resolution, it is my duty to refer you to another care provider. My university supervisor is \_\_\_\_\_. My site supervisor is \_\_\_\_\_.

If you have any questions now or in the future, please feel free to ask at any time. Please indicate your understanding and consent by signing below.

Signature of Counselor: \_\_\_\_\_

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

Signature of Client: \_\_\_\_\_

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

**Auburn University**

**Child/Adolescent Informed Consent**

Auburn University, Alabama 36930-5222  
Special Education, Rehabilitation, Counseling/School Psychology  
2084 Haley Center

Telephone: (334) 844-7676

Fax: (334) 844-2860

Dear Parent or Guardian:

Counseling students from Auburn University are enrolled in a course during the second year of their graduate work called counseling practicum. This course involves working in the school or agency where your child is served for approximately 8 -10 hours each week. During those hours, student counselors provide individual and group counseling for those students or clients who have been identified by an official at the site, or through self or parent referral, as someone who might benefit from participating in counseling. If you have questions about the reason you are receiving this request, please contact the counselor at your child's school.

Counseling Student's Name \_\_\_\_\_ would like to work with your son/daughter, a student at \_\_\_\_\_ School.

Counseling students are required to audio and/or video record counseling sessions as part of their course and degree requirements. The sessions are listened to by supervisors and peer counselors who are committed to monitoring the well-being of your child and to help the student counselor develop the skills needed to enter the counseling profession upon graduation. The counseling sessions conducted with your child will be reviewed by the student counselor's supervisor, (name) \_\_\_\_\_. All audio and video recordings made will be erased at the completion of your child's involvement in the program. If at any time you wish to speak with your child's student counselor, please call the school and leave a message.

If you are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

Parent's Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Telephone (Home) \_\_\_\_\_ Telephone (Work) \_\_\_\_\_

Parent's Signature \_\_\_\_\_  
Date \_\_\_\_\_

**Auburn University**  
Special Education, Rehabilitation, Counseling/School Psychology

**Standard Adult Intake Form**

Client Code: \_\_\_\_\_ Date of Intake Interview: \_\_\_\_\_  
Counselor's Name: \_\_\_\_\_

**Identifying Information:**

Age: \_\_\_\_\_ Sex: Female \_\_\_\_\_ Male \_\_\_\_\_ Ethnicity: \_\_\_\_\_  
Marital Status: \_\_\_\_\_ Occupation: \_\_\_\_\_  
If Married, Spouse's Occupation: \_\_\_\_\_

**Treatment/Counseling History:**

Prior Counseling Received: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Extent of Prior Treatment/Counseling: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Family History:**

Father's Age: \_\_\_\_\_ Occupation: \_\_\_\_\_ Living? \_\_\_\_\_  
\_\_\_\_\_ Biological Father<or>Stepfather \_\_\_\_\_  
Mother's Age: \_\_\_\_\_ Occupation: \_\_\_\_\_ Living? \_\_\_\_\_  
\_\_\_\_\_ Biological Mother<or>Stepmother \_\_\_\_\_

**Siblings:**

\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_  
\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_  
\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_

Additional Relevant Family Information (e.g., marital status, current living arrangements):  
\_\_\_\_\_  
\_\_\_\_\_

**Familial Medical/Psychological History:**

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

**Educational History:**

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

**Employment History:**

---

**Physical Illness/Accident History:**

---

**Additional Information:**

---

**Current Status:**

---

**Presenting Problem:**

---

**Current Symptoms:**

---

**Factors Contributing to Presenting Problem:**

---

**Client's Level of Functioning (e.g., personal strengths, social support):**

---

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**Auburn University**  
**Special Education, Rehabilitation, Counseling/School Psychology Department**

**Standard Child/Adolescent Intake Forms**

Client Code: \_\_\_\_\_ Date of Intake Interview: \_\_\_\_\_

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

**Identifying Information:**

Age: \_\_\_\_\_ Sex: Female \_\_\_\_\_ Male \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ School: \_\_\_\_\_

**Treatment/Counseling History:**

Prior Counseling Received: \_\_\_\_\_

Extent of Prior Treatment/Counseling: \_\_\_\_\_

**Family History:**

Father's Age: \_\_\_\_\_ Occupation: \_\_\_\_\_ Living? \_\_\_\_\_  
\_\_\_\_\_ Biological Father <or> Stepfather \_\_\_\_\_

Mother's Age: \_\_\_\_\_ Occupation: \_\_\_\_\_ Living? \_\_\_\_\_  
\_\_\_\_\_ Biological Mother <or> Stepmother \_\_\_\_\_

**Siblings:**

\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_  
\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_  
\_\_\_\_ Sister <or> Brother \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level/Occupation: \_\_\_\_\_

Familial Medical/Psychological History: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Relevant Family Information (e.g., marital status, current living arrangements): \_\_\_\_\_

\_\_\_\_\_

Physical Illness/Accident History: \_\_\_\_\_

**Educational History:**

Assessment Results

IQ: \_\_\_\_\_ (Verbal: \_\_\_\_\_ Quantitative: \_\_\_\_\_)

Other Psycho educational Assessments (achievement, ability, vocational interests): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grade Retention

If the child has ever been retained, indicate grade(s): \_\_\_\_\_

Special Education Status

Does the child presently qualify for or receive any special education services? \_\_\_\_\_

If so, provide additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Information Regarding Student Support:**

Results of Discussion with Parent(s) Regarding this Referral: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Results of Discussion with School Staff (e.g., principal, teachers) Regarding this Referral: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Current Academic Functioning (based on school records, teacher input, and observation):**

	Low	Average	High
Reading			
Math			
Language Arts			
Social Studies			
General Learning			
On-Task Behavior			
Homework Completion			
Self-Directedness			
Follows Directions			
Attention Span			
Works Well With Others			
Obeys Rules			
Attitude Toward School			
Enthusiasm for Learning			
Participate in Class			
Other			

Presenting Problem: \_\_\_\_\_

\_\_\_\_\_

**Current Behaviors (based on teacher input and observation of child):**

Conduct	Anxiety/Mood/Withdrawal
_____ Disruptive, uncooperative, impertinent	_____ Anxious, fearful, tense
_____ Fighting and hitting	_____ Withdrawn, reclusive, timid
_____ Temper tantrums	_____ Depressed
_____ Defiant and disobedient	_____ Hypersensitive, easily hurt
_____ Destroys property	_____ Self-conscious
_____ Negative, selfish, blames others	_____ Feels inferior, worthless
_____ Restless, distractible, inattentive	_____ Lacks self-confidence
_____ Blows up easily	_____ Easily flustered
_____ Bullies and threatens	_____ Cries frequently
_____ Hyperactive and attention seeking	_____ Other (indicate: _____)
_____ Dishonest, irresponsible	_____ Other (indicate: _____)
_____ Uses abusive language	_____ Argumentative
_____ Other (indicate: _____)	_____ Other (indicate: _____)
_____ Short attention span	_____ Poor coordination
_____ Loyalty to "bad" companions	_____ Preoccupied, daydreams

\_\_\_\_\_ Steals with others

\_\_\_\_\_ Gang membership+

\_\_\_\_\_ Stays out late at night

\_\_\_\_\_ Truancy

\_\_\_\_\_ Runaway

\_\_\_\_\_ Other (indicate: \_\_\_\_\_)

\_\_\_\_\_ Other (indicate: \_\_\_\_\_)

\_\_\_\_\_ Passive, lacks initiative,  
easily led

\_\_\_\_\_ Sluggish, drowsy,  
uninterested

\_\_\_\_\_ Inattentive, poor  
concentration

\_\_\_\_\_ Fails to finish things

\_\_\_\_\_ Messy, sloppy

\_\_\_\_\_ Other (indicate: \_\_\_\_\_)

\_\_\_\_\_ Other (indicate: \_\_\_\_\_)

Factors Contributing to Presenting Problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Client's Level of Functioning (e.g., personal strengths, social support): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Suggested Guidelines for Case Conceptualization

1. In his/her own words, what is the client's presenting problem?
2. In what way(s) does the client perception differ from that of the referral agent?
3. What is your perception of the presenting problem?
4. How is your view of the presenting problem different from the clients'?
5. What is the major underlying problem?
6. What are the secondary problems?
7. When did the problems begin (onset)?
8. How has the client's day-to-day life been impacted by the problem?
9. Describe the impact of the family system, and others (peer culture, work, etc.) on the client's concern.
10. How was life different before onset of the problem?
11. How would the client like for things to be different?
12. What are the client's strengths?
13. What are the limitations/barriers that might hinder or prevent the changes the client would like to enact?

Based on the information above, a treatment/counseling plan, including goals (long range) and objectives (short range) should be formulated. The indices of change should be clearly identified. In addition, the counselor should be able to estimate the length of treatment/counseling.

**INDIVIDUAL TREATMENT/COUNSELING PLAN**

Client Code: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor-in-training: \_\_\_\_\_

Treatment/counseling focus:

Diagnostic Information:

Long-term Goals:

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |

Short-term Objectives

Therapeutic Intervention(s)

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

Changes to Treatment/counseling Plan (please note reason and type of modification)

- 1.
- 2.
- 3.

Treatment/counseling Plan Evaluation (note session and date)

- 1.
- 2.
- 3.

## **PROGRESS NOTES**

Progress notes provide a means for monitoring a client's progress throughout treatment/counseling. Progress notes are also used to examine a client's progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment/counseling plan. In supervision, these notes provide a means for the supervisor to track the progress of the client and the supervisee.

Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client" (Hansen, Rossberg, & Cramer, 1994, p. 306). Remember that clients have the right to review their case records.

Session objectives and therapeutic interventions should relate to the overall treatment/counseling plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment/counseling plan for a client.

The following progress note format focuses on session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Please include in the evaluation section any specific questions or concerns you might have for your supervisor. Finally, these progress notes are not meant to substitute for progress note required at your site.

## Sample PROGRESS NOTE FORMAT- INDIVIDUAL

Client: MK

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

Counselor-in-training: S. Jones

Session Number: 2

**Session Objective(s):** In brief format, describe the specific session objective(s). These objectives should relate to the goals and objectives outlined in your treatment/counseling plan.

**EX:** The objective in this session was to have the client identify the specific living skills they would like to work on in counseling.

**Therapeutic Intervention(s):** This section should discuss the specific therapeutic techniques, skills, or activities you used in the session to assist the client in working through the session objective(s).

**EX:** Initially I worked with the client on brainstorming, generating ideas for living skills. This occurred after getting the client to focus on his goal of living independently. Then I helped the client prioritize skills and select three for our sessions.

**Evaluation:** This section should provide an overview of the session in relation to the objective(s) established for this session. This may include consideration of client progress, evaluation of your role as counselor, critical issues that arose, client - counselor dynamics, and issues that may have led to a revision of the original session objectives or treatment/counseling plan. Specific questions or concerns for the supervisor can be put in bold or underlined.

**EX:** Initially there was some difficulty in focusing the client. He seemed very distracted and had difficulty maintaining eye contact. Brainstorming was useful when I focused the goal of independent living. The client was resistant to prioritizing living skills "I want to do all of them." I worked on refocusing and together we identified three goals to begin with in our sessions (an apartment, a job, a car). I need to develop some other techniques for refocusing the client.

**Plan(s) for Next Session:** This should include consideration of overall objectives and what occurred in the previous session.

**EX:** The focus will be on independent living skills related to living in an apartment (e.g., finding an apartment, paying bills, etc.).

**PROGRESS NOTE - INDIVIDUAL**

**Client Code:** \_\_\_\_\_

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

**Counselor-in-Training:** \_\_\_\_\_

**Session Number:** \_\_\_\_\_

**Session Objective(s):**

**Therapeutic Intervention(s):**

**Evaluation:**

**Plan(s) for Next Session:**

**Session:** \_\_\_\_\_

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

**Session Objective(s):**

**Therapeutic Intervention(s):**

**Evaluation:**

**Plan(s) for Next Session:**

**CCA and CPS Practicum (COUN 7910) Mid-Term and Final Evaluation Form\***

Practicum Student: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_  
 Individual Supervisor: \_\_\_\_\_ Group Supervisor: \_\_\_\_\_  
 Practicum Site: \_\_\_\_\_ Dates of Placement: \_\_\_\_\_  
 Date Mid-term completed \_\_\_\_\_ Date Final Completed \_\_\_\_\_

Please check next to the role of evaluator: \_\_\_\_\_ **University Individual Supervisor** \_\_\_\_\_ **Site Supervisor** \_\_\_\_\_ **Practicum Student**

Directions: Using the information found on the accompanying rubric, please designate the extent to which the following objectives have been met through participation in the counseling practicum. 1= Unsatisfactory; 2=Developing; 3=Target; N/O= Not observed

\*A separate form should be completed by practicum student, university supervisor, and site supervisor. Mid-term results should be used to plan for the second half of the term.

**Part One: Counseling Skills**

Objectives	1	2	3	N/O
The ability to communicate to the client the nature and limits of the counseling relationship.				
The ability to interview clients using direct and indirect methods of inquiry.				
The ability to develop and maintain a productive counselor client relationship.				
Uses basic counseling skills to respond to client needs.				
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups				
The ability to respond to important material as it arises in the counseling session				
Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.				
The ability to recognize and respond appropriately to crisis.				
The ability to use and/or create interventions, consistent with the counselor's guiding theory and or consistent with the client's needs.				
Communicates in a style compatible with the communication style and developmental level of the client.				
Uses advanced accurate empathy				
Uses self-disclosure				
Uses confrontation				
Uses Immediacy				
The ability to identify small increments of change.				
The ability to deal with the issues related to termination (i.e, referrals, timing, resistance)				
The ability to apply the counseling skills referenced above to culturally diverse client populations.				

**Part Two: Conceptualization and Planning Skills**

Objectives	1	2	3	N/O
Systematically conceptualize human behavior and the process of change.				
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.				
Considers socio and political contexts when evaluating, conceptualizing, and planning interventions.				
The student uses empirically supported counseling practices and or interventions.				
The ability to present and staff a case using principles and methods of case conceptualization.				

**Part Three: Supervision Consulting Skills**

Objectives	1	2	3	N/O
The ability to identify the expectations of the client and supervisor.				
Receptivity to individual and group supervision/feedback				
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.				
The ability to provide facilitative feedback to others.				
Seeks case consultation from supervisors when needed.				

**Part Four: Evaluation Skills**

Objectives	1	2	3	N/O
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process				
The ability to modify specific interventions on the basis of effectiveness				
The ability to develop, implement and evaluate individual and group treatment/ counseling plans				
The ability to apply the evaluation skills referenced above to culturally diverse client populations				

**Part Five: Professionalism**

Objectives	1	2	3	N/O
<b>Professional Identity:</b> Knowledge of and identification with the role and function of a professional counselor/therapist.				
<b>Self Awareness:</b> Demonstration of self-awareness as a professional counselor				
<b>Legal and Ethical Standards of Practice:</b>				

Posses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies				
<b>Professional Development:</b> Promote individual professional development both in and outside of the practicum experience				
<b>Advocacy:</b> Demonstrate ability to place clients welfare and wellbeing as priority				

### COUN 7910 (CCA/CPS) Practicum Evaluation Rubrics

The purpose of this rubric is to help students and supervisors differentiate between levels of attainment with regard to the skills expected student outcomes articulated in the left hand column.

#### Counseling Skills

Expected Student Outcomes	Unsatisfactory	Developing	Target
The ability to communicate to the client the nature and limits of the counseling relationship.	Fails to describe fundamental aspects of counseling relationship (i.e., session length, confidentiality, boundaries); fails to describe specifics of services offered (i.e., techniques, etc.); under-responds to client questions or concerns related to counseling process; does not secure permission from parents of minor to tape or, in community settings, does not meet with child.	Describes confidentiality, limits, and processes of counseling; tells client why he or she is being seen; uses limited exploration or clarification of client needs or concerns regarding the counseling relationship.	Discusses confidentiality in a developmentally appropriate way and checks on client understanding; discusses and uses appropriate forms and materials to communicate limits of confidentiality, length of counseling session, and boundaries; responds to clients questions and/or concerns about the counseling process; elicits or clarifies the reason client is being seen.
The ability to interview clients using direct and indirect methods of inquiry.	Uses close-ended questions too often; drills or interrogates client; answers own questions; uses repetitive responses.	Uses questions appropriately; tolerates silence; reflects content and feeling; uses varied responses.	Demonstrates ability to extract important information related to client needs (i.e., history, presenting problem, mental status) using varied direct and indirect methods of inquiry.
The ability to develop and maintain a productive counselor- client relationship.	Displays inappropriate humor or affect; seems arrogant or distant; fails to consult with supervisor concerning rapport issues.	Demonstrates developing skills related to displaying appropriate levels of competence, warmth, and interest; consults with supervisors regarding establishment of rapport.	Conveys care, empathy, and genuineness through attending behaviors; communicates an understanding of the client's world as perceived by the client; uses and values client's humor to facilitate or gain perspective of client's view point.
Uses basic counseling skills to	Ignores non-verbals; uses	Facilitates client expression and	Uses summaries, reflections of affect,

respond to client needs.	inappropriate non-verbals, such as tone, volume of voice, and facial expressions; seems uninterested in client; exhibits verbal and nonverbal incongruity.	self-exploration; recognizes non-verbals; shows interest; congruent counselor verbal and nonverbal skills.	content, open and closed questions, clarification, and concreteness; counselor is congruent; acknowledges and uses nonverbal information to further explorations.
Competence in providing leadership, developing interventions, and awareness of factors influencing group dynamics in therapeutic and non-therapeutic groups.	Unable to demonstrate ability to develop and implement a group plan; unaware of factors influencing the group process.	Demonstrates ability to develop and implement a group plan; able to identify group dynamics; able to assist group members in the process of group participation.	Uses multiple interventions and theoretical basis for development and implementation of a group; able to identify and address group dynamic issues; effectively evaluates group outcomes and modifies the group plan.
The ability to respond to important material as it arises in the counseling session.	Failure to respond to new or relevant material presented by the client.	Demonstrates ability to identify critical content and issues that arise in the session.	Demonstrates ability to identify critical content and issues with immediacy and integrate effectively into counseling process.
Recognize and verbalize personal issues that may impair objectivity and negatively impact the counseling process.	Allows personal issues, concerns, or experiences to interfere with objectivity; is unable or resistant to feedback concerning these issues.	Able to recognize that personal issues may impair their objectivity in the counseling process; may still need assistance in identifying instances when this occurs.	The ability to set aside personal concerns during counseling sessions in order to focus on client concerns; seeks consultation and or supervision; makes referral when appropriate.
The ability to recognize and respond appropriately to crisis.	Failure to recognize and/or respond to a crisis in a professionally appropriate manner.	Demonstrates ability to recognize a crisis situation and assess risk of harm; seeks supervision to address situation.	Demonstrates ability to assess and respond to issues related to duty to warn (risk of suicidal ideation/harm to others) in an ethically and legally congruent manner; able to differentiate and respond based on type and nature of crisis, levels of risk, and site and practicum policies and procedures .

<p>The ability to use and/or create interventions, consistent with the counselor's guiding theory and or consistent with the client's needs.</p>	<p>Misuses or haphazardly employs various intervention techniques devoid of theoretical consistency; interventions used fail to provide exploratory or growth opportunities for client.</p>	<p>Demonstrates the ability to implement a wide range of interventions that are in line with the client's needs and presenting issues; able to assess the effectiveness of these interventions; provides indicators of ability to consider interventions in relation to emerging theoretical orientation.</p>	<p>Develops treatment/ counseling plans consistent with guiding theory and/or client needs; demonstrates use of interventions in sessions that are theoretically consistent; describes rationale for treatment decisions.</p>
<p>Communicates in a style compatible with the communication style and developmental level of the client.</p>	<p>Inaccurately determines developmental level; bases communication on inaccurate assessment (i.e., uses too simplistic or too advanced vocabulary); communication style does not adjust for client compatibility (i.e., tone, pace, affect, body language, etc.).</p>	<p>Provides evidence of a developing ability to identify client's developmental level; begins to use alternative communication styles or modifies their style to meet their client's developmental needs.</p>	<p>Accurately assesses client's developmental level; adjusts voice tone, affect, pace, and body language to those consistent with the client; matches vocabulary (i.e., terminology &amp; expressions).</p>
<p>Uses advanced accurate empathy.</p>	<p>Failure to use appropriate methods to convey empathy to the client; unaware of client's perceptions and world-view.</p>	<p>Demonstrates verbal and non-verbal skills to convey empathy to the client; able to assess the client's response.</p>	<p>Able to accurately assess client's experience and provide accurate empathy using advanced verbal and non-verbal skills; able to assess accuracy and modify response.</p>
<p>Uses self-disclosure.</p>	<p>Overuses self-disclosure; uses disclosures that are not relevant to client content; focuses on their personal experiences versus the client's perspective.</p>	<p>Demonstrates the ability to use self-disclosure in a limited manner and the disclosure is relevant to the client content.</p>	<p>Demonstrates the ability to assess the appropriateness of using self-disclosure; able to address client's questions related to the counselor appropriately; uses disclosures that add to the therapeutic process.</p>
<p>Uses confrontation.</p>	<p>Confrontations are overly hostile or challenging; confrontations are verbally</p>	<p>The ability to confront client content discrepancies and emotional/verbal incongruities.</p>	<p>The ability to confront the client in a process of facilitating the client's growth; increasing client insight; and addressing inconsistencies</p>

	aggressive OR there is <i>no</i> confrontation of client content; discrepancies or emotional/verbal incongruities.		within the overall therapeutic process.
Uses Immediacy.	Becomes defensive; focuses on self rather than client; is unable to identify relevant issues in a timely and relevant manner.	Demonstrates ability to recognize client's affective responses and attend to them within the counseling session.	The ability to remain open to and facilitate client's intense affective responses, including those directed toward the counselor; acknowledges client reactions; uses immediacy; contends with I/you-here/now issues as necessary (i.e., client-counselor relationship issues); remains calm and continues to process client concerns.
The ability to identify small increments of change.	Demonstrates an unrealistic view of therapeutic goals; unable to identify any changes in client behavior or emotional responses.	The ability to recognize changes in client behavior or emotional responses; able to develop goals that reflect the client's developmental level.	The ability to identify client progress in counseling and exhibit patience with each client's pace of change rather than attempt to hurry or force change; able to describe change for self and client.
The ability to deal with the issues related to termination (i.e., referrals, timing, resistance).	Avoids processing of feelings related to termination; terminates w/o adequate client preparation; does not provide resources for continued care as needed; does not recognize client's ongoing needs.	Is able to assist the client with the process of termination; able to identify and address client responses to termination.	Acknowledges feelings of loss as well as those of accomplishment; plans for clients future needs; helps client apply lessons/behavior learned from therapy to everyday life; adequately assess need for follow-up activities.
The ability to apply the counseling skills referenced above to culturally diverse client populations.	Does not acknowledge, address or ignores the presence of individual and/or cultural differences; fails to adjust intervention techniques to accommodate for individual or cultural differences.	Demonstrates the ability to identify cultural differences in the counseling process; ability to consider differences with the client; addresses potential concerns within supervision.	Acknowledges differences and how those might influence the counseling process / outcomes; demonstrates the ability to adapt skill and methods that accommodate for individual & cultural differences.

### Conceptualization and Planning Skills

Objectives	Unsatisfactory	Developing	Target
Systematically conceptualize	Fails to structure sessions	Able to use theory to describe	Therapeutically applies theoretical constructs to help determine the meaning of specific

human behavior and the process of change.	around established goals; addresses content as it arises without regard to meaning or purpose.	client behavior.	client issues; uses direct and indirect methods of inquiry to assess needs; recognizes cultural differences with each client.
The ability to generate appropriate counseling goals and select interventions based on a comprehensive case conceptualization.	Does not engage in goal-setting.	Works with client to establish goals consistent with client needs and objectives for counseling.	Uses knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment/counseling.
Considers socio and political contexts when evaluating, conceptualizing, and planning interventions.	Student counselor ignores influence of multiple systems and contexts of client lives.	Student recognizes at least one of the social, economic, or legal systems that impacts their clients' lives and may interfere with goal attainment.	Student recognizes current social, economic, and legal issues that impact the client and respond to those issues.
The student uses empirically supported counseling practices and or interventions.	The student selects interventions based on his or her comfort and perceived competence without regard to the appropriateness of these interventions for the client.	The student demonstrates theoretical consistency between conceptualization of client needs, articulation of goals, and selection of interventions.	The student actively seeks information in professional literature regarding the nature of client concerns and the treatments that have been demonstrated through research to be effective.
The ability to present and staff a case using principles and methods of case conceptualization.	The student presents random, irrelevant information about the client based on counselor interest, curiosity, or impact (sensationalism).	The student presents client information systematically and coherently to colleagues and is able to describe the concerns the student counselor has with regard to planning and/or implementing treatment/counseling.	Student presents accurate, relevant conceptualization of client based on assessment outcomes, understanding of human development and behavior, and application of counseling theory; able to pose questions about treatment/counseling to a team of professionals for the purposes of planning or modifying goals and/or interventions.

### Supervision Consulting Skills

Objectives	Unsatisfactory	Developing	Target
The ability to identify the	Students have little or no	Expresses some understanding	Able to define and verbally express client &

expectations of the client and supervisor.	understanding of the client's goals for the counseling experience or the supervisor's role in facilitating counselor development.	of what the clients wish to achieve, but may still behave according to what the student perceives the supervisor "wants" him or her to do rather than what the supervisor expects.	supervisor expectations.
Receptivity to individual and group supervision/feedback	Not receptive to feedback and behaves in a defensive, self protective manner; ignores supervisory suggestions consistent with the feedback about performance.	Accepts feedback and attempts to integrate supervisory direction into counseling process.	Demonstrates openness to feedback; seeks and integrates feedback from a number of sources (site, university, peers).
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers.	Student may be unduly reliant on the supervisor for feedback and direction or may avoid the influence of the supervisor(s) due to overconfidence in students' abilities.	Students begin to understand the areas in which they are capable of independent action and those with which they need assistance from the supervisor.	Reflects upon feedback and uses it to develop goals for improvement in targeted areas; develops an action plan for acquiring the knowledge/ skills/behaviors/attitudes addressed and is able to identify ways the goals of the action plan will benefit supervisee and clients.
The ability to provide facilitative feedback to others.	Provides feedback that is extreme in supporting or negating the practices of colleagues and supervisors. Fails to recognize individual differences among peers with regard to theory, personality, and culture.	Student provides feedback to peers about specific issues with which they feel confident and competent.	Objectively provides feedback to others that is specific, respectful, and constructive.
Seeks case consultation from supervisors when needed.	Fails to seek supervision at all or participates in supervision but fails to identify issues relative to competence in general or specific to a client.	Requests assistance from supervisor when frustrated with client progress or with students' inability to facilitate goal attainment.	Recognizes counselor competencies, expertise, boundaries and limitations and seeks supervision/consultation from those who are available and competent to assist the student in meeting professional responsibilities.

**Evaluation Skills**

Objectives	Unsatisfactory	Satisfactory	Target
The ability to identify small increments of change and integrate them into an overall pattern or theme within the counseling process.	In ability to identify small increments of client change.	The ability to recognize significant/ large scale client movement toward treatment goals.	The ability to recognize and describe small cognitive, affective and behavioral indicators of client change.
The ability to modify specific interventions on the basis of effectiveness.	Inability to recognize need for change in counseling approaches based on evaluation of client progress.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process.	The ability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.
The ability to develop, implement and evaluate individual and group treatment/ counseling plans.	Inability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.	The development of individual and group treatment plan which addresses overall needs of clients.	The development, implementation, and evaluation of individual and group treatment plan which address specific needs of clients.
The ability to apply the evaluation skills referenced above to culturally diverse client populations.	Inability to apply evaluation skills referenced above where appropriate for culturally diverse client populations.	The ability to demonstrate an understanding of the purpose of the evaluation skills referenced above where appropriate for culturally diverse.	The ability to demonstrate awareness, knowledge and evaluative skills referenced above where appropriate for culturally diverse client populations.

**Professionalism**

Objectives	Unsatisfactory	Satisfactory	Target
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<p><b>Professional Identity:</b> Knowledge of and identification with the role and function of a professional counselor/therapist.</p>	<p>Limited understanding &amp; demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Understands but lacks the demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Understanding &amp; demonstration of professional counselor responsibilities as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>
<p><b>Self Awareness:</b> Demonstration of self-awareness as a professional counselor.</p>	<p>Limited understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.</p>	<p>The ability to express a moderate understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.</p>	<p>The ability to express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor.</p>
<p><b>Legal and Ethical Standards of Practice:</b> Posses a thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies</p>	<p>Limited knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Has knowledge of ethical principles and legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>	<p>Has knowledge of ethical principals and demonstrates the legal/ethical guidelines for practice as identified by site authorities, the educational institution (AU), and other professional organizations (ACA, CACREP, NBCC, etc.).</p>
<p><b>Professional Development:</b> Promote individual professional development both in and outside of the practicum experience.</p>	<p>Lack of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>	<p>Evidence of participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>	<p>Evidence of active participation in professional development activities (i.e. attending workshops/in-services, conferences and engaging in self-directed learning).</p>
<p><b>Advocacy:</b> Demonstrate ability to place clients welfare and wellbeing as priority.</p>	<p>Lack of recognition and verbalization of clients needs; no action taken to meet the</p>	<p>Recognition and verbalization of clients needs; action taken to meet the identified needs of</p>	<p>Recognition and verbalization of clients needs; action taken to meet the identified needs of the client in diverse ways.</p>

	identified needs of the client.	the client in limited ways.	
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**Session Summary**  
**COUN 7910**

To be completed electronically for **each** client session and turned in to supervisors weekly.

Supervisee: \_\_\_\_\_

Client ID: \_\_\_\_\_ Session #: \_\_\_\_\_

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

1. Goals: What specifically did you and the client agree to accomplish in this session?
2. What progress was made toward the goal(s)?
3. Did anything happen during the session that led to a reconsideration of goals? How did you resolve this?
4. What was the major theme of this session? What was the important content related to the theme?
5. Describe the interpersonal dynamics between you and the client.
6. What did you learn about the client in this session?
7. What did you learn about yourself as a counselor? What specific strengths did you display? What specific weaknesses or areas for improvement do you wish to address in supervision?
8. Based on what happened in this session and the overall goal(s) for treatment, what do you wish to accomplish next session?
9. What information, resource, or practice do you need in supervision this week to accomplish what you described in question number 8?
10. What questions do you have or what feedback do you wish to receive from your supervisor about the portion of the tape you have marked for him or her to review?

**Counseling Outcomes Log**  
**COUN 7910 CCA/CPS**

***Directions:*** For each client and group, list the goals included in treatment/counseling plan, begin and ending dates of the interventions, the outcomes achieved, performance indicators (how do you know goals were achieved?), and recommendations you made for follow-up. **At least one of the fully implemented treatment plans referenced in this log must be submitted as part of the counseling section (work sample) of your portfolio.**

Individual Client Goal(s)	Group Goal(s)	Beg. Date/End Date	Outcomes	Performance Indicators	Follow-up

## **Practicum Log and Expectations Described:**

In addition to the practicum log that is attached, this document is intended to clarify any confusion surrounding the expectations and requirements for the practicum experience. In order for the student to successfully obtain and complete the 100 hour service requirement for practicum (40 Direct, 60 Indirect), it is expected that the student meet the following CACREP standards.

According to the 2001 and 2009 CACREP Standards the following are requirements to be met by all students enrolled in the practicum course experience:

1. Obtain at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.

- The term DIRECT means that you are providing FACE TO FACE counseling services. This includes any therapeutic group for which you are ACTIVELY participating as the leader or co-leader. (Does not apply to any observations of others performing the counseling service. You have to be the one demonstrating these skills to be able to count the time as DIRECT. All other services that do not fall under this explanation are considered indirect and should be counted as such.
- The Direct and Indirect Service Component of your log is highlighted in BLUE. These are hours you will accumulate at your Practicum Site. In addition to the Direct and Indirect Service Component, the column designated for the signature of your site supervisor is also highlighted in BLUE.

2. Student must receive weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, or a doctoral student supervisor. This is MANDATORY. The column designated for the documentation of these hours is highlighted in Purple. In case of absence due to illness or other crisis condition, practicum students will notify all supervisors. It is the student's responsibility to make up absences in individual supervision immediately. A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

- The supervision you may receive on site by your practicum site supervisor does not account for these hours. They should be included in Administrative Indirect Hours, as this is not a direct service you are providing clients and is often an administrative requirement within agencies and schools to meet staffing needs.

3. Student must attend and receive an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. The column provided for the documentation of these hours is highlighted in Purple.

### **SUMMARY**

All SITE specific hours are to be documented in the columns highlighted in BLUE.

All UNIVERSITY specific hours are to be documented in the columns highlighted in PURPLE.

**Auburn University**  
**Department of Special Education, Rehabilitation, Counseling/School Psychology**  
**CCA/CPS Practicum Log**

Counselor: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Fall, \_\_\_\_\_ Spring, \_\_\_\_\_

Dates (By Week)	Site Practicum Hours Per Week (Minimum: 100 total hours )			Supervision Received During the Week		Total Hours For Week	Site Supervisor's initials
	Individual Counseling (Minimum 30 hrs. per term)	Group Counseling (Minimum 10 hrs. per term)	Administrative Duties	Individual (minimum of 1 per week)	Group (minimum of 2 per week)		
<b>Column Totals (minimum of 15 weeks)</b>							

**AUBURN UNIVERSITY  
CCA Internship**

**SYLLABUS**

**Course Number:** COUN 7920  
**Course Title:** Internship CCA  
**Credit Hours:** 3 semester hours  
**Prerequisites:** COUN 7320, 7350, 7950, 7910; Departmental approval  
**Corequisites:** None

**Chippewa M. Thomas, Ph.D.**  
**Assistant Professor & Counseling/Community Agency Program Coordinator**  
**2084 Haley Center**  
**844-2895**  
**thoma07@auburn.edu**

1. **Date Syllabus Prepared:** Fall 2000, reviewed and updated January 2009
2. **Texts or Major Resources:**

Faiver, C., Eisengart, S., & Colonna, R. (3<sup>rd</sup> Edition, 2004). *The Counselor Intern's handbook*. Needham Heights, MA: Allyn & Bacon.

Pedersen, D. (2005). *Psych Notes*. Philadelphia, PA: F.A. Davis Company.
3. **Course Description:**

Supervised, on-the-job experiences performing the duties of a professional counselor in a community-based mental health setting. Courses may be repeated for a maximum of 9 credit hours.

**Expanded Course Description:**

Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide culturally competent and valuable services to the consumers within the community-based organization/agency for which they will work.

The Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a corporate affiliate of the American Counseling Association ([ACA](#)). All such accredited masters programs are 2 years in length and include a 600 clock hour internship. The preparation received in accredited programs not only provides students a quality education but greatly improves their opportunities for additional counselor credentials (i.e. licensure and certification).

#### 4. Course Objectives:

Interns will perform, under the supervision of an approved community counselor who has a masters degree in community counseling (counselor education program) or a closely related area and a minimum of two years counseling experience in community counseling, the work roles and responsibilities of a fully employed community counselor. Upon completion of this internship course, students will demonstrate the following:

- a. Demonstrate knowledge of the ethical and legal considerations and principles specifically related to the practice of community counseling. **CACREP CC A.4; CACREP CC D; D; T**
- b. Develop an understanding of the implications for counseling, assessment, and program development of racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling. **CACREP CC A.5; D**
- c. Develop skills and competencies related to program development and service delivery based on the theories and models related to community counseling, including multicultural theories; **CACREP CC C.2, D; T**
- d. Ability to demonstrate skills related to client in-takes, case conceptualizations, and individual and group treatment planning. **CACREP CC C.4; D; T**
- e. Identify effective strategies for promoting client understanding of and access to community resources. This includes consideration of strategies related to client advocacy. **CACREP CC C.3; D; T**
- f. Develop counseling skills, knowledge, and awareness of methods and theories relevant to diverse clients presenting in individual and group counseling. **CACREP CC C.7; D**
- g. Awareness of the value and application of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research in the practice of community counseling for diverse populations. **CACREP CC C.5; D;T**
- h. Demonstrate knowledge related to diagnosis and the use of the current edition of the Diagnostic and Statistical Manual. **CACREP CC C.5; D**
- i. Awareness of the professional activities that community counselors engage in, this includes understanding case management, program development, assessment, and evaluation, in-services, staffing or case team meetings, referrals, supervision, and record-keeping practices. **CACREP CC C.1; CACREP CC C.2; CACREP CC C.6; CACREP CC D; D : T**

#### 5. Course Content and Schedule:

Course content will include topics relevant to intern's clinical experiences and professional development. A portion of the content will be determined by the learning needs of the students enrolled.

<b>Date:</b>	<b>Class Topic:</b>	<b>Reading Due:</b>	<b>Assignment Due:</b>
	Syllabus, Course Overview, and Site Discussion	None	None
	Group Supervision	Chapter 1 and 2 Psych notes	Site Agreement Memo Self-Assessment
	Group Supervision	Chapter 3 and 4 Psych notes	Information Form
	Group Supervision	Chapter 5 and 6 Psych notes	Internship Log
	Group Supervision <b>MID-SEMESTER: SGIF Class Evaluation</b>	Chapters 7 and 8 Psych notes	Mid-Term Evaluations
	Group Supervision Guest Panel	Chapter 9 and 10 Psych notes	None
	Case Presentations Group Supervision	Psych notes	Case Report Peer Review Forms
	Group Supervision Case Presentations	Psych notes	Case Report Peer Review Forms
	Case Presentations Group Supervision <b>FINAL CLASS: SGIF Class Evaluation</b>	Psych notes	Case Report Peer Review Forms Consultation Reflection Final Evaluations Internship Log

## 6. Course Requirements/Evaluation:

- General*

A minimum of 600 hours (9 credit semester hours), begun after completion of required practica, in providing all the services that a regularly employed counselor in the setting would be expected to perform and attending the internship course.
- Internship Site Experience*

A minimum of 240 hours providing direct service to the clients is required. Services include individual and group counseling. The student must be provided appropriate on-site office space for meeting clients. A minimum of 1 hour per week of individual supervision by the site supervisor is required (an average of 15 hours per semester) along with a minimum of one visit by the university supervisor. On-site supervisors must have a minimum of a master's degree in counselor education or a closely professional specialty, have had 2 years of appropriate professional experience in community/ agency counseling. Supervisors of doctoral interns must hold a doctorate in counselor education or a closely related specialty.

- *Group Supervision*  
Group supervision will occur every other week in the form of on-campus seminars averaging 3 hours (an average of 24-27 hours of group supervision). Group supervision/on-campus seminars will include discussions of the counseling related topics pertinent to stages of counselor/client relationship, specific topics arising from trainees' experiences, and treatment/counseling planning/case review for each supervisee.
- *Assignments*  
Each student will be expected to complete and submit the following assignments for satisfactory completion of this course:
  - Documentation:
    - a. Counseling/ Community Agency Internship Hours Log
    - b. Internship Information and Plans Form
    - c. Auburn University Department of Special Education, Rehabilitation, Counseling/School Psychology COUN 7920 Internship Agreement Memo to site supervisor
  - Readings assigned from textbooks:  
Students are expected to link relevant material from the readings to the internship experience in group supervision via class discussions.
  - Final Case Presentation & Report:  
Student will complete a 30 minute case presentation (staffing), facilitate brief group discussion of the case. The case presentation can be presented using technology. The case report will be presented as a handout to the class, 3-5 pages, in APA format. The report will include a summarized case conceptualization, diagnostic axis and treatment plan (including client goals, interventions, and evaluation of progress toward treatment goals), critical issues, and questions for peers.
  - Case Presentation Peer Feedback and Evaluation:  
After each presentation students will complete a peer evaluation of the presentation, providing formative feedback to the case presenter.
  - Consultation Project:  
Interns in this course will be required to participate in a cooperative consultation with students from the Basic Skills (COUN 7350) course. Students in the Basic Skills course will provide interns in this class with a consultation question relevant to community agency (e.g., How can I effectively assess and treat a child client presenting with severe depressive symptoms?).

Interns will assist the Basic Skills student in developing specific goals (2-3) regarding the issue presented and will help develop a strategy or plan

for addressing the issue from a particular model or theory of consultation. Interns are expected to provide useful and informative feedback and direction (including resources) based on their knowledge and clinical practice from the internship experience to the students in the Basic Skills course via (1) one-hour, face to face, taped meeting. Note: additional time/effort your behalf may be necessary to complete the consultation. These students will then implement the feedback from their consultation into a videotaped mock counseling session.

- *Evaluation:*

At the beginning of the internship, students will complete a self-assessment and a final self-evaluation at the conclusion of the internship. At the midterm and conclusion of the internship, the on-site supervisor completes a formal evaluation of the intern's performance. Also, interns formally evaluate their sites and their site supervisors. In addition, University faculty supervisors work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors (1 official and on-going site visits); (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships, and when appropriate, recommend interns for counselor licensure, certification, and/or employment.

Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). The main criterion for evaluation in internship is based upon demonstration of the identified course objectives, completing course requirements, and supervisory evaluation.

A grade of "S" Satisfactory is assigned when (a) students have adequately completed and followed the established internship agreement; (b) responded effectively to consultation and supervision; (c) practiced ethically and within established professional guidelines; (d) received satisfactory supervisor evaluations; and (e) completed all course assignments successfully and on time.

A "U" Unsatisfactory grade will be assigned if the aforementioned requirements have not been adequately met. Specifically, not meeting required hours on site, or adhering to site rules of conduct, not attending class, and the discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class. This action would be considered highly unethical behavior (see [ACA code of Ethics](#)). Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply assign a client code (e.g. a first name) to the person in discussion and (e.g. initials) on any respective AU documentation.

An “I” Incomplete is assigned when the objectives or clock hours of the internship are not met through no fault of the intern.

### 7. **Class Policy Statements:**

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student’s responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work. Additionally, students are expected to attend work at their internship site. Attendance is required at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor *in advance*.

Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

Please *turn off* or turn all electronic devices to vibrate before entering class. Cell phones are not to be answered in class. If you receive a call, please exit the classroom or wait until a scheduled break before answering the call.

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the [Program for Students with Disabilities](#) at 1228 Haley Center, 844-2096 (V/TT).

The University Academic Honesty Code and the [Tiger Cub](#) Rules and Regulations pertaining to [Cheating](#) will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

### 8. **Justification for Graduate Credit (for Graduate Credit Only)**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” ([SACS](#) guidelines)

3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

**INFORMATION SHEET**  
**CCA 7910 & 7920**

**IMPORTANT:** Please complete this form for each (copy as needed) practicum and internship and give it to the departmental secretary at the conclusion of each supervised experience. This will enable us to access the information we need to recommend you for certification/licensure upon graduation.

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

Program Emphasis Area: \_\_\_\_\_

Local Address: \_\_\_\_\_

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

E-mail: \_\_\_\_\_

Internship term(s) of Enrollment: \_\_\_\_\_

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

Site Supervisor: \_\_\_\_\_

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

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

Site Telephone: \_\_\_\_\_

University (Individual) Supervisor: \_\_\_\_\_

University (Group) Supervisor: \_\_\_\_\_

**Internship Information and Plans (Master's degree)**  
**\_\_\_\_\_ Semester/Year**

To be completed at the beginning of the internship by Intern, Site Supervisor, and University Supervisor. All concerned should retain copies and the University Supervisor shall place one copy in the student's folder.

Student's Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Home Phone \_\_\_\_\_ Office Phone \_\_\_\_\_

E-mail \_\_\_\_\_

Curriculum \_\_\_\_\_

Professional Goal \_\_\_\_\_

Faculty Advisor \_\_\_\_\_

Number of hours of internship credit for which you are enrolled \_\_\_\_\_

Number of hours per week in the field setting \_\_\_\_\_

Agency Name and Address \_\_\_\_\_

\_\_\_\_\_

On-site Supervisor: Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

Office Phone \_\_\_\_\_

E-mail \_\_\_\_\_

**Student's Weekly Class and Work Schedule:**

**Please outline the following:**

--Objectives for your field placement this semester. Be very specific. Include specific tasks you expect to perform (i.e., group counseling, individual, counseling, referral, intake, paperwork, etc.) in order to meet your objectives.

**Directions to the site from Auburn campus:**

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Instructor/ University Supervisor

\_\_\_\_\_  
Date

# Auburn University

*Department of Special Education, Rehabilitation, Counseling/School Psychology*

2084 Haley Center  
Auburn, Alabama 36849-5222

(Main Office) 334-844-7676  
(Fax) 334-844-2860

## **Memorandum**

**To:** Site Supervisors of Counseling/Community Agency  
**From:** COUN 7920 Course Instructor/ University Supervisor  
**Date:** January 8<sup>th</sup>, 2009  
**Re:** Mutual Responsibilities

The purpose of this memo is to articulate the separate and mutual responsibilities of site supervisors, university supervisors, and counseling interns when students are providing services to clients as part of their internships.

The internship shall be comprised of 600 clock hours with 240 of those in activities characterized as direct service. The internship is intended to provide the intern an opportunity to perform, under supervision, all of the activities that a regularly employed staff member is expected to perform. An Internship Information and Plan will be developed cooperatively with the intern, the site and university supervisors.

### **The COUN 7920 Course Instructor/ University Supervisor is expected to:**

1. Provide 1.5 hours per week of University supervision which includes pre-internship orientation with interns, visit(s) to the internship setting for supervisory purposes and discussion with intern and on-site supervisor, and group meetings on campus.
2. Serve as a resource to the site.
3. Indicate to the intern that the Department expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the intern's performance.
5. Emphasize to interns their professional responsibilities to clients.
6. Require students to purchase liability insurance.

### **The Site Supervisor is expected to:**

1. Provide clinical experiences for the student in accordance with departmental requirements.
2. Make provisions for orientation of the Department and the intern of the buildings, philosophies, and policies of the site. Included in the orientation should be an overview of institutional policies, practices, and services provided, as well as the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the intern should be aware.
3. Attempt, within site philosophy and administrative guidelines, to help the intern meet

departmental requirements.

4. Provide office space for the intern.
5. Assist in the evaluation of the intern's clinical performance relative to the objectives of the experience. The site will notify the Departmental supervisor of any problems which may influence the student's successful completion of the placement.
6. Assure that the student will be properly supervised at all times by a master's level counselor with a minimum 2 years experience.

**The Intern is expected to:**

1. Follow the administrative policies, standards and practice of the site.
2. Report to the site on time and follow all established regulations during the regularly scheduled operating hours of the site.
3. Conform to the standards and practices of the University while training at the site.
4. Keep in confidence all medical and health information pertaining to particular clients.

**COUN 7920**  
**Student Self Evaluation**

Directions: Please use the following rating scale and indicate the date in which you have demonstrated the competencies below.

1=No competence; 2=Developing competence; 3=Competent

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

<b>Performance Indicator</b>	<b>Initial</b>	<b>Final</b>
The ability to nonverbally and verbally communicate a genuine interest and concern for the client		
The ability to communicate an understanding of the client's world as perceived by the client		
The ability to formulate verbal responses that accurately and concisely reflect the content and feeling of the client's verbal and nonverbal messages		
The ability to facilitate client expression and self-exploration		
The ability to respond appropriately and with immediacy to important material as it arises in the counseling session		
The ability to put aside personal concerns during counseling sessions in order to focus on client concerns		
The ability to laugh appropriately with clients out of an appreciation for what clients are experiencing		
The ability to identify the expectations of the client and supervisor		
The ability to verbally identify small increments of change and integrate them into an overall pattern or theme with the counseling process		
The ability to communicate in specific and concrete, rather than general and abstract, terms		
The ability to communicate to the client the nature of the counseling relationship so that the client understands the limits of the services offered		
Knowledge of and identification with the role and function of a professional counselor/therapist, particularly as it relates to the student's practicum site		
The application of ethical principles to practical situations in counseling, e.g., providing the client with information		

necessary to make informed decisions regarding counseling		
The ability to express a clear understanding of personal needs, values, strengths, weaknesses, feelings, and motivations that may impinge upon effectiveness as a counselor		
Receptivity to individual and group supervision/feedback		
The ability to present and staff a case		
An awareness of the issues related to counseling diverse populations		
The ability to modify specific interventions on the basis of effectiveness		
The ability to spontaneously use and or create interventions, consistent with the counselor's guiding theory, that facilitate the client's exploration and/or growth		
Consistency of theoretical identity		
A thorough knowledge of ethical and legal standards of professional organizations and credentialing bodies		
The ability to interview clients using direct and indirect methods of inquiry, ranging from casual conversation to structured diagnostic assessment		
The ability to use knowledge of human behavior and counseling theory to generate appropriate counseling goals and modality of treatment/counseling		
The ability to recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition		
The ability to appropriately receive and use feedback, both positive and negative, from clients, supervisors, and professional peers		
The ability to provide facilitative feedback to other		
The ability to communicate in a style compatible with the communication style and developmental level of the client		
The ability to remain open to and facilitate client's intense affective responses, including those directed toward the counselor		
The ability to exhibit patience with each client's pace of change rather than attempt to hurry or force change		
The ability to apply current social, economic, and legal trends in the counseling process		
The ability to incorporate relevant research findings into counseling practice		
Competence in providing group leadership/co-leadership, developing interventions appropriate to group settings, and awareness of factors influencing group dynamics		
The ability to develop and maintain accurate and updated clinical records (e.g., progress notes, interview summaries)		

The ability to deal with the issues related to termination, e.g., referrals, timing, resistance		
The ability to develop, execute, and evaluate a treatment/counseling plan		

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
COUN 7920 Course Instructor

\_\_\_\_\_  
Date

**SITE SUPERVISOR EVALUATION OF INTERN**  
**COUN 7920 Internship**  
**Counseling/ Community Agency**  
**Midterm & Final**

Special Education, Rehabilitation, Counseling/School Psychology  
 2084 Haley Center  
 Auburn University, AL 36849-5222

Directions: Please use the following rating scale

E = Excellent, G = Good, A = Average, P = Poor, NA = Not Applicable

Intern: _____ Midterm date: _____ Final date _____ Agency: _____ _____	E	G	A	P	NA
<b>I. PERSONAL AND PROFESSIONAL ATTRIBUTES OF INTERN</b>					
<i>A. Personal Qualities</i>					
1. Flexibility					
2. Dependability					
3. Enthusiasm					
4. Sense of Humor					
5. Stability					
6. Human Relations					
7. Initiative					
8. Appearance					
9. Voice and Speech					
10. Sensitivity					
<i>B. Professional Attributes and Relationships</i>					
1. Professional Growth and Development					
2. Professional Ethics					
3. Leadership and Creative Ability					
4. Professional Interest					
5. Knowledge of counseling					
6. Openness to constructive criticism					
7. Ability to evaluate self					
8. Awareness of self					
9. Ability to work with supervisors					

10. Ability to work with peers					
11. Ability to work with clients with diverse backgrounds					
12. Professional potential as a mental health counselor					
<b>C. Professional Effectiveness</b>					
1. Ability to establish objectives					
2. Awareness of client needs					
3. Ability to establish short-range program plans					
4. Ability to establish a long-range program plan					
5. Efficiency in keeping records					
6. Efficiency in use of time					
7. Ability to motivate interest					
8. Ability to establish effective counseling relationships					
9. Ability to evaluate progress of clients					
10. Ability to conduct effective client interviews					
11. Ability to identify and use resources					
12. Recognition of and provision for individual differences					
13. Ability in site related activities					
14. Efficiency in follow-up					
<b>II. PERFORMANCE OF INTERN IN AGENCY</b>					
<b>A. Organization of Agency</b>					
1. Knowledge of organizational structure					
2. Awareness of staff responsibilities					
3. Knowledge of agency procedures and services					
4. Knowledge of available resources within agency					
5. Knowledge of cooperating agencies and referral sources					
<b>B. Counseling Activities</b>					
1. Intake					
2. Client assessment and diagnostic impression					
3. Counseling facilitation					
4. Referral					
5. Follow-up					
<b>C. Case Management</b>					

1. Organization of work and time					
2. Treatment planning and intervention selection					
3. Case notes					
4. Referrals					
5. Progress notes					
6. Case conferences					
<b>D. <i>Related Activities</i></b>					
1. Meetings, staffing, in-services, and conferences					
2. Consultations					
<b>E. <i>Evaluations and Research Activities</i></b>					
1. Knowledge of organizational policies					
2. Awareness of staff responsibilities					
3. Knowledge of agency procedures and services					
4. Knowledge of available resources within agency					
5. Knowledge of cooperating agencies and referral sources					

I. **Overall evaluation of this intern as a potential employee.**

II. **Additional Comments (Unique strengths or skills of intern, areas needing further development,**

III. **Have you discussed your evaluation with the intern?** \_\_\_\_\_

**Are you willing for the on-campus supervisor to share this evaluation with the intern?** \_\_\_\_

IV. **Final Grade recommended:** \_\_\_\_\_S or \_\_\_\_\_U

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

**STUDENT EVALUATION OF PLACEMENT SITE**  
**7920 INTERNSHIP**  
**Counseling/ Community Agency**  
Special Education, Rehabilitation, Counseling/School Psychology  
Auburn University

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

Semester & Year: \_\_\_\_\_

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

Length of Placement: \_\_\_\_\_ Total Hours Spent: \_\_\_\_\_

Directions: Please respond to each item by checking the appropriate box.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree nor Disagree
- 2 = Disagree
- 1 = Strongly Disagree
- NA = Not applicable

<b>Site Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Orientation session(s) at the beginning of your placement gave you an adequate overview of the placement site						
The goals of your placement were adequately defined between you and your placement						
These goals were constant with the overall purpose of your placement						
Received sufficient orientation for case preparation at the beginning of your placement						
The site supervisor was available for consultation						

Staff resources were available for you to use from other teams other than the one to which you were assigned						
Opportunities were presented to you for your use of staff resources or for participation in the work of other teams						
Feedback was provided regularly and consistently during your placement concerning your progress						
Appropriate responsibility was given properly						
The major area of concentration was supported and enriched by the site						
The use of current technology for delivery and enhancement of services provided was supported and enriched by the site						
Useful and marketable skills were enhanced during your placement						
This is a site to consider for future employment						

**What could have been done differently to make this a better placement?**

**Other comments:**

\_\_\_\_\_.  
Intern

\_\_\_\_\_  
Date

**COURSE INSTRUCTOR EVALUATION OF INTERN  
7920 INTERNSHIP**

**Counseling/ Community Agency**

Special Education, Rehabilitation, Counseling/School Psychology  
Auburn University

Directions: Please respond to each item by checking the appropriate box.

E = Excellent, G = Good, A = Average, P = Poor, NA = Not Applicable

Intern: _____ Midterm date: _____ Final date _____ Agency: _____	E	G	A	P	NA
<b>I. PERSONAL AND PROFESSIONAL ATTRIBUTES OF INTERN AS OBSERVED DURING CLASS</b>					
<i>A. The intern demonstrates the following personal qualities</i>					
1. Flexibility					
2. Dependability					
3. Enthusiasm					
4. Sense of humor					
5. Stability					
6. Human relations skills					
7. Initiative					
8. Sensitivity					
<i>B. The intern demonstrates the following professional attributes</i>					
1. Identifies and plans professional growth and development					
2. Ethical decision making and behavior					
3. Leadership and creative ability					
4. Professional interest					
5. Knowledge of counseling					

6. Openness to constructive feedback					
7. Awareness of self					
8. Ability to evaluate self					
9. Ability to work with supervisor					
10. Ability to work with peers/colleagues					
11. Ability to work with diverse client populations					
12. Ability to use current technology					

6. Openness to constructive feedback					
<i>C. The intern demonstrates the following indicators of professional effectiveness</i>					
1. Ability to establish counseling objectives					
2. Awareness of client needs					
3. Ability to establish short-range counseling plans					
4. Ability to establish a long-range counseling plans					
5. Efficiency in keeping records of internship					
6. Efficiency in use of time (log)					
7. Ability to motivate client's interest in counseling					
8. Ability to establish effective counseling relationships					
9. Ability to evaluate progress of clients					
10. Ability to conduct effective counseling sessions and staff case					
11. Ability to identify and use internal and external resources					
12. Recognition of and provision for individual differences					
13. Efficiency in follow-up					
<b>II. PERFORMANCE OF INTERN IN CLASS</b>					
<i>A. Presentation</i>					
1. Case conceptualization					
2. Long-term and short-term counseling goals					
3. Strategies and Interventions					
4. Evaluations					
5. Questions about the case for peer consultation					
6. Ideas, voice, and speaking					
7. Organization of case information					
8. Facilitate meaningful discussion					
9. Openness to peer inquiry and feedback					
<i>B. Class Participation</i>					
1. On time for class					
2. Preparing for class discussion by reading assigned chapter, articles, and completing reflection journal					
3. Actively contributes to class discussion by disclosing cases, knowledge from readings, and internship experience					
4. Provide constructive feedback to peers					
5. Appropriate self-disclosure					
6. Work with multiple systems (staff, family, community) that affect clients					
<i>C. The intern demonstrates the consultation skills needed to participate fully in the following</i>					
1. Case managers, physicians, other agency paraprofessionals					
2. Case staffing and supervision					

6. Openness to constructive feedback					
D. <i>The intern engages in evaluations and research activities that enhance the community/agency counseling program and counselor effectiveness</i>					
1. Student Self evaluation					
2. Student evaluation of site					
3. Student evaluation of Program					
E. <i>Class Assignments</i>					
1. Internship paperwork (plans, log, and evaluations)					
2. Final case presentation and report					
3. Peer review feedback of case presentation					
4. Participation in the COUN 7350 consultation project					

III. Overall evaluation of this intern as an internship student.

IV Additional Comments (Unique strengths or skills of intern, areas needing further development, professional potential, etc.)

V. Have you discussed your evaluation with the intern? \_\_\_\_\_

Are you willing for the on-campus supervisor to share this evaluation with the intern? \_\_\_\_\_

VI. Final Grade Recommended: \_\_\_\_\_S or \_\_\_\_\_U

\_\_\_\_\_  
Signature of COUN 7920 Course Instructor

\_\_\_\_\_  
Date

**Master's Internship (COUN 7920) Log  
Counseling/Community Agency**

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

Internship Site: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Semester & Year: \_\_\_\_\_

Dates	Hours	Brief Description Of Experiences	Individual Supervision	Group Supervision
Week 1 (Dates)	Direct:			
	Indirect:			
Week 2 (Dates)	Direct			
	Indirect			
Week 3 (Dates)	Direct:			
	Indirect:			
Week 4 (Dates)	Direct:			
	Indirect:			
Week 5 (Dates)	Direct:			
	Indirect:			
Week 6 (Dates)	Direct:			
	Indirect:			
Week 7 (Dates)	Direct:			
	Indirect:			
Week 8 (Dates)	Direct:			
	Indirect:			
Week 9 (Dates)	Direct:			
	Indirect:			
Week 10 (Dates)	Direct:			

	Indirect:			
Week 11 (Dates)	Direct:			
	Indirect:			
Week 12 (Dates)	Direct:			
	Indirect:			
Week 13 (Dates)	Direct:			
	Indirect:			
Week 14 (Dates)	Direct:			
	Indirect:			
Week 15 (Dates)	Direct:			
	Indirect:			
Total Hours				

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Instructor/ University Supervisor

\_\_\_\_\_  
Date

**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 7920 10  
**Course Title:** Internship in School Counseling  
**Credit Hours:** 9 semester hours  
**Prerequisites:** COUN 7910; departmental approval  
**Corequisite:** None  
**Instructor:** Suhyun Suh, Ed. D, NCC  
(334) 844- 2837 [suhsuhy@auburn.edu](mailto:suhsuhy@auburn.edu)
2. **Date Syllabus Prepared: September 1998; Revised: 12/00; 3/02; 9/02; 12/04; 12/06; Reviewed and updated January 2009**
3. **Text:** To be determined by instructor
4. **Course Description:**

The concept of the internship program is to provide the counselor candidate with an on-the-job experience performing the duties of a counselor in a school of the type in which he/she is most interested. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs, they are prepared to provide valuable services to the schools in which they are placed.

The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a corporate affiliate of the American Counseling Association ([ACA](#)). All such accredited master's programs are 2 years in length and include a 600 clock hour internship. The preparation received by students in the accredited programs not only provides them a quality education but greatly improves their opportunities for additional counselor credentials (i.e. licensure and certification).

#### 5. Course Objectives

- a. Interns will perform, under supervision of a certified school counselor, the work roles and responsibilities of a fully employed school counselor.\*
- b. The intern will implement activities in each of the four program components identified by the [American School Counselors Association](#) and approved by the Alabama State Dept. of Education as a model plan for School Counseling Programs. These service delivery modalities include Guidance Curriculum (classroom guidance), Responsive Services (individual and group counseling, consultation), Individual Planning (career and academic planning) and System Support (professional development, public relations, program management). The amount of time spent in each program component must be consistent with the allotment suggested in the Alabama State Plan for the grade level(s) to which the intern is

assigned.\* **SDE 290-3-3.50(2)(b)5; SDE 290-3-3.50(2)(b)7.**

	Elementary	Middle/Jr. High	Secondary
Guidance Curriculum	30-50%	20-40%	15-30%
Individual Planning	5-15%	10-30%	20-40%
Responsive Services	10-15%	25-45%	20-40%
System Support	10-15%	10-15%	10-20%

- c. The intern will identify a decision-making model and apply the model to an ethical dilemma encountered in his or her work setting during the internship.\* **SDE 290-3-3.50(2)(b)8**

\*Related to College of Education Conceptual Framework Objectives

### **6.Course Content and Schedule:**

The content of the course will be largely determined by the expressed needs of the individuals enrolled as they work full time in a public school setting. However, there are some specific topics that will be covered as part of this class. For pre-assigned and emerging topics, students will interview site supervisors and be able to describe how relevant programs/skills/behaviors/strategies are actualized in their schools, and students **will read at least three professional articles** related to the topic prior to the class discussion and will post the articles on Blackboard for other student to view. Students will write a 1-2 page reflection on each of the following topics as it relates to their internship experiences.

1. Needs assessment/program evaluation to identify the needs for varied school counseling activities (Week 2, Jan 16).
2. Peer programs including mediation and conflict resolution, academic support, and other activities with which peers may be effective helpers (Week 4, Jan 30).
3. Systems that negatively or positively impact student achievement and adjustment and advocacy strategies for increasing support/decreasing barriers (Week 6, Feb 13).
4. Consultation strategies with parents and teachers to promote students' educational success (Week 8, Feb 27).
5. Collaboration and teaming strategies used to promote educational success (Week 10, Mar 13).
6. The identification of alternate sources of funding, including partnerships, grants, awards, etc., and how they may be accessed to expand existing programs (Week 13, Apr 3).

## 7. Course Requirements/Evaluation:

- A. A minimum of 600 clock hours (9 semester hours), begun after completion of required practica, in providing all of the services that a regularly employed staff member in the setting would be expected to perform is required. **A minimum of 240 hours providing direct service to the clients is required.** (A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.) **SDE 290-3-3.50(3)(c)**
- B. Direct Services typically include those that are associated with delivery of interventions that include but are not limited to individual and small group counseling, classroom guidance, consultation (including service on school based teams), appraisal, and peer facilitation training. Indirect Services include such things as preparation for the aforementioned direct services, program planning, management, and evaluation activities, and coordination. Additionally, all students are required to provide at least one in-service activity designed to support the instructional mission of the school in which he or she is placed. SDE 290-3-3.50(2)(b)2; SDE 290-3-3.50(2)(b)4
- C. A minimum of 1 hour per week of individual supervision by the site supervisor is required along with a minimum of one visit by the university supervisor. Group supervision will occur weekly in the form of on-campus seminars averaging 1 and ½ hours per week.
- D. The student must be provided appropriate office space for meeting with clients.
- E. On-site supervisors must have a minimum of a master's degree in counselor education or a closely related professional specialty, have had 2 years of appropriate professional experience, and hold at least master's level certification in school counseling. Supervisors of doctoral level interns must hold a doctorate in counselor education or a closely related specialty.

## 8. Grading and Evaluation Procedures:

- A. By the 2<sup>nd</sup> week, students should submit their internship information and goal statement. Internship goals and objectives should be specifically stated (Form 1).
- B. At the midterm and conclusion of the internship period, the on-site supervisor completes a formal evaluation of the intern's performance (Form 6). Also, interns formally evaluate their sites and their site supervisors (Form 7). In addition, University faculty supervisors work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships (Form 8), and, when appropriate, recommend interns for counselor licensure, certification, and/or employment.
- C. University faculty supervisors observe intern's performance in classroom guidance and provide feedback (See Form 5). In the event of unsatisfactory performance, a follow-up observation must be scheduled.

- D. Students submit 1-2 page reflections via Blackboard on each of the pre-assigned topics.
- E. Students will either post comments/questions, or respond to others' comments/questions, each week on the [Blackboard](#) discussion tool for this course. Post must be submitted by Sunday at 12 noon.
- F. *Minimally*, each intern must provide evidence of
1. leading 12 classroom guidance sessions based on assessment of needs
  2. leading 4 small groups for four or more sessions based on assessment of needs
  3. providing individual services for at least 15 students with four or more of these students receiving more than two sessions
  4. implementing 2 consultation plans for teachers (one academic and one behavioral)
  5. implementing 1 consultation plan for parents
  6. conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning)
  7. participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc.)
  8. participating in 1 professional development activity
  9. systematic evaluation of all interventions delivered during the internship
  10. attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate
  11. disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrollment in more challenging courses (secondary)
  12. disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades.

\* Students are encourage to turn each of the above in when they terminate the activities (e.g. terminate clients or conclude their groups) for feedback. The evidences need not all come in at the end of the term.

G. Students will submit the following materials at the conclusion of the internship:

1. A log detailing their activities and the time spent in each (Form 2).
2. Individual counseling plans for all long-term clients (defined as those seen 3 or more times) and description of evaluation of outcomes (Form 3).
3. Group counseling plans and description of evaluation of outcomes (Form 3).
4. Classroom guidance plans and description of evaluation of outcomes (Form 4).
5. Consultation plans and description of evaluation of outcomes (Form 3).
6. Reflection on the application of a decision-making model to an ethical dilemma encountered during the internship period. A description of the problem, the

- model, the dilemma, and the resolution should be included.
7. In-service materials, outline, handouts, etc.
  8. Reflection on internship experience.

## **9. Class Policy Statements:**

Participation: Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises ([Tiger Cub](#)).

Attendance/Absences: Attendance is required at each class meeting ([Tiger Cub](#)). If you have three absences, you will fail the course.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the [Program for Students with Disabilities](#) at 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the [Tiger Cub](#) Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the [College's conceptual framework](#). These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## PROFESSIONAL PARAMETERS /ISSUES

### Informed Consent

Before you initiate a counseling relationship, you must first inform your client of any limits to confidentiality, your status as a counselor-in-training, and any site specific information which your site supervisor has provided.

### Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/Where should clients call if they have an emergency after hours? You are only allowed to see clients under supervision. That means that you are not available to clients after hours or off-site. You should not give your home phone number to clients, but should have an alternate emergency number to give them should they request it or should you determine that they are at risk.

### Ethical Guidelines

When you enter into a counseling relationship, you are entering into an agreement with your client to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment/counseling most appropriate to address the client's concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. You should be familiar with [ACA Ethical Guidelines](#) and the [ASCA Ethical Standards](#), and use them as a guide for behaving in a professional, ethical manner.

### Professional Liability Insurance

All students in the Department of Counselor Education, Counseling Psychology, and school psychology are required to purchase [professional liability insurance](#) through the College of Education. Students are automatically billed for the insurance during the spring semester of each year of enrollment.

### Professional Behavior

Although the primary purpose of internship is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally.

**Auburn University**  
Auburn, Alabama 36849-5222

*Department Special Education, Rehabilitation Counseling/School Psychology*  
*Haley Center 2084*  
*(Main Office) 334-844-7676*  
*(Fax) 334-844-2860*

**Interoffice Memorandum**

**To:** Site Supervisors of Counseling Interns  
**From:** University Supervisor  
**Date:** January 8<sup>th</sup>, 2009  
**Subject:** Mutual Responsibilities

The purpose of this memo is to articulate the separate and mutual responsibilities of site and university supervisors and counseling interns when students are providing services to clients as part of their internships.

The internship shall be comprised of 600 clock hours with 240 of those in activities characterized as direct service. The internship is intended to provide the intern an opportunity to perform, under supervision, all of the activities that a regularly employed staff member is expected to perform. An Internship Information and Plan will be developed cooperatively with the intern, the site and university supervisors.

**The University Supervisor is expected to:**

1. Provide 1.5 hours per week of University supervision which includes pre-internship orientation with interns, visit(s) to the internship setting for supervisory purposes and discussion with intern and on-site supervisor, and group meetings on campus.
2. Serve as a resource to the site.
3. Indicate to the intern that the Department expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the intern's performance.
5. Emphasize to interns their professional responsibilities to clients.
6. Require students to purchase liability insurance.

**The Site Supervisor is expected to:**

1. Provide clinical experiences for the student in accordance with departmental requirements.
2. Make provisions for orientation of the department and the intern of the buildings, philosophies, and policies of the site. Included in the orientation should be an overview of institutional policies, practices, and services provided, as well as the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the intern should be aware.

3. Attempt, within site philosophy and administrative guidelines, to help the intern meet departmental requirements.
4. Provide office space for the intern.
5. Assist in the evaluation of the intern's clinical performance relative to the objectives of the experience. The site will notify the Departmental supervisor of any problems which may influence the student's successful completion of the placement.
6. Assure that the student will be properly supervised at all times by a master's level counselor with a minimum 2 years experience.

**The Intern is expected to:**

1. Follow the administrative policies, standards and practice of the site.
2. Report to the Site on time and follow all established regulations during the regularly scheduled operating hours of the site.
3. Conform to the standards and practices of the University while training at the site.
4. Keep in confidence all medical and health information pertaining to particular clients.

**Auburn University**  
**Special Education, Rehabilitation, Counseling/School Psychology**

School Counseling Internship Information Sheet  
Spring 2009

*To be completed at the beginning of the internship by intern, site supervisor and university supervisor; all should retain copies, and the university supervisor shall place one copy in the student's folder.*

Course Information

University group supervisor: Suhyun Suh, Ed. D, NCC  
University group supervision schedule: Tuesday, 4:00- 5:30 PM  
January 8, 2008- April 29, 2009

Number of internship credit hours for which you are enrolled: 9

Student Information

Student's Name:

Address:

Home Phone #:

Cell Phone #:

Email Address:

Faculty Advisor:

Internship Goals & Objectives:

---

Internship Site Information

Internship Site Name:

Address:

Direction to the site from Auburn Campus:

*On-site Supervisor:*

Name:

Title:

Office Phone #:

Email Address:

Internship Schedule including a total number of work hours per week:

_____	_____
Intern	Date
_____	_____
Site Supervisor	Date
_____	_____
University Supervisor	Date

## SCHOOL COUNSELING LOG

Intern:  
University supervisor:

Site:  
Site Supervisor:

<b>Week 1</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 2</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 3</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 4</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support

Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 5</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 6</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 7</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service				

Hours				
Total Hours				
<b>Week 8</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 9</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 10</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 11</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support

Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 12</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 13</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Week 14</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service				

Hours				
Total Hours				
<b>Week 15</b>	Guidance Curriculum	Individual Planning	Responsive Services	System Support
Activity				
Topics				
Direct Service Hours				
Indirect Service Hours				
Total Hours				
<b>Semester Total Direct Service</b>				
<b>Semester Total Indirect Service</b>				

**Signatures**

Intern:

Date:

Site Supervisor:

Date:

University Supervisor:

Date:

**School Counseling Planning Form**

\_\_\_\_\_ **Individual** \_\_\_\_\_ **Group**  
 \_\_\_\_\_ **Teacher Consultation** \_\_\_\_\_ **Parent Consultation**  
 \_\_\_\_\_ **Other (specify)**

**Client/Class Code:** \_\_\_\_\_ **Date for initial session:** \_\_\_\_\_

**Counselor-in-training:** \_\_\_\_\_

**Reasons for Referral:**

**Diagnostic Information: (Physical, emotional, psychological, academic, behavioral, relationship factors)**

**Case Conceptualization:**

- Presenting Problems:**
- Underlining Problems:**
- Strengths and Barriers**

**Long-term Goals:**

- 1.
- 2.
- 3.

**Short-term Objectives/Therapeutic Interventions/ Evaluations**

<b>Short-term Objectives</b>	<b>Interventions</b>	<b>Changes/Evaluation</b>
<b>Session 1 (Date: _____)</b> 1. 2. 3.	1. 2. 3.	
<b>Session 2 (Date: _____)</b> 1. 2. 3.	1. 2. 3.	
<b>Session 3 (Date: _____)</b> 1.	1.	

1. 2. 3.	2. 3.	
<b>Session 4 (Date: _____)</b> 1. 2. 3.	1. 2. 3.	
<b>Session 5 (Date: _____)</b> 1. 2. 3.	1. 2. 3.	
<b>Session 6 (Date: _____)</b> 1. 2. 3.	1. 2. 3.	

## LESSON PLAN

Intern:

Date:

School and Grade Level:

Standard:

Competency:

Lesson Topic:

**Instructional Goal:**

**Performance Objectives:** Upon completion of this lesson, students should be able to:

- 1.
- 2.
- 3.

**Rationale (What data were used to identify goals?):**

**Lesson Content:**

**Instructional Methods and Procedures:**

**Evaluation Procedures:**

**Materials and Aids:**

**References:**

**Lesson Evaluation**

**(Want data, were used to determine that objectives were accomplished?):**

Date:

Dear:

The purpose of this letter is to provide you with feedback from the recent observation I conducted of you performing one or more of the tasks associated with the school counselor’s role. Additionally, I will at this time provide you with a summary of the overall strengths and areas for improvement identified by your site supervisor and myself to this point in the term. The feedback is intended to assist you in identifying professional development goals for the remainder of the internship period. Both your site supervisor and I are available to assist you in the formulation of these goals and to suggest interventions that facilitate and support your efforts to meet them.

Observation Date: \_\_\_\_\_ Location: \_\_\_\_\_ Activity: \_\_\_\_\_

Rating Scale: 1=not demonstrated; 2=demonstrated minimally; 3= demonstrated moderately; 4=demonstrated frequently; 5=demonstrated consistently

Activity was:	1	2	3	4	5	Comments
Appropriate for the established goal						
Age and grade appropriate						
Culturally sensitive and inclusive						
Consistent with accepted practices in the field of school counseling						
Consistent with the program goals at the internship site						
You Demonstrated:						
Respect for individual differences in learning and experience						
Effective classroom management strategies						
Knowledge in the content area						
Group facilitation skills to stimulate/encourage student involvement						
Ability to establish rapport with the group						
Effective session management skills (open, working, end phases of session)						
Effective time management skills						

Overall strengths:

Areas for improvement:

Sincerely,

Suhyun Suh, University Supervisor

CC: Site supervisor  
Student file

**SCHOOL INTERNS**  
**University Supervisor Evaluation**  
 Midterm & Final

Special Education, Rehabilitation, Counseling/School Psychology  
 2084 Haley Center  
 Auburn University, AL 36849-5222

Intern \_\_\_\_\_ Period of Internship \_\_\_\_\_

School \_\_\_\_\_

I. PERSONAL AND PROFESSIONAL ATTRIBUTES OF INTERN	excellent	good	average	poor	not observed
A. The intern demonstrates the following personal qualities					
1. Flexibility					
2. Dependability					
3. Enthusiasm					
4. Sense of humor					
5. Stability					
6. Human relations skills					
7. Initiative					
8. Professional appearance					
9. Clear voice and speech					
10. Sensitivity					
B. The intern demonstrates the following professional attributes					
1. Identifies and plans professional growth and development					
2. Ethical decision making and behavior					
3. Creativity ability and leadership					
4. Professional interest					
5. Knowledge					
6. Openness to constructive feedback					
7. Ability to evaluate self					
8. Awareness of self					

9. Ability to work with supervisors					
10. Ability to work with peers/colleagues					
11. Ability to work with diverse student populations					
12. Professional potential as school counselor					
C. The intern demonstrates the following indicators of professional effectiveness					
1. Ability to establish objectives					
2. Awareness of student needs					
3. Ability to establish short-range program plans					
4. Ability to establish a long-range program plan					
5. Efficiency in keeping records					
6. Efficiency in use of time					
7. Ability to motivate interest					
8. Ability to establish effective counseling relationships					
9. Ability to evaluate progress of students					
10. Ability to conduct effective student interviews					
11. Ability to identify and use resources					
12. Recognition of and provision for individual differences					
13. Effective classroom management					
14. Efficiency in follow-up					
<b>II. PERFORMANCE OF INTERN IN SCHOOL</b>					
A. The intern demonstrates the following knowledge of the organization/structure of the school					
1. Knowledge of organizational structure					
2. Awareness of staff responsibilities					
3. Knowledge of school procedures and services					
4. Knowledge of available resources within school					
5. Knowledge of cooperating agencies and referral sources					
B. The intern is able to use the following counseling & guidance activities to promote school success					
1. Intake interview (including developmentally appropriate disclosure)					

2. Assess student needs and plan interventions accordingly					
3a. Individual counseling					
3b. Group counseling					
4. Make referrals and follow-up					
5. Form constructive relationships with parents and other interested constituents					
C. The intern demonstrates the following abilities/skills in program management					
1. Organization of work and time including the use of available technologies to assist in planning, design, implementation and evaluation of program components					
2. Effective planning of lessons and interventions to achieve program goals					
3. Use available data to plan/revise program					
4. Implement processes and activities that assist in achieving program-identified student competencies					
5. Work with multiple systems (staff, family, community) that affect students					
D. The intern demonstrates the consultation skills needed to participate fully in the following					
1. Parent and teacher conferences					
2. Committee meetings (504, Student Assistance, grade level teams, etc.)					
E. The intern engages in evaluations and research activities that enhance the school counseling program and counselor effectiveness					

III. Overall evaluation of this intern as internship student.

IV. Additional Comments (Unique strengths or skills of intern, areas needing further development, professional potential, etc.)

V. Have you discussed your evaluation with the intern? \_\_\_\_\_

VI. Are you willing for the on-campus supervisor to share this evaluation with the intern

Final Grade Recommended: \_\_\_\_\_ S or \_\_\_\_\_ U

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

## SCHOOL INTERNS

### Site Supervisor Evaluation

Midterm & Final

Special Education, Rehabilitation, Counseling/School Psychology

2084 Haley Center

Auburn University, AL 36849-5222

Intern \_\_\_\_\_

Period of Internship \_\_\_\_\_

School \_\_\_\_\_

I. PERSONAL AND PROFESSIONAL ATTRIBUTES OF INTERN	Excellent	good	average	poor	not observed
A. The intern demonstrates the following personal qualities					
1. Flexibility					
2. Dependability					
3. Enthusiasm					
4. Sense of humor					
5. Stability					
6. Human relations skills					
7. Initiative					
8. Professional appearance					
9. Clear voice and speech					
10. Sensitivity					
B. The intern demonstrates the following professional attributes					
1. Identifies and plans professional growth and development					
2. Ethical decision making and behavior					
3. Creativity ability and leadership					
4. Professional interest					
5. Knowledge					
6. Openness to constructive feedback					
7. Ability to evaluate self					
8. Awareness of self					

9. Ability to work with supervisors					
10. Ability to work with peers/colleagues					
11. Ability to work with diverse student populations					
12. Professional potential as school counselor					
C. The intern demonstrates the following indicators of professional effectiveness					
1. Ability to establish objectives					
2. Awareness of student needs					
3. Ability to establish short-range program plans					
4. Ability to establish a long-range program plan					
5. Efficiency in keeping records					
6. Efficiency in use of time					
7. Ability to motivate interest					
8. Ability to establish effective counseling relationships					
9. Ability to evaluate progress of students					
10. Ability to conduct effective student interviews					
11. Ability to identify and use resources					
12. Recognition of and provision for individual differences					
13. Effective classroom management					
14. Efficiency in follow-up					
<b>II. PERFORMANCE OF INTERN IN SCHOOL</b>					
A. The intern demonstrates the following knowledge of the organization/structure of the school					
1. Knowledge of organizational structure					
2. Awareness of staff responsibilities					
3. Knowledge of school procedures and services					
4. Knowledge of available resources within school					
5. Knowledge of cooperating agencies and referral sources					
B. The intern is able to use the following counseling & guidance activities to promote school success					
1. Intake interview (including developmentally appropriate disclosure)					

2. Assess student needs and plan interventions accordingly					
3a. Individual counseling					
3b. Group counseling					
4. Make referrals and follow-up					
5. Form constructive relationships with parents and other interested constituents					
C. The intern demonstrates the following abilities/skills in program management					
1. Organization of work and time including the use of available technologies to assist in planning, design, implementation and evaluation of program components					
2. Effective planning of lessons and interventions to achieve program goals					
3. Use available data to plan/revise program					
4. Implement processes and activities that assist in achieving program-identified student competencies					
5. Work with multiple systems (staff, family, community) that affect students					
D. The intern demonstrates the consultation skills needed to participate fully in the following					
1. Parent and teacher conferences					
2. Committee meetings (504, Student Assistance, grade level teams, etc.)					
E. The intern engages in evaluations and research activities that enhance the school counseling program and counselor effectiveness					

VI. Overall evaluation of this intern as a potential employee.

VII. Additional Comments (Unique strengths or skills of intern, areas needing further development, professional potential, etc.)

VIII. Have you discussed your evaluation with the intern? \_\_\_\_\_

Are you willing for the on-campus supervisor to share this evaluation with the intern? \_\_\_\_\_

VI. Final Grade Recommended: \_\_\_\_ S or \_\_\_\_ U

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

**STUDENT EVALUATION OF PLACEMENT SITE**  
**7920 CPS INTERNSHIP**  
 Special Education, Rehabilitation, Counseling/School Psychology  
 Auburn University

Name: \_\_\_\_\_  
 Semester & Year: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Length of Placement: \_\_\_\_\_ Total Hours Spent: \_\_\_\_\_

Directions: Please respond to each item by checking the appropriate box.

5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree

<b>Site Evaluation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
Orientation session(s) at the beginning of your placement gave you an adequate overview of the placement site						
The goals of your placement were adequately defined between you and your placement						
These goals were constant with the overall purpose of your placement						
Received sufficient orientation for case preparation at the beginning of your placement						
The site supervisor was available for consultation						
Staff resources were available for you to use from other teams other than the one to which you were assigned						
Opportunities were presented to you for your use of staff resources or for participation in the work of other teams						
Feedback was provided regularly and consistently during your placement concerning your progress						
Appropriate responsibility was given properly						
The major area of concentration was supported and enriched by the site						
The use of current technology for delivery and enhancement of services provided was supported and enriched by the site						
Useful and marketable skills were						

enhanced during your placement						
This is a site to consider for future employment						

**What suggestions do you have that might improve this site as a placement?**

**Other comments:**

**COUN7920**  
**Final Evaluation**  
**Spring 2009**

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

Intern: \_\_\_\_\_

Materials to Be Submitted	Satisfactory	Unsatisfactory
A log detailing their activities and the time spent in each (Form 2).		
Individual counseling plans for all long-term clients (defined as those seen 3 or more times) and description of evaluation of outcomes (Form 3).		
Group counseling plans and description of evaluation of outcomes (Form 3).		
Classroom guidance plans and description of evaluation of outcomes (Form 4).		
Consultation plans and description of evaluation of outcomes (Form 3).		
Reflection on the application of a decision-making model to an ethical dilemma encountered during the internship period. A description of the problem, the model, the dilemma, and the resolution should be included.		
In-service materials, outline, handouts, etc.		
Reflection on internship experience.		
On-site supervisor formal evaluation of the intern's performance (Form 6).		
Intern's formal evaluation of their sites and their site supervisors (Form 7).		
Comments:		

## **Doctoral CED Program Information and Forms**

**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 8910  
**Course Title:** Doctoral Practicum Counselor Education and Supervision  
**Credit Hours:** 3 Semester hours  
**Prerequisites:** COUN 7910 & Departmental Approval  
**Co-requisites:** None

2. **Date Syllabus Prepared:** September, 1998; 2002, 2004, Reviewed and Updated January, 2007; November, 2009

3. **Text(s) or Major Resources:**  
*Profession Experiences Handbook, 2009*

4. **Course Description:** Advanced supervised experience that is appropriate to student's program emphasis.

**Expanded Course Description:** This practicum is designed for doctoral students who will serve as counselors at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

5. **Course Objectives:** Through extensive practice of counseling, completion of written and simulated tasks included in the training program, and integration of theory, process, and professional issues learned in the prerequisite courses. **CACREP III A, III.C**

**Students will demonstrate the following:**

1. The ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client and can use information about those feelings appropriately and/or therapeutically; CACREP III A, III.C
2. An awareness of the human capacity to change and the appropriateness of a client's goals. The counselor also begins to feel comfortable accepting those processes that are not immediately changeable; CACREP III A, III.C
3. An awareness of both constructive and destructive motivations and the ability to control or utilize these in the best interest of the client; CACREP III A, III.C
4. A consistency of professional identity that is apparent from client to client and from session to session. This identity may be closely aligned with a particular theory or may be eclectic in nature. It will be consistent with the cognitive intellectual styles and the emotional make-up of the person; CACREP III A, III.C

5. The ability to appropriately solicit and use professional consultation CACREP III A, III.C
6. An awareness of one's own limitations, the ability to seek further education or access research regarding differing cultural and ethnic patterns, and a developed process of guarding against inadvertent bias against others; CACREP III A, III.C
7. The ability to integrate and understand a variety of skills and techniques necessary to cope with most clients' problems; an ability to adapt these skills and techniques to new situations and acquire new skills when necessary; this includes techniques and theories related to systems, groups, career counseling, and individual counseling; CACREP III A, III.C
8. An ability to utilize the appropriate ethical standards and legal statutes relating to the specific populations with which they work; CACREP III A, III.C
9. An ability to actively engage in treatment planning, implementation, and evaluation for each client; CACREP III A, III.C
10. An ability to utilize assessment techniques and/or information in making clinical decisions about treatment planning, client progress and termination; CACREP III A, III.C
11. The ability to discern and utilize support/evidence for treatment found in the professional literature; CACREP III A, III.C
12. Responsibility for supervision based on specific concerns relative to the client, counselor self-awareness, and goals established for supervision; CACREP III A, III.C
13. A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination; CACREP III A, III.C
14. An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral; and CACREP III A, III.C
15. A working knowledge of group dynamics such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities; CACREP III A, III.C

5. **Course Content/ Schedule:**

Throughout the semester, practicum students will meet weekly for scheduled group supervision experiences (2 hrs), as well as for hour-long individual or triadic supervisory sessions.

6. **Course Requirements:**

A. Readings. It is imperative that students read diligently to keep up-to-date with current counseling issues and to develop research based counseling interventions with specific populations with whom they will be working.

B. Class and practicum attendance. The expectation is held that students will attend *all* classes. Additionally, practicum students will work with site supervisors to schedule *8-10 hours per week on site* and will maintain that schedule throughout the term. In case of absences due to illness or other crisis condition, practicum students will notify all supervisors. Site supervisors will be apprised of the practicum student's schedule of sessions so that all student/clients can also be notified.

C. On-going counseling. Students must complete *a minimum of 100 total practicum hours* in order to pass this class. The direct service portion of the practicum requires *a minimum of 40 direct services hours*.

Individual sessions are required to be taped (digital audio) for the purpose of supervision. A "Consent to Tape" form must be obtained from each client (consent from parents is required for minors). Students are also required to have experiences in leading groups – these sessions will not be taped but documented by using the appropriate forms.

D. Client file. Students will maintain the following documents for a file for each client or group: Progress notes of each session, case conceptualization, treatment/counseling plan, mid-term and final evaluation of progress toward treatment/counseling goals, intake form (if appropriate), MSE (if appropriate), and summaries of each session for supervision will also be maintained.

E. Individual Supervision. The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own, list identified areas of strength and weakness, and provide questions on each counseling session summary form. Students must turn in a minimum of two (2) tapes and summaries for each client session at least 48 hours prior to supervision and bring all active files to each session. In order to see clients each week, the practicum student must participate in individual and group supervision.

F. Group supervision. This will occur during class time. Students will bring the cases which are deemed to be concerned or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting tapes and cases for review in class.

G. Case presentation. This will involve a write-up of the case as well as a verbal presentation and videotape review. The presentations will be approximately 1 hour in length.

H. Individual and Group Theory Plan. Each student is asked to develop a plan that outlines their theoretical foundation for both individual and group counseling. The

plan should be linked to a specific individual and group treatment plan with a specific discussion of how that plan is demonstrated in the treatment plan.

I. Supervision permanent file. Students must submit the following items to university group supervisor to receive final grades. These items will be placed in each student's permanent file stored in 2084 Haley Center. The items includes: practicum log, information about the site and supervisors, student's goals and objectives for the term of enrollment, evaluations from site, university, and students' self-evaluation.

The main criterion for evaluation in practicum is competence in counseling skills as demonstrated through class attendance and participation, openness to improvement, and completion of requirements. Final evaluation will include site supervisor, university supervisor and student ratings with regard to the course objectives. Grades are S/U.

**\*INCOMPLETES WILL BE ASSIGNED ONLY UNDER UNUSUAL CIRCUMSTANCES**

**Class Policy Statements:**

Students are expected to attend all class meetings and participate in all classroom exercises ([Tiger Cub, p. 73](#)). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. One class absence will be permitted (with notification), class absences beyond that will result in a 10% reduction in overall grade. Changes in this policy will only be considered in instances of personal or medical emergencies. Students who need accommodations are asked to arrange a meeting during office hours the first seek of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with [the Program for Students with Disabilities](#) at 1228 Haley Center, 844-2096 (V/TT).

The University Honesty Code and the [Tiger Club](#) Rules and Regulations pertaining to cheating will apply to this class.

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” ([SACS](#) guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the [Graduate Council](#), May 21 1997 apply.

**INFORMATION SHEET**  
**COUN 8910 Advanced Counseling Practicum**

**IMPORTANT:** Please complete this form for each (copy as needed) practicum and internship and give it to the departmental secretary at the conclusion of each supervised experience. This will enable us to access the information we need to recommend you for certification/licensure upon graduation.

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

Program Emphasis Area: \_\_\_\_\_

Local Address: \_\_\_\_\_

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

E-mail: \_\_\_\_\_

Term(s) of Enrollment: \_\_\_\_\_

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

Site Supervisor: \_\_\_\_\_

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

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

Site Telephone: \_\_\_\_\_

University (Individual) Supervisor: \_\_\_\_\_

University (Group) Supervisor: \_\_\_\_\_

## Auburn University

Auburn, Alabama 36849-5222

Department of Special Education, Rehabilitation, Counseling/School Psychology  
2084 Haley Center 334-844-7676 (Fax) 334-844-2860

### Memorandum

**To:** Site Supervisors of Practicum Students  
**From:** University Supervisor  
**Date:** August, 2009  
**Subject:** Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our advanced practicum student. This is often the first opportunity we have to see the doctoral student provide direct services to clients, so it is an especially important assessment for program faculty. This is also an opportunity for the advanced students to strengthen and add to their existing experiences and education. We would not be able to achieve these purposes without your professionalism and supervisory competence. The purpose of this memo is to outline the mutual responsibilities of site and university supervisors and practicum counselors who are providing services to clients as part of a supervised field experience in counseling. If you have any questions, or need to discuss a practicum student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at 844-7676.

#### **The Department is expected to:**

1. Provide weekly individual and group supervision that includes 1 hour of individual supervision based on work samples (e.g. audio, video tapes, session summaries) provided by the student counselor, and 2 hours of group supervision during each week of enrollment.
2. Provide a copy of the practicum syllabus to the site. (If you did not receive a copy with this memo, please ask your supervisee to obtain one for you.)
3. Indicate to the practicum student that the Department expects the student to abide by the policies of the site.
4. Initiate, as indicated, conferences with the Site Supervisor for the purpose of discussing the student's performance.
5. Emphasize to students their professional responsibilities to clients.
6. Require students to participate in the professional liability insurance program of the College.

#### **The Site is expected to:**

1. Provide clinical/counseling experiences for the practicum student in accordance with department requirements that include 3-4 client contact hours per week. At least 2 hours each week must be spent in individual counseling.
2. Assist the student in obtaining consent agreements to audio record counseling sessions for use in individual and group supervision. *When sending forms home with minors, it is helpful for the supervisor to include information about why their child has been invited to participate in counseling sessions.*
3. Make provisions for orientating the practicum student to the buildings, philosophies, and policies of the site. Included in the orientation should be the procedure for assigning

clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.

4. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.
5. Provide office space for the practicum student to the extent feasible. Minimally, a private space will be provided the student while he/she is seeing clients.
6. Assist in the evaluation of the practicum student's clinical/counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student's successful completion of the placement.
7. Assure that the student will be properly supervised at all times by a doctoral level counselor with a minimum 2 years experience. (*School counseling supervisors must hold a master's degree in school counseling.*)

**The student is expected to:**

1. Conduct all sessions with clients in a fully informed, ethical, and professional manner.
2. Establish and maintain a consistent schedule throughout the term of enrollment.
3. Meet all requirements specified in the syllabus.
4. Participate fully and reflectively in supervision on site and at the university.
5. Attend all supervision appointments.
6. Notify, in advance when possible, all supervisors of absences.

**Session Summary**  
**COUN 7910**

To be completed electronically for **each** client session and turned in to university supervisors weekly.

Supervisee: \_\_\_\_\_

Client ID: \_\_\_\_\_ Session #: \_\_\_\_\_

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

1. Goals: What specifically did you and the client agree to accomplish in this session?
2. What progress was made toward the goal(s)?
3. Did anything happen during the session that led to a reconsideration of goals? How did you resolve this?
4. What was the major theme of this session? What was the important content related to the theme?
5. Describe the interpersonal dynamics between you and the client.
6. What did you learn about the client in this session?
7. What did you learn about yourself as a counselor? What specific strengths did you display? What specific weaknesses or areas for improvement do you wish to address in supervision?
8. Based on what happened in this session and the overall goal(s) for treatment, what do you wish to accomplish next session?
9. What information, resource, or practice do you need in supervision this week to accomplish what you described in number 8?
10. What questions do you have or what feedback do you wish to receive from your supervisor about the portion of the tape you have marked for him or her to review?

**Counseling Outcomes Log**  
**CED 8910**

***Directions:** For each client and group, list the goals included in treatment/counseling plan, begin and ending dates of the interventions, the outcomes achieved, performance indicators (how do you know goals were achieved?), and recommendations you made for follow-up.*

Individual Client Goal(s)	Group Goal(s)	Beg. Date/End Date	Outcomes	Performance Indicators	Follow-up

Auburn University  
 Special Education, Rehabilitation, Counseling/School Psychology  
 CED Practicum Log

Counselor: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Fall, \_\_\_\_\_ Spring, \_\_\_\_\_

Dates (By Week)	Practicum Hours Per Week (Minimum of 8 per week or 120 total)			Supervision Received During the Week		Total Hours For Week	Site Supervisor's initials
	Individual Counseling (minimum of 3 per week)	Group Counseling (minimum of 15 per term)	Administrative Duties	Individual	Group		
				(minimum of 2 per week)	(minimum of 2 per week)		
Column Totals (minimum of 15 weeks)							

**INDIVIDUAL TREATMENT/COUNSELING PLAN**

Client Code: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor-in-training: \_\_\_\_\_

Treatment/counseling focus:

Diagnostic Information:

Long-term Goals:

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

Short-term Objectives

Therapeutic Intervention(s)

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Changes to Treatment/counseling Plan (please note reason and type of modification)

- 1.
- 2.
- 3.

Treatment/counseling Plan Evaluation (note session and date)

- 1.
- 2.
- 3.

## **PROGRESS NOTES**

**Progress notes provide a means for monitoring a client's progress throughout treatment/counseling. Progress notes are also used to examine a client's progress toward treatment/counseling goals, the development of new issues and goals, and the modification of the initial treatment/counseling plan. In supervision, the notes provide a means for the supervisor to track the progress of the client and the supervisee.**

**Progress notes should be brief, concise, and should be written as soon as possible following the counseling session. The notes should include only relevant information, thus in writing your progress notes "avoid labeling, judging, and the using terminology that may be stigmatizing to the client (Hansen, Rossberg, & Cramer, 1994, p. 306)." Remember that clients have the right to review their case records.**

**Session objectives and therapeutic interventions should relate to the overall treatment/counseling plan for the client. Progress notes should include specific client information and may be supported by behavioral observations, assessment measures, client statements, and other observations by the counselor. Progress notes also allow you to monitor changes that may result in a modification of the treatment/counseling plan for a client.**

**The following progress note format focuses on session objectives, therapeutic interventions, session evaluation, and plans for next session. It is essential to the supervisory process that you include all relevant information. Please include in the evaluation section any specific questions or concerns you might have for your supervisor. Finally, these progress notes are not meant to substitute for progress note required at your site.**

**PROGRESS NOTE**

**Client/Group Code:** \_\_\_\_\_

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

**Counselor-in-Training:** \_\_\_\_\_

**Session Number:** \_\_\_\_\_

**Session Objective(s):**

**Therapeutic Intervention(s):**

**Evaluation:**

**Plan(s) for Next Session:**

**Session:** \_\_\_\_\_

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

**Session Objective(s):**

**Therapeutic Intervention(s):**

**Evaluation:**

**Plan(s) for Next Session:**

Mid-Term and Final Evaluation  
 COUN 8910: Advanced Counseling Practicum  
 Counselor Education

Please check below the perspective from which this evaluation is provided.

\_\_\_\_\_ Faculty Supervisor \_\_\_\_\_ Site Supervisor \_\_\_\_\_ Self Evaluation

Competency	Comments	Marginal	Developing	Competent	Not Observed
The ability to accept and assume control over his/her emotions. Counselors accept responsibility for their feelings concerning the client and can use information about those feelings appropriately and/or therapeutically					
An awareness of the human capacity to change and the appropriateness of a client's goals. The counselor also begins to feel comfortable accepting those processes that are not immediately changeable					
An awareness of both constructive and destructive motivations and the ability to control or utilize these in the best interest of the client					
A consistency of professional identity that is apparent from client to client and from session to session. This identity may be closely aligned with a particular theory or may be eclectic in nature. It will be consistent with the cognitive intellectual styles, and the emotional make-up of the person					
The ability to appropriately solicit and use professional consultation					
An awareness of one's own limitations, and the ability to seek further education or access research regarding differing cultural and ethnic					

<b>patterns, and a developed process of guarding against inadvertent bias against others</b>					
<b>The ability to integrate and understand a variety of skills and techniques necessary to cope with most clients' problems. An ability to adapt these skills and techniques to new situations and acquire new skills when necessary. This includes techniques and theories related to systems, groups, career counseling, and individual counseling</b>					
<b>An ability to utilize the appropriate ethical standards and legal statutes relating to the specific populations with which they work</b>					
<b>An ability to actively engage in treatment planning, implementation, and evaluation for each client</b>					
<b>An ability to utilize assessment techniques and/or information in making clinical decisions about treatment planning, client progress and termination</b>					
<b>The ability to discern and utilize support/evidence for treatment found in the professional literature</b>					
<b>Responsibility for supervision based on specific concerns relative to the client, counselor self-awareness, and goals established for supervision</b>					
<b>A systematic method for keeping accurate and updated records for the purposes of case conceptualization, treatment planning (developing goals and objectives), evaluation of client progress, and termination</b>					
<b>An ability to consider all client information, (e.g., progress, lack of motivation for treatment, counselor/client relationship, counselor expertise) in making appropriate decisions regarding termination/referral</b>					
<b>A working knowledge of group dynamics</b>					

**such as: content and process variables; leadership styles; and group intervention techniques; client rights and responsibilities**

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**COUNSELING & COUNSELING PSYCHOLOGY**  
**AUBURN UNIVERSITY**  
**SYLLABUS**

**Course Number:** COUN 8910 40  
**Course Title:** Practicum in Counseling Supervision  
**Credit Hours:** 3 semester hours  
**Prerequisites:** COUN 7910 AND 7920; COI  
**Corequisite:** None

**Term:** Fall, 2009

**Text:**

Bernard, J.M., & Goodyear, R.K. (2004). *Fundamentals of clinical supervision (3<sup>rd</sup> ed)*. Needham Heights, MA: Allyn & Bacon.

Neufeldt, S. (\*\*\*\*). *Strategies for the beginning practicum*. Alexandria, VA: American Counseling Association.

**Course Description:**

This doctoral-level course consists of a weekly seminar combined with extensive supervised experience in providing both individual and group supervision for masters students enrolled in a counseling practicum course.

**Course Objectives:**

Through extensive practice of supervision, completion of all assignments, and integration of theory, process, and relevant research findings, the counseling supervisor will:

1. Differentiate between the counseling process and supervision
2. Convey counseling (intervention, conceptualization, personalization) knowledge and skills in order to promote supervisee's effectiveness and professional identity
3. Constructively critique supervisee and self in the supervisory relationship and evaluate progress
4. Demonstrate familiarity with the issues and concerns of supervision found in the professional literature
5. Demonstrate sensitivity to individual differences
6. Demonstrate knowledge of professional codes of ethics governing supervisee's practice ([ACA](#), [APA](#), [ASGW](#), [ASCA](#), [ACES](#))
7. Demonstrate sensitivity to the evaluative nature of supervision and effectively respond to counselor's anxiety relative to performance evaluation
8. Provide facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy)
9. Elicit counselor thoughts and feelings during counseling sessions and respond in a manner that enhances the supervision process
10. Establish a mutually trusting relationship with the counselor
11. Negotiate mutual decisions regarding the needed learning experiences for the counselor
12. Engage in appropriate supervisory interventions, including role-play, role-reversal, live supervision, modeling, micro-training, suggestions and advice, reviewing audio and video tapes, etc.
13. Clarify his/her role in supervision
14. Identify the learning needs of the counselor

15. Assist the counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization
16. Assist the counselor in integrating findings and observations to make appropriate recommendations
17. Provide specific feedback about such performance as conceptualization, use of methods and techniques, relationship skills, and assessment
18. Facilitate an integration of research findings in individual case management

**6. Course Content:**

<b>Date</b>	<b>Topic</b>	<b>Readings in Bernard and Goodyear; Neufeldt assigned as needed</b>	<b>Assignments</b>
<b>Week 1</b>	<u>Course Introduction</u> Explain course requirements/assign supervisees to supervisors-in-training Define supervision Review supervision ethics codes Prepare for initial supervision session	Chapters 1, 3	Contact supervisees  <b>Written assignment is developed and submitted through Blackboard before the first individual supervision session.</b>
<b>Week 2</b>	<u>Counselor development and evaluation</u> Purposes of supervision Developmental level of supervisees Assessment and evaluation of supervisees Case consultation	Chapter 2	<b>Written assignment e is due.</b>  Identify topics for supervision technique demo
<b>Week 3</b>	<u>Supervisory Roles and Models</u> Educator Consultant Counselor Researcher	Chapter 4	<i>Microskills training presentation and demonstration</i>
<b>Week 4</b>	<u>Supervisory Relationships</u> Developmental Constructs, Cognitive complexity, and cultural differences	Chapter 5	
<b>Week 5</b>	<u>Supervisory Relationships</u> Dynamics and Alliances	Chapter 6	
<b>Week 6</b>	<u>Supervisory Relationships</u> Challenges and their	Chapter 7	

	management		
<b>Week 7</b>	<u>Organizing Supervision</u> Identifying learning needs of Supervisees Managing the time Evaluating supervisee development Mid-term evaluation of supervisees= progress	Chapter 8	
<b>Week 8</b>	<u>Supervision Interventions</u> Individual interventions Self-evaluation Notes	Chapter 9	<i>Interpersonal Process Recall Presentation and Demo</i>
<b>Week 9</b>	<u>Group Supervision</u> Models and methods of group supervision	Chapter 10	<i>Group Supervision Presentation and Demo</i>  <b>Mid-term evaluation is due.</b>
<b>Week 10</b>	<u>Live Supervision</u>	Chapter 11	<i>Live Supervision Presentation and Demo</i>
<b>Week 11</b>	<u>Individual Differences</u> Cross-cultural supervision competencies Work setting differences Case consultation	pages 303-339	
<b>Week 12</b>	<u>Legal and Ethical Issues in Supervision</u> Supervisory relationships Role conflicts Dual relationships		
<b>Week 13</b>	<u>Legal and Ethical Issues in Supervision</u> Gatekeeping Due Process		
<b>Week 14</b>	<u>Termination</u> Final evaluation of supervisees= progress Preparing supervisees for termination/referral Supervisor response to termination	Chapter 12	
<b>Week 15</b>	<b>Becoming supervisors</b>		<b>Final Evaluations Due</b>

## 7.Course Requirements:

- A. Readings. Students are expected to discuss present relevant materials from the readings in class and apply concepts to practice.

- B. Class attendance. The expectation is held that students will attend all classes.
- C. Written Assignments:
1. Supervisors will submit two formal evaluations for each of their supervisees (Week 8 and Week 15) on the appropriate form [**Competencies 2.6, 3.6, 4.8, 5.2, 5.5, 5.8, 6.1, 6.4, 6.5, 9.1, 10.1, 10.2, 10.3, 10.5, and 10.6**].
  2. Supervisors will submit a final report describing the progress of each counselor-in-training within the context of a particular model/theory of supervision [**Competencies 4.1, 4.2, 4.9, 5.6, 6.2, 6.4, 10.1, 10.2, 10.4, 10.5, 10.6, 11.1, 11.3**].
  3. Supervisors will submit a self-evaluation essay describing their growth, challenges, and progress as supervisors over the 15 week term [**Competencies 1.2 2.1, 2.2, 2.3, 2.7, 2.8, 4.5, 5.5, 5.6, 6.5, 11.2, 11.3, 11.4**].
  4. Supervisors will develop a disclosure statement to be provided to their supervisees during the initial session [**Competencies 1.2, 3.1, 3.2, 3.5, 3.6, 5.15.6, 10.1**].
  5. Supervisors will prepare a “pre-supervision” essay integrating their own personal philosophical, theoretical and methodological approach to counseling with their pattern in interpersonal relationships [**Competencies 1.2, 2.3, 2.8**]
- D. Class Demonstrations. All supervisors will work in pairs to describe and demonstrate a particular model or skill used in supervision (Discrimination model, IPR, Live supervision, Group supervision) [**Competencies 5.3, 6.1, 6.2**].
- E. Supervision. Supervisors will meet weekly with counselors for a 1-hour supervisory session. *Each session will be videotaped*. All supervisory sessions will be conducted in the viewing rooms in 1124, taped and reviewed by supervisors each week [**Competencies 1.1, 1.3, 2.1, 2.2, 2.4, 2.5 3.1-3.6, 4.1-4.4, 4.6-4.9, 5.1-5.8, 6.3 – 6.6, 7.1-7.10, 8.1-8.4, 9.1-9.5, 10.1-10.3, 10.6,11.1-11.4**].

Supervisors will maintain on-going records of supervisory contracts and student progress

Supervisors are responsible for establishing a schedule for receiving and returning tapes to counselors. Supervisors will listen to counselors’ tapes in preparation for supervision sessions. Written and verbal feedback will be provided to counselors based on material in tapes, notes submitted to supervisors, and questions supervisees bring to sessions.

All supervision sessions will be conducted in the counseling labs. Once your schedules have been established, you must reserve a counseling room for the entire semester.

Supervisors will receive individual supervision weekly. This requirement may be met through live supervision sessions or other methods specified by the University Supervisor. Prior to each individual session, weekly progress notes on the form provided will be submitted via Blackboard.

## 8. Grading and Evaluation Procedures:

Grades will be based on the following:

- (a) Quality of supervision provided to the supervisee(s) as indicated by weekly process notes, observations of performance, demonstration of competence by self and university supervisor on the rubric provided (80 pts.);
- (b) Contributions to seminar through discussions and presentations (20 pts.);

(c) Satisfactory completion of all written assignments (80 pts.).

The following grading scale will be used:

S= 160-200

U= Less than 160

**9. Class Policy Statements:**

- A. Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises ([Tiger Cub](#), p. 73). Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.
- B. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Tracy Donald, Director, and [Program for Students with Disabilities](#), in 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (Voice T/O)

**Practicum in Counseling Supervision  
COUN 8910 400**

Self and University Supervisor Evaluation

Supervisee \_\_\_\_\_;  
Date of Mid-term Evaluation \_\_\_\_\_;

Supervisor \_\_\_\_\_  
Date of Final Evaluation \_\_\_\_\_

Competencies	Unsatisfactory	Developing	Competent
<p>1. The supervisor demonstrates the following characteristics, knowledge and skills of an effective and competent counselor:</p> <p>1.1. Knowledge of various counseling theories, systems, and related methods;</p> <p>1.2. Knowledge of his/her personal philosophical, theoretical and methodological approach to counseling;</p> <p>1.3. Skill in the application of counseling theory and methods in individual and group counseling.</p>			
<p>2. The supervisor demonstrates personal traits and characteristics consistent with supervisory role:</p> <p>2.1. Is committed to updating his/her counseling and supervisory skills;</p> <p>2.2. Is sensitive to individual differences;</p> <p>2.3. Recognizes limits through self-evaluation and feedback from others;</p> <p>2.4. Is encouraging, optimistic, and motivational;</p> <p>2.5. Possesses a sense of humor;</p> <p>2.6. Is comfortable with authority inherent in supervisory role;</p> <p>2.7. Identifies own strengths and</p>			

<p>weaknesses as a supervisor; 2.8. Describes his/her pattern in interpersonal relationships.</p>			
<p>3. Supervisor is knowledgeable about legal, ethical, and regulatory aspects of profession and skilled in applying this knowledge: 3.1. Communicates knowledge of relevant professional codes; 3.2. Demonstrates and enforces ethical and professional standards; 3.3. Communicates an understanding of legal and regulatory documents and their impact on the profession (certification, licensure, rights to records, etc.); 3.4. Provides current information regarding professional standards; 3.5. Communicates knowledge of counselor rights; 3.6. Communicates knowledge of ethical considerations that pertain to the supervisory process (due process, dual relationships, informed consent, confidentiality, and vicarious liability).</p>			
<p>4. Supervisor demonstrates knowledge of the personal and professional nature of supervisory relationships and applies that knowledge: 4.1. Respects individual differences with regard to gender, race, ethnicity, culture, age, etc, and understands the importance of these characteristics in supervisory relationships;</p>			

<p>4.2. Is sensitive to the counselor's personal and professional needs</p> <p>4.3. Expects counselors to take responsibility for their actions;</p> <p>4.4. Is sensitive and responds to the counselor's anxiety relative to performance evaluation;</p> <p>4.5. Conducts self-evaluation, as appropriate, to model professional growth;</p> <p>4.6. Provides facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy);</p> <p>4.7. Establishes a mutually trusting relationship with the counselor;</p> <p>4.8. Provides appropriate balance of challenge and support;</p> <p>4.9. Elicits counselor thoughts and feelings during counseling or consultation sessions and responds in a manner that enhances supervision process;</p>			
<p>5. Supervisor demonstrates knowledge and skill of supervision methods and techniques to promote counselor development:</p> <p>5.1. Accurately discloses purpose, nature, and procedures used in supervision;</p> <p>5.2. Negotiates mutual decisions regarding learning needs of the counselor;</p> <p>5.3. Engages in appropriate supervisor interventions such as role play, role reversal, live supervision, modeling, IPR, micro-training, suggestions</p>			

<p>and advice, reviewing tapes, etc.;</p> <p>5.4. Elicits new alternatives from counselors for identifying solutions, techniques, and responses to clients;</p> <p>5.5. Performs supervisor's functions of teacher, counselor, or consultant as appropriate;</p> <p>5.6. Integrates knowledge of supervision with his/her style of interpersonal relations;</p> <p>5.7. Uses media aids to enhance learning;</p> <p>5.8. Interacts with counselor to facilitate counselor self-exploration and problem-solving.</p>			
<p>6. Supervisor demonstrates knowledge of counselor development process and skill to apply knowledge:</p> <p>6.1. Understands developmental nature of supervision;</p> <p>6.2. Demonstrates knowledge of various theoretical models of supervision;</p> <p>6.3. Understands counselors' roles and functions in work settings;</p> <p>6.4. Identifies learning needs of counselor;</p> <p>6.5. Adjusts supervision content to complement counselors' personal traits, conceptual development, training, and experience;</p> <p>6.6. Uses methods appropriate to supervisees' development, training, and experience.</p>			
<p>7. The supervisor is competent in case conceptualization and management:</p> <p>7.1. Recognizes primary goal of helping clients;</p>			

<p>7.2. Understands roles of other professionals and assists with referrals when necessary;</p> <p>7.3. Elicits counselor perception of counseling dynamics;</p> <p>7.4. Assists counselor in selecting and executing data collection procedures;</p> <p>7.5. Assists counselor in analyzing and interpreting results objectively;</p> <p>7.6. Assists counselor in planning effective client goals and objectives;</p> <p>7.7. Assists counselor in using observation and assessment in preparation of client goals and objectives;</p> <p>7.8. Assists counselor in synthesizing client psychological and behavioral characteristics into an integrated conceptualization;</p> <p>7.9. Assists counselor in providing rationale for counseling procedures;</p> <p>7.10 Assists counselor in adjusting goals based on ongoing assessment and evaluation.</p>			
<p>8. The supervisor is competent in client assessment and evaluation:</p> <p>8.1. Monitors use of tests and interpretations;</p> <p>8.2. Assists counselor in communicating assessment rationale and procedures;</p> <p>8.3. Assists the counselor in describing and documenting client and counselor change;</p> <p>8.4. Assists counselor in integrating findings and observations to make</p>			

appropriate recommendations.			
<p>9. The supervisor demonstrates competence in written and oral reporting:</p> <p>9.1. Understands and promotes accountability;</p> <p>9.2. Assists counselor in documenting supervisory and counseling-related interactions;</p> <p>9.3. Assists counselor in protecting confidentiality of records;</p> <p>9.4. Assists counselor in identifying appropriate information to be included in verbal or written report;</p> <p>9.5. Assists counselor in presenting information in a logical, concise, and sequential manner.</p>			
<p>10. The supervisor demonstrates competence in the evaluation of counseling performance:</p> <p>10.1 Interacts with the counselor from the perspective of evaluator;</p> <p>10.2 Identifies counselors' areas of strength and weakness;</p> <p>10.3 Provides specific feedback about conceptualization, use of methods and techniques, relationship skills, and assessment;</p> <p>10.4 Determines the extent to which counselor has developed and applied personal theory of counseling;</p> <p>10.5 Develops evaluation procedures to determine program and counselor goal attainment;</p> <p>10.6 Assists counselor in description of progress and</p>			

achievement.			
<p>11 Supervisor demonstrates knowledge of counseling and counselor supervision research:</p> <p>11.1 Uses research to determine effectiveness of programs, services, and techniques;</p> <p>11.2 Applies counseling and supervisory research to practice;</p> <p>11.3 Formulates counseling or supervisory research questions;</p> <p>11.4 Integrates research findings in individual case management.</p>			

This rubric is based on the Standards for Counseling Supervisors developed by the ACES Supervision Interest Network and adopted by the American Counseling Association (formerly AACD) governing council in July of 1989).

## **Expectations for University Supervisor and Student Supervision of Practicum**

Supervision, a requirement for participation in practicum, is designed to assist students to develop competence in counseling and to monitor the level and appropriateness of services provided for clients. Individual supervision takes place weekly and is best scheduled so that you receive current supervision for a client just seen before you see that client again (e.g. site placement on Monday/Tuesday with supervision on Thursday or Friday, return to site on Monday). Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. Individual supervision is based on what you need to do in order to effectively serve clients.

*You must attend individual supervision in order to continue to see clients. In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non-emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, you may not be allowed to see clients and your continuation in the practicum class may be discontinued. We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.*

Both you and your supervisor will listen to audio files of your sessions each week in preparation for your supervision appointment. You are expected to be an active participant in supervision and to come with specific questions and issues that you wish to discuss with your supervisor. Also, your supervisor will identify specific learning needs that the supervisor believes will strengthen your performance as a counselor. At times, beginning students are uncomfortable with taping sessions and having others listen to their sessions. First and foremost, taped sessions are used by the supervisor to monitor the services that are being provided to the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements? Second, the supervisor needs to be able to assist you in the identification of strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not reliable for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development over time and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples. Finally, the tapes are intended to be an instructive tool leading to reflection and planning by you about the ways that you need to improve, the types of learning experiences you need in order to be the best possible counselor for clients/students with a wide variety of needs. So, there is an expectation that you will review your tapes, identify specific areas of strength and weakness and use these discoveries to develop professional, and at times, personal development goals. These reflections should also form the basis for your use of supervision time. What exactly do you need to work on and how can your supervisor help you develop strategies leading to improvement? Supervision, like counseling, is not a passive process.

Your taped sessions are due to your supervisor 48 hours prior to your supervision appointment or at a time agreed upon by you and your individual supervisor. These audio files are posted on the g-drive from an on-campus computer. Please email your supervisor when your sessions and clips have been uploaded. A session summary accompanying each audio file, as well as summaries of client sessions for which you have no audio files but have seen during the week, are also due to your supervisor 48 hours prior to supervision. Although you are not asked to tape group sessions, you are required to submit a session summary for each group session you lead as well. You and your supervisor are responsible for the welfare of all clients you see each week, not just those for whom you submit audio files.

Your placement request is for a specified length of time, usually the first week of class through the last week of class. Even though there are specified minimum numbers of hours for both practicum (100 hours) and internship (600 hours), you are obligated to continue in your placement for the full semester, regardless of the number of hours you may have accrued. Remember, our commitment is to our clients and to the sites that work with us to insure that you have opportunities to develop critical professional skills. Even though an important educational need is met by your placement, the counseling services you provide are first and foremost for the benefit of clients.

**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** COUN 8910  
**Course Title:** Practicum : Counselor Education Pedagogy  
**Credit Hours:** 3 Semester hours (Lecture 3)  
**Prerequisites:** Graduate Standing

2. **Date Syllabus Prepared:** December 2009

3. **Text(s):**

**Required:** McKeachie, W. (Ed.). (2002). McKeachie's Teaching Tips. New York: Houghton Mifflin (11<sup>th</sup> Ed.).

4. **Course Description:**

This course focuses on the development of pedagogical practice, theory, and principles as it relates to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, and supervisory meetings with assigned course instructor.

5. **Course Objectives:**

Upon completion of this course, students will be able to:

1. Develop and implement course lesson plans and activities relevant to course content in a counselor preparation course;
2. Articulate and operationalize a teaching philosophy;
3. Develop and implement formative and summative methods of evaluation and feedback for students;
4. Demonstrate the use of technology in course instruction;
5. Describe the ethical and legal principles that guide counselor education pedagogy;
6. Develop methods to engage counselors-in-training in class activities and discussions;
7. Identify educational models and theories that guide teaching practice;
8. Ability to modify teaching methods to address individual differences in learning styles;
9. Demonstrate knowledge of research and theories relevant to the pedagogy of counselor education;
10. Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching;
11. Awareness of the standards and competencies that guide counselor education curriculum and program requirements.

6. **Course Content:**

Course content will involve lecture and participation in class observations, supervised class instruction, and supervision sessions with assigned course instructor. The specific required components of this curricular experience are listed below.

**7. Course Requirements:**

- **Supervised Teaching Instruction: Development of a teaching portfolio\***
- Teaching Philosophy
- Self-Evaluation of Instruction
  - Using the Self-Evaluation Teaching Observation form you are asked to evaluate your 3 teaching experiences
- 2 Lesson Plans: Associated with assigned course
  - Lesson Plans will follow the format provided
- Student Evaluation Method (course/lecture content)
  - Develop 1 evaluation method that will be used in one of your teaching experiences to evaluate the course lecture
- Evaluation of Instruction
  - Develop one method to evaluate your teaching
- Syllabus for one Masters level course (can refer to other courses but not duplicate)

\*CED Portfolio Components

**8. Grading and Evaluation Procedures:**

Students in this course are required to complete all the specified teaching, experiential and supervision requirements.

Supervised Teaching Instruction:  
(weight of assignments to be determined by assigned faculty supervisor based on specifics of course used in teaching practicum)

**Total 100%**

The following scale will be used:

90-100%	= A
80-89.9%	=B
70-79.9%	=C
60-69.9%	=D
Below 60%	=F

**9. Class Policy Statements:**

1. Students are expected to participate in all the required course and supervision components of this practicum.
2. Students in this teaching practicum may observe the academic evaluation practices used by the course instructor but based on University policy the academic evaluation of students (e.g., course grades, determinations of satisfactory performance) must be determined solely by the course instructor of record.
3. Students who need special accommodations should make an appointment to discuss the Accommodations Memo during office hours as soon as possible. If you do not have an Accommodations Memo please contact Tracy Donald, Director, [Program for Students with Disabilities](#), in 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (Voice T/O).
4. Incompletes will be granted only in cases of medical or personal emergencies.

## Lesson Plan Format

**Description of Course:**

**Date:**

**Description of Lecture:**

**Educational Goals:**

**Description of Instructional Methods:**

**Description of Class Activities, Discussion Exercises, or other Experiential Instructional Techniques:**

**Evaluation of Class Instruction and Outcomes:**

*Attach all handouts, power point slides and other supporting materials*

Teaching Observation Form  
Counselor Education & Supervision  
Teaching Practicum/Internship

Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_  
Course \_\_\_\_\_ Class Size \_\_\_\_\_ Sem/yr. \_\_\_\_\_

<i>Skill/Behavior</i>	<i>Y</i>	<i>N</i>	<i>N/A</i>	<i>Comments</i>
Rapport is quickly established				
Calls students by name				
States daily goals/provides overview				
Links to previous lesson(s)				
Points are logically linked				
Examples are used to support points				
Student participation is reinforced				
Student questions are encouraged				
Student questions are answered				
Clear, logical questions are posed				
Demonstrations are effective				
Material is contextualized to future work Settings				
Current research is used to support points				
Assignments/activities require critical thinking				
Activities are clearly explained including goals, procedures and expected outcomes				
Erroneous ideas are constructively challenged				
Support and encouragement are provided in ambiguous situations				
Multiple instructional methods are used				
Technological competence is evident				
Individual differences in learning are accommodated				
Students are attentive				
Students are responsive				
Positive attitude is conveyed				
Humor is used appropriately				
Respect for students is demonstrated				
Enthusiasm is evident				
Uses body posture, movement and gestures to complement, not detract from lesson				
Changes tone of voice and facial expression to maintain interest, pace lesson				

**Additional Comments:**

### **Additional Self-Evaluation Questions**

- 1. What aspects of the lecture and instruction did you think were most successful?**
- 2. What aspects of the lecture and instruction did you think were most challenging?**
- 3. Discuss your goals and the actual outcomes in the class?**
- 4. Discuss any challenges you had with student issues? How did you handle them?**
- 5. What changes would you make to the lecture, or delivery of the lecture, in the future?**

### **AUBURN UNIVERSITY SYLLABUS**

**Course Number: COUN 8920 10**  
**Course Title: Internship in Counselor Education**

**Credit Hours: 9 semester hours Interns must enroll for each semester in which the internship hours are accrued.**

**Prerequisites: COUN 8910 (10 and 40); COI**

**Corequisites: None**

**1. Date Syllabus Prepared: 1/4/09**

**2. Texts or Major Resources: None**

**3. Course Description:**

The internship program is designed to provide the counselor education student with an on-the-job experience performing the duties of a counselor/counselor educator consistent with his or her career objectives. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 600 hours.

**4. Course Objectives:**

The intern will develop an internship plan on the appended form. As a guiding principle, it should be understood that the internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor educator. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the doctoral internship. Although the student is required to have experiences in each of the five areas listed below, he/she is free to propose the kinds and amounts of experiences in each of the areas. In your proposal, please list the type(s) of experience you propose in each of the areas, approximate number of hours for each, and the specific setting for each. The minimum number of total hours in the doctoral internship is 600.

- (a) **Teaching:** co-teaching, or functioning as an instructor for foundation or specialty courses for master's level counselors in training.
- (b) **Clinical:** consists of providing direct (individual and group) counseling services, or teaching clinically oriented courses.
- (c) **Supervision:** supervising master's students in a counseling practicum, internship, or paraprofessionals in an agency in the provision of counseling-related services.
- (d) **Research:** - writing an article, developing a grant proposal, conducting a pilot study, conducting independent research, assisting a faculty member in research, etc. (*dissertation development may occur during the internship but is considered a different requirement and may not be used to satisfy the research component of internship*).
- (e) **Professional development:** presenting at a professional meeting, participating in the committee work of a professional organization, assisting the Director of Counselor Education or one of the individual program chairs (school, community agency, college student development) in administrative tasks, etc.

The plan will be developed in conjunction with the intern's major professor, and will be consistent with the student's career objectives and plan of study. The plan will be submitted to the counselor education faculty for review and approval according to the following schedule:

Beginning date: Summer or Fall, 2009

Due date: Mid-term, Spring, 2010

Beginning date: Spring, 2010

Due date: Mid-term, Fall, 2010

### **5. Course Content and Schedule:**

This course will meet for a minimum of 25 hours per term for group supervision. Group supervision, depending upon the placement of students, may be in person or occur via distance methods, or some combination methods. Individual supervision of the internship is dependent upon the types of experiences approved for each student.

### **6. Course Requirements/Evaluation:**

A copy of the approved plan will be placed in the internship binder in the departmental office, and one will be provided by the student to the internship instructor on the first day of class for each term of enrollment. Any addendums or changes in the plan must be approved by the advisory committee and routed through the major professor to the counselor education faculty for endorsement. Any addendum to the plan must be presented to the instructor of the internship course and placed in the internship binder. **Students who do not bring a CED faculty approved plan to the first internship class will not be allowed to remain.**

- At the end of the semester, the on-site supervisor(s) will complete an evaluation form indicating the intern's overall performance with regard to the objectives/experiences and submit it to the university supervisor (see attached).
- The University supervisor works with on-site supervisors and interns throughout the internship period to (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; (d) assign grades for interns.
- The activity log will be compared with the initial (and if relevant, amended) objectives at the end of the internship period. This review, along with the onsite supervisor's evaluation, all observations made during the internship, will constitute the basis for the final grade.
- Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). A grade of Incomplete is assigned when the objectives or clock hours of the internship are not met through no fault of the intern.

### **7. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment

deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Tiger Cub](#). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the [Program for Students with Disabilities](#) at 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the [Tiger Cub](#) Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## **8. Justification for Graduate Credit:**

COUN 8920 has been developed so that instruction follows the directive that it “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” ([SACS](#) guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Auburn University Graduate Council, May 21, 1997 apply:

Factors to consider in evaluating a course for graduate credit include but are not limited to the following:

- use of specific requisites;
- content of sufficient depth to justify graduate credit (materials beyond the introductory level);

- content should develop the critical and analytical skills of students including their application to the relevant literature;
- rigorous standards for student evaluation (all students in a 6000-level course must be evaluated using the same standards);
- course instructor must hold graduate faculty status or be approved by the Dean of the Graduate School.

Internship Plan Form  
COUN 8920 CED

1. Meet with your advisor to discuss a plan for your internship experience.
2. Complete the plan form, review with your advisor, and make any adjustments necessary.
3. Meet with the doctoral program coordinator to discuss options for placement to meet the objectives of your plan. Secure the placement and ask for a letter of agreement from the site supervisor (s) to attach to the plan.
4. Submit the plan, along with approval for placement, to the chair of the CED faculty for review.
5. Present the internship class instructor with an approved plan, including the supervisor agreements, on the first day of class during each term in which you are enrolled in internship.

	Teaching	Clinical	Supervision	Research	Professional/career Development
Objectives					
Performance Indicators					
Experience to Meet Objective					
Location of Experience					
Site Supervisor					
Dates of Experience					

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Intern Date

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Advisor Date

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Chair of CED Faculty Date of Approval

Evaluation Rubric for CED 8920  
Auburn University

Objectives: (list each objective from the approved plan in the sections below)	Performance Indicators (evidence that the objectives have been achieved)	Unsatisfactor	Marginal	Competent	Exemplary	Supervisor Initial
Teaching:						
Clinical:						
Supervision:						
Research:						
Professional Development:						

Additional Comments including particular strengths noted and areas for professional development:

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date