

Counselor Education (CED) Master's Programs Field Experience Handbook 2026

Clinical Mental Health Counseling
Clinical Rehabilitation Counseling
School Counseling



AUBURN
College of Education

Contents

Counselor Education Master's Programs Field Experiences Handbook

Introduction To Professional Practices

Practicum and Internship Placements

Professional Parameters / Issues

Remediation and Retention Policy

Practicum

Practicum and Internship Documentation and Case Notes

Counselor Education Master's Programs Professional Practice Forms

Counselor Education Master's Programs Practicum and Internship

Expectations

Practicum Log Instructions and Expectations

Counselor Education Master's Programs Practicum Log

Supervisor Evaluation of Student

Additional Skills Based on Specialty Area

Counseling Student Evaluation of Practicum or Internship Site

Counseling Student's Evaluation of Individual Supervisor

Appendix A -Clinical Mental Health Counseling -Professional Practice Forms

Appendix B - Clinical Rehabilitation Counseling -Professional Practice Forms

Appendix C - School Counseling -Professional Practice Forms

Counselor Education Master's Programs Field Experiences Handbook

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 provide counseling services to diverse clients. Site placements made by the clinical coordinator or program coordinator of the student's area of specialization. All site placements will be in sites which include counseling as one of the primary professional activities and shall be supervised by a counseling professional who has a minimum of two years of post- master's experience and a master's degree in a counseling related field.

Practicum And Internship Placements

Placements for practicum and internship sites is a collaborative process between the student, counseling sites, and the university. Students will follow the placement protocols for their respective programs:

- **Clinical Mental Health Counseling - on campus.** In the Clinical Mental Health Counseling (CMHC) program, students will be introduced to possible practicum and internship sites by their program faculty. After learning about the sites, students will be asked to prepare a resumé and cover letter to be disseminated to these sites. In addition to these professional materials, students will also be asked to rank order all the sites based on preference.

The CMHC Program Coordinator will contact the practicum and internship sites to begin the placement process. **CMHC students are not permitted to contact the practicum/internship sites themselves unless instructed by program faculty.** Once the practicum/internship sites review the student applicants' information, they may contact the student to schedule a professional interview. After the

interview process, practicum/internship sites will contact the CMHC Practicum Coordinator with their student recommendations.

- **Professional Interview.** CMHC students will participate in professional interviews during the practicum and internship placement process. Students are expected to demonstrate professional behaviors during these interviews. If a student is unable to secure a practicum and internship placement after multiple interviews, the program faculty and student's committee may meet to discuss the student's fitness for the practicum and internship process.
- **Testing.** CMHC students may be required to take a drug test, participate in a background check, or participate in other testing per site placement policies. If a CMHC student does not pass the testing offered by the potential site, their standing in the program may be at risk. Oftentimes, CMHC students are required to pay for these tests for placement consideration.
- **Clinical Mental Health Counseling - online.** Distance education students will be responsible for finding their own practicum (100 hours) and internship (600 hours) sites and must confirm placement at a site by **June 1st** completing their first year to the Practicum and Internship Coordinator. The requirement is that students will identify local counseling sites up to 90 miles within their surrounding area and must have a site supervisor who meets the following qualifications:
 - a) a minimum of a master's degree in counseling or a related profession;
 - b) relevant certifications and/or licenses;
 - c) a minimum of two years of counseling experience;
 - d) knowledge of the counseling program's expectations, requirements, and evaluation procedures for students; and
 - e) relevant training in counseling supervision.

Sites that are commonly used for our student training include correctional facilities, community mental health outpatient clinics, non-profit organizations, family and children service agencies, residential facilities for adjudicated individuals, child advocacy centers, substance use treatment centers, inpatient psychiatric departments in local hospitals, day treatment centers, and college counseling centers.

- **Clinical Rehabilitation Counseling.** For practicum in Clinical Rehabilitation Counseling (CRC), students in the on campus typically work with the local Community Rehabilitation Program, Achievement Center Easter Seals, the Office of Accessibility at Auburn University, the E.A.G.L.E.S. program at Auburn University, or other appropriate placements.

CRC students in the distance education program will work with faculty to identify appropriate placements in the area in which students live. Sites vary including non-profit agencies and state/federal programs, and the site must be approved by the Clinical Rehabilitation Counseling Practicum and Internship Coordinator.

Internship placements are collaboratively identified by faculty and the student to best meet the professional practice goals and availability of the student. The example sites include non-profit agencies and state/federal programs, such as state vocational rehabilitation agencies, community rehabilitation programs, university disability support centers, agencies providing transition support services for youth and young adults with disabilities, and university post-secondary education/transition programs for students with disabilities. Approval must be obtained from the University Supervisor regarding the site selected prior to beginning the internship. It is suggested to start locating internship location (6) six months prior to internship. Rehabilitation Services Administration (RSA) Scholars are required to complete their internship in the state vocational rehabilitation program.

- **School Counseling.** In the School Counseling (SC) program, students will select their preferred practicum and internship sites and notify the School Counseling Program Coordinator of their selections. The School Counseling Program Coordinator will complete a field experiences site placement form and submit the form to the Field Experiences Coordinator in the College of Education (CoEdu) at Auburn University. The CoEdu Field Experiences Coordinator will submit the form to the appropriate entities in each district for approval. The CoEdu Field Experience Coordinator will notify the School Counseling Program Coordinator of denial or acceptance, and the program coordinator notifies the practicum/internship student of the decision. This process will continue until the student has been placed.

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 site may have a form that they prefer you to use. If not, please use the Auburn University form provided by your course instructor.

Emergency Procedures

Within the first week of practicum, you must 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? How should you proceed if you have an emergency with a client? You are only allowed to see clients under supervision, and 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. You should confirm with your site the emergency number. In addition, you may provide the emergency number for EAMH (334) 742-2877 or (800) 815- 0630 or 988.

Ethical Guidelines

When you enter a counseling relationship, you are entering into an agreement with your client to keep their 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 Code of Ethics (2014)*** as well as ethical guidelines specific to your specialty area including the Alabama Board of Examiners in Counseling's ***Code of Ethics and Standards of Practice (2016)***, ***ASCA Ethical Standards for School Counselors (2022)***, and the ***Code of Professional Ethics For Rehabilitation Counselors (CRCC, 2017)*** and use them as a guide for behaving in a professional, ethical manner.

Professional Liability Insurance

All College of Education 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) 844-4870.

Students are also required to purchase their own professional liability insurance through an organization such as [HPSO](#). School counseling students also receive professional liability insurance through American School Counselor Association (ASCA).

Professional Behavior

Although the primary purpose of practicum and internship is to assist you in the continued development and application of counseling skills, you are also a representative of the counseling programs and contractor with the site. Thus, you are expected to operate under the norms of the site by adhering to their policies and procedures of daily operations. This includes, but is not limited to, being punctual, dressing appropriately, completing documentation in a timely fashion, and presenting oneself professionally and ethically. 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, supervision/consultation, membership in professional organizations (e.g., ACA, ALCA, AMHCA, ASCA, CRCC) and attendance at professional development workshops and seminars.

Social Media and Public Representations

Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling programs; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards

regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

Remediation And Retention Policy

The Counselor Education Programs’ Remediation and Retention Policy integrates the Auburn University Graduate School policy pertaining to annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association’s *Code of Ethics* (ACA, 2014; Standard F.6.b. *Gatekeeping and Remediation*) and CACREP (2024) standards.

Retention and Remediation

If a student’s progress in the program is deemed unsatisfactory or a significant concern is identified, the student will be notified of the concerns in writing. The student will be asked to contact their Academic Advisor to discuss these concerns. Concerns may be identified during enrollment in the program and as a component of the Annual Review of Student Progress.

Examples of issues which may lead to remediation or dismissal from the program:

- *engaging in unethical or illegal behavior in clinical practice*
- *breaking the Auburn University Code of Student Conduct or Student Academic Honesty Code (e.g., plagiarism)*
- *being suspended due to academic GPA*
- *not completing degree requirements in the specified time provided by the Auburn University Graduate School*
- *engaging in unethical or illegal practices in conducting research*
- *engaging in peer or faculty harassment*
- *breaking professional confidentiality agreements*
- *being fired from a clinical practice training site*

- *falsifying clinical documentation, or*
- *demonstrating behavior that is disrespectful to individual and group differences. Failure to meet expectation on Key Performance Indicators related to academic, dispositional, and skills capacities (i.e. site supervisor evaluations, skills demonstrations) may result in the initial of early intervention or remediation processes.*

In instances of remediation or dismissal, the student's Academic Committee prepares a statement of concerns outlining the problem(s). The statement of concerns must have the unanimous support of all members of a student's Committee. These concerns are then addressed in a meeting with the student. This process is developmental and can lead to outcomes including transferring or leaving the program, remediation, or dismissal when necessary. If remediation is recommended by the committee, the potential steps for addressing concerns are outlined and discussed with the student.

Remediation Process

When remediation is recommended by the student's Academic Committee, the following steps are involved in developing, implementing, and assessing the outcomes of the remediation:

The **remediation plan** must include, but is not limited to, the following:

1. Specific measures to be taken by the student;
2. Timeline for completing the plan;
3. The means for determining whether the measures taken have resulted in desired outcomes;
4. The consequences to the student if there is a failure to remedy the problem within the specified timeline, which includes potential of being dismissed from Counselor Education Program;
5. The student's rights in the remediation process.

As required by the Auburn University Graduate School the Remediation Process involves:

- A. Documentation of the grievances, the plan for remediation, and a summary of the Academic Committee meeting will be given to the student, Department Head, and when appropriate the Academic Dean and the Dean of the Graduate School.
- B. If the student's Academic Committee determines that the remediation efforts have been successful at the end of the designated timeline, each of the individuals listed above will be notified by letter.
- C. If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full Counselor Education faculty and Committee members. The faculty and Committee will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.
- D. The Dean of the Graduate School will give the student an opportunity to respond and will then decide regarding the committee's recommendation. If the final decision is to dismiss the student from the program, the student's Committee will be responsible for facilitating this transition for the student.

Students have the right to due process and to grieve outcomes or decisions related to

remediation or dismissal. Students can address concerns about their evaluation, the remediation process and plan, or recommendations related to dismissal.

The first step is to address their concerns in meetings with their Major Professor and Academic Committee. If these concerns cannot be addressed, students have the right to address their concerns with the Department Head of Special Education, Rehabilitation, and Counseling.

If this does not address the concerns, students have the right to address their concerns with the Dean of the College of Education. If this does not address the concerns, students

have the right to address their concerns with the Dean of the Graduate School at Auburn University.

Practicum

Supervision

Supervision is a requirement of practicum, and it is designed to assist students in developing competence in counseling and to monitor the level and appropriateness of services provided to clients. Supervision involves a supervisor, who is a senior member of the profession, and one or more supervisees, who are 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, 2014).

Your university-appointed supervisor will be either a counselor education program faculty member or a doctoral student who is supervised by a counselor education program faculty member.

1. Counselor education program faculty members serving as individual/triadic supervisors have counseling supervision training and experience, relevant clinical experience, and appropriate professional credentials.
2. Doctoral students who provide individual/triadic supervision must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision with a counselor education program faculty member.
3. Practicum students are also required to participate in 2 hours per week of group supervision provided by a Counselor Education program faculty member.

Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. ***You must attend an average of one hour of individual/triadic supervision with your university appointed supervisor every week 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 cannot 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.

Required Work Samples

Work samples are required to successfully complete practicum (COUN 7910). Students are expected to submit an average of two recorded counseling sessions weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester to complete practicum.

There are three principal purposes for submitting actual work samples, such as digital recordings of counseling sessions:

- The supervisor needs to monitor the services that are being provided to the clients/students. Work samples provide evidence that the strategies being used with clients are empirically supported or based on theory and ethically and legally sound.
- The supervisor assists the supervisee in identifying his or her strengths as well as areas for improvement. The supervisor 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. Work samples 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 an effective counselor for clients/students with a wide variety of needs. You are expected to review your tapes to identify your specific areas of strength and weakness. Use these discoveries to develop professional, and, at

times, personal development goals. These reflections should be discussed in your supervision sessions. What exactly do you believe 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 recorded sessions are due to your supervisor 48 hours prior to your supervision appointment or at a time agreed upon by you and your University supervisor. You are responsible for uploading your recorded counseling sessions to your Box folder. Your supervisor will listen to the sessions and provide you with feedback.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student's site supervisor, meaning the supervisor will sit in on or otherwise observe the student's counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. The site supervisor will provide weekly reports on his or her observations of the students counseling, specifically to meet the purposes as outlined above for taping counseling sessions. A minimum of fifteen live supervision observations must be completed to satisfy this requirement of practicum.

Client Case Conceptualization and Presentation

A client case conceptualization presentation is required of all students to complete practicum. For this assignment, students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision.

Required forms (e.g., intake, treatment plan) will vary by specialty area and should be turned into the group supervisor before the student's presentation. The following components are required, and students must also review their practicum syllabus for additional requirements designated by the specialty area or group supervisor.

- Client's presenting concern and background information gathered at first appointment
- Information gathered via formal and/or informal assessments

- Client's goals for counseling
- Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
- Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan, individualized plan for employment)
- Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
- At least one segment of the audio recording of this counseling session that demonstrate the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

** The forms used for this assignment vary by specialty area, and therefore, they are found in the respective appendix for each program.*

Practicum and Internship Documentation and Case Notes

The purpose of documentation for the practicum and internship is for educational reasons. For any documentation submitted to university supervisors, please remove all identifying information and use a coding system to identify clients to ensure client confidentiality. You are required to write a progress note for each individual or group counseling hour recorded on your practicum or internship hour log. For each recorded counseling session for practicum, students are also required to complete a session summary after listening to the session themselves and prior to the student's supervision session with the University supervisor. Progress notes and session summaries are also due to your supervisor 48 hours prior to supervision. You and your supervisor are responsible for the welfare of all clients you see each week, not just those for whom you submit recorded sessions.

Practicum and internship students are not permitted to keep their own personal "case" notes of client progress and individual impressions. Students are strongly encouraged to

refer to their documentation at site or submitted to the university to help them recall important information related to specific client cases.

Personal case notes are not protected by the Auburn University professional liability insurance and can be admissible in court.

Practicum and Internship Counseling Hours

Your placement request is for a specified length of time, typically starting the first week of the semester through the last week. Although 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 if you complete the required number of hours earlier in the semester. Remember, your commitment is to your clients and to the sites that work with our programs to ensure that students 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.

Students must complete a minimum of 100 hours providing direct and indirect services for practicum. Forty (40) direct counseling hours are required. These direct hours are accrued by providing individual and at least 10 group counseling services; however, Clinical Mental Health Counseling students can only accrue up to 15 hours of group counseling in practicum.

Students must complete a minimum of 600 hours providing direct and indirect services for internship. Two hundred and forty (240) direct counseling hours are required. These direct hours may be comprised of both individual and group counseling services.

*Students must accrue group counseling experience in either practicum or internship.

Summary of Required Materials for Practicum and Internship

Practicum Documentation	Due	Submit to
Practicum and Internship Contract	Semester before practicum placement	Practicum Internship Coordinator

Practicum Documentation	Due	Submit to
Information Sheet	First week of class	Course Instructor
Supervisor Resume/CV	First week of class	Course Instructor
Supervisor Contract	First week of class	Course Instructor
Case Conceptualization Presentation	Variable	Course Instructor
Client Documentation (Progress notes, session summaries, counseling plans)	Ongoing for each client	University Supervisor/ Course Instructor
Practicum Log	Midterm and Final	Course Instructor
Site Supervisor Evaluations	Midterm and Final	Course Instructor
University Supervisor Evaluations	Midterm and Final	Course Instructor
Self-Evaluations	Midterm and Final	
Evaluation of Your Site	Midterm and Final	

Internship Documentation	Due	Submit to
Practicum and Internship Contract	Semester before internship placement	Practicum/Internship Coordinator
Information Sheet	First week of class	Course Instructor
Supervisor Resume/CV	First week of class	
Supervisor Contract	First week of class	
Internship Log	Midterm and Final	
Site Supervisor Evaluations	Midterm and Final	
Self-Evaluations	Midterm and Final	
Evaluation of your site	Final week of Class	

Counselor Education Master's Programs Professional Practice Forms

Practicum and Internship Student Contract

The purpose of this document is for the Counselor Education Program faculty to communicate the requirements and expectations for counseling students to apply for and successfully matriculate through the practicum and internship professional practice experiences.

In the application process, I understand that:

1. I must have a strong academic record (3.0 or above in all of my classes and a B or higher in Introduction to Counseling Practice course) to qualify for practicum and internship placement consideration;
2. I must demonstrate appropriate classroom behaviors, competent counseling skills and professionalism to be considered for practicum placement;
3. the practicum and internship placement process is competitive, and I may not be placed at a counseling site that I ranked as a top priority;
4. I may be placed at a practicum/internship site up to 100 miles from Auburn University's campus;
5. I may not contact site supervisors directly, unless they contact me;
6. program faculty make all final decisions about site placements and approving students to be placed.

At my site, I understand that:

1. I am to comply with all site policies and procedures;
2. I am required to abide by the *ACA Code of Ethics* as well as professional ethical codes and guidelines specific to my specialty area including but not limited to the Alabama Board of Examiners (ABEC) Code of Ethics and Standards of Practice, *ASCA Ethical Standards for School Counselors (2022)*, and the Code of

Professional Ethics for Rehabilitation Counselors (CRCC, 2017), while I am working at my site;

3. I am expected to maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances;
4. I am to arrive on time for my practicum/internship hours;
5. my schedule may not be conducive to the site's regular operations and that I must be flexible in scheduling my availability and work with the site to make changes or adjustments;
6. although there is a minimum number of hours that I am to work at my site each week (10 to 12 hours a week for practicum and 20 to 40 hours for internship depending on whether I am a full- time or part-time intern) I may be required to schedule additional hours on site to accrue direct hours if I experience a lot of no shows, trouble scheduling clients, transition issues, etc.;
7. I am to provide counseling services at the site for the duration of the semesters in which I am enrolled in the practicum or internship course, even if I completed my required hours;
8. although the majority of counseling services I provide must be with individual clients, I must accrue group counseling hours in practicum and/or internship;
9. I may be terminated by my site supervisor for any reason including, but not limited to, not adhering to site policies, breaking ethics codes, poor attendance, poor professional behaviors, et cetera. In addition, termination from a site will require review a thorough review by my academic committee to determine my progress in the program.

I hereby agree to the above conditions.

Auburn University Counseling Student Signature

Date

Practicum/Internship Coordinator

Date

Counselor Education Master's Programs Practicum and Internship Expectations

Requirements of Practicum and Internship

For COUN 7910 Practicum, students are required to:

1. Work a minimum of 100 hours at a practicum site (pre-approved by the Counselor Education program faculty);
2. Provide a minimum of 40 hours of direct counseling services for clients through the provision of individual and group counseling services;
3. Provide a minimum of 15 work samples of counseling with client, either via audio recorded counseling sessions or live observations;
4. Complete a minimum of 60 indirect hours of counseling-related activities such as staff meetings, clinical documentation, trainings, preparing for counseling sessions, etc.;
5. Complete a client case conceptualization presentation;
6. Participate in one hour of individual supervision at Auburn University per week offered by an appointed university supervisor; and

7. Participate in group supervision each week at Auburn University.

For COUN 7920 Internship, students are required to:

1. Work a minimum of 600 hours at an internship site (pre-approved by the Counselor Education program faculty).
2. Provide a minimum of 240 hours of direct counseling services with clients through the provision of individual and group therapy services;
3. Complete a minimum of 360 indirect hours of counseling-related activities such as staff meetings, clinical documentation, trainings, preparing for counseling sessions, etc.;
4. Complete a client case conceptualization presentation;
5. Participate in one hour of individual supervision at the internship site; and
6. Participate in group supervision every other week at Auburn University.

Expectations of Counseling Students

Auburn University Counseling Students are expected to:

1. Comply with all practicum and internship site policies and procedures;
2. Abide by the *ACA Code of Ethics* (2014) as well as professional ethical codes and guidelines specific to my specialty area including but not limited to the *Alabama Board of Examiners (ABEC) Code of Ethics and Standards of Practice*, *ASCA Ethical Standards for School Counselors (2022)*, and the *Code of Professional Ethics For Rehabilitation Counselors (CRCC, 2023)* while working at their practicum/internship site;
3. Maintain excellent attendance at the site and use the appropriate call-off procedures in emergency and illness circumstances;
4. Arrive on time to their practicum/internship site;
5. Be flexible in scheduling their availability and works with the site to make changes or adjustments if scheduling issues arise;

6. Schedule additional hours on site to accrue direct hours if the student experiences a lot of no shows, trouble scheduling clients, transition issues, etc.;
7. Provide counseling services at the practicum or internship site for the duration of the semesters in which the student is enrolled in the practicum or internship course;
8. Accurately and honestly record direct and indirect hours on their practicum/internship log; and
9. Gain experience in group counseling in either practicum or internship.

Expectations of the Practicum or Internship Site Supervisors

The Auburn University Counselor Education faculty will work closely with site supervisors to provide an optimal training experience for counseling students. In order to offer a collaborative and supportive training environment, site supervisors are expected to:

1. Offer one hour of individual supervision to the counseling student each week throughout the practicum or internship placement;
2. During practicum, allow student to audio record counseling sessions with the client's documented consent or conduct live observations of at least 15 counseling sessions conducted by the student;
3. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor;
4. Communicate with faculty if a practicum/internship student is not performing adequately to meet the site's standards;
5. Complete a midterm and final evaluation for the student based on observations of the student's work with clients for both practicum and internship;
6. Offer students an opportunity to lead or co-lead a counseling or psychoeducational group in either practicum or internship;

7. Offer students opportunities to become familiar with a variety of professional activities and resources, including technological resources during their practicum or internship.
8. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in-person counseling supervision and training in counseling supervision technology platforms. Signing this document confirms that you are current with all training requirements for CACREP supervisors

Expectations of Counselor Education Faculty

The Counselor Education faculty are committed to student success and preparing competent counselors. In order to provide a supportive training environment, faculty are expected to:

1. Offer group supervision to practicum and internship students as stipulated by the CACREP Standards;
2. Provide weekly individual supervision to doctoral-level university supervisors who supervise counseling students who are in practicum and internship;
3. Communicate with counseling students who are not adequately progressing through practicum and/or internship.

By signing this form, I agree to the requirements outlined in this contract. Failure to abide by this contract could result in removal of the counseling student from the practicum/internship site, the implementation of a remediation plan and/or dismissal from the counseling program.

Counseling Student

Date

Site Supervisor

Date

AU Faculty

Date

Practicum Log Instructions and Expectations

Please use the following instructions to complete the attached log as you complete the 100- hour requirement for practicum (minimum of 40 hours providing direct counseling services).

1. On a weekly basis, document the number of hours of direct counseling services you provided for that week on the log.
 - a. Time should be documented in .25-hour increments. For example, if you see a client for 45 minutes, record .75 hours; 15 minutes, record .25 hours; 90 minutes, record 1.5 hours and so on. Please round to the nearest quarter-hour increment.
 - b. The term DIRECT means that you are providing FACE TO FACE counseling services. This includes individual sessions as well as counseling groups for which you are ACTIVELY leading or co-leading. (Does not apply to any observations of others performing the counseling service). You must be the one demonstrating these skills to be able to count the time as DIRECT.
 - c. At least 10, but up to 15 hours of group counseling, in which you are leading or co-leading the group, can be counted toward the total of 40 direct service hours.
 - d. Students are expected to submit an average of two recorded counseling sessions or live supervision forms weekly throughout the semester in which they are enrolled in practicum. Students must submit a minimum of 15 work samples throughout the semester to complete practicum.
 - e. Indirect hours accumulated-All other services that do not fall under this explanation are considered indirect and should be counted as such.
2. Also on a weekly basis, document the number hours you receive supervision from a university- appointed supervisor.

Students must receive supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum by a university-appointed program faculty member or a doctoral student supervisor. 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.

Note: The supervision you may receive on site by your practicum site supervisor does satisfy the requirement for one hour of supervision with a university supervisor. Hours accrued in supervision with an on-site supervisor should be included in 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

Students 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.

Dates (By Week)	Individual (min 1 per week)	Group (min of 2 per week)	Individual Counseling Hours (e.g., .5, .75, 1)	Number of Recorded Sessions (e.g., 1, 2, 3)	Group Counseling Hours (e.g., .5, .75, 1)	Indirect hours	Total Hours for Week (direct + indirect)	Site Supervisor Initials & Date
Column Totals								

Summary:

Supervisor Evaluation of Student

COUN 7910 Practicum / COUN 7920 Internship Midterm & Final

Special Education, Rehabilitation and Counseling | Auburn University, AL 36849-5222

Student Intern: _____ Supervisor: _____

Role (University or Site): _____ Midterm date: _____ Final date: _____

Agency/Site Name: _____

Directions: Please evaluate the counseling practicum/intern based on your observation of their work with individuals and professionals at the internship site.

*Individual = Client/student/consumer/patient

Professional Dispositions/Characteristics

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Professional Identity: Knowledge of and identification with the role of a professional counselor/therapist				
Self-Awareness: Demonstration of self-awareness as a professional counselor (e.g., demonstrates emotional stability, awareness of impact of behavior on others, avoids imposing beliefs and/or values on others)				

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Professional Development: Engages in professional development both in and outside of the practicum/internship experience				
Advocacy: Demonstrates ability to engage in professional advocacy.				

Legal and Ethical Behavior/Adherence to Legal and Ethical Standards

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates the knowledge and application of professional ethical and legal standards (e.g., ACA, ABEC, HIPPA, FERPA, ADA)				
Consistently applies ethical and legal standards (e.g., confidentiality) in all aspects of practicum and internship, including supervision and consultation.				
Conducts self in an ethical manner in all aspects of the practicum/internship experience				
Overall rating for section				

Culturally Sustaining Counseling Practice

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge of and application of appropriate culturally sustaining counseling practices.				
Ability to understand personal culture and its effect on the individual and the counseling process.				
Ability to understand personal worldview and its effect on the individual. and the counseling process.				
Demonstrates sensitivity to demographic, background, and cultural worldview of others.				
Overall rating for section				

Counseling Skills and Knowledge: Individual= Client/student/consumer/patient

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Effectively handles informed consent.				
Ability to conduct intake and appropriate assessment processes.				
Demonstrates ability to establish and maintain a counseling relationship.				
Appropriate use of counseling skills in sessions (e.g., immediacy, self-disclosure, processing).				
Demonstrates effective and collaborative goal setting with individuals.				

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Understands & responds appropriately to nonverbal communication.				
Demonstrates and communicates empathy to the individual.				
Communicates in a style compatible with the communication style and developmental level of the individual.				
Appropriate pacing and time management of sessions.				
Demonstrates effective application of counseling theories and interventions				
Ability to accurately assess effectiveness of application of counseling theories and interventions.				
Demonstrates ability to apply and modify strategies and interventions related to counseling process and theories.				
Ability to establish an understanding of outcomes, goals, and incremental changes for the individual.				
Ability to plan for and conduct termination sessions.				
Competence in providing leadership and processing in group counseling.				
Demonstrates ability to engage in effective group counseling planning and application of group counseling skills.				
Ability to plan and implement group counseling termination sessions.				
Overall rating for section				

Assessment and Diagnostic Processes

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Ability to conduct intake and appropriate assessment processes.				
Uses assessment instruments/results appropriately.				
Ability to conduct crisis & risk assessments/intervention.				
Overall rating for section				

Supervision and Professional Practice Behaviors

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Appropriate dress and professional behavior; including with site staff and professionals				
Is on time for all site responsibilities (e.g., indiv. sessions, supervision, site meetings).				
Completes clinical documentation and counseling responsibilities in a timely manner				
Prepared for all counseling related responsibilities (e.g., group leadership, indiv sessions)				
Prepared for supervision and individual counseling sessions				
Seeks consultation appropriately				
Is receptive to feedback from supervisor				
Is receptive to appropriate feedback from peers/colleagues				

Additional Skills Based on Specialty Area

Clinical Mental Health Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy appropriate for the clinical mental health setting.				
Demonstrates knowledge and skills to administer and interpret general assessments for the clinical mental health population.				
Demonstrates knowledge and skills in developing and implementing treatment plans for the clinical mental health population.				
Demonstrates knowledge of and abides by ACA and ABEC ethical standards.				
Overall rating for section				

Clinical Rehabilitation Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Able to use client assessment information to identify the need for specific services and to determine referrals to appropriate providers.				
Able to analyze, plan, supervise, and administer rehabilitation plans to clients.				

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Able to develop a written rehabilitation plan that actively involves the client in determining needs.				
Able to collect and process information about the client to identify and address their career/vocational needs and able to make decision regarding the information to provide continued employment support of the client.				
Effective application of career theories/vocational rehabilitation models and assessment methods to assist consumer.				
Able to provide follow-up, consultations, and support to assist consumer with current or future career/vocational goals and needs.				
Overall rating for section				

School Counseling

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge and commitment to social justice advocacy appropriately for the school population and setting.				
Demonstrates knowledge and ability to interpret and utilize data, reports, interviews, and assessments appropriately.				

Objectives	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
Demonstrates knowledge of school counseling interventions, strategies, and appropriate practice for the school population.				
Demonstrates knowledge of and abides by ASCA ethical standards.				
Demonstrates knowledge and application of the ASCA National Model.				
Overall rating for section				

Overall rating: (Exceeds Expectations / Meets Expectations / Does Not Meet Expectations)

Please comment on the following question: What are the strengths of the student as a practicum/intern student? What areas need further development or training?

Additional Comments:

Student's Signature: _____

Date: __

Supervisor's Signature & Credentials: _____

Date: _____

Printed Supervisor's Name: _____

Date: ____

Counseling Student Evaluation of Practicum or Internship Site

Special Education, Rehabilitation and Counseling | Auburn University

Name: _____ Program: _____

Semester & Year: _____

Name of site: _____ Total hours accrued at site: _____

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

Site Evaluation	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree	Not Applicable
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 and training on emergency protocols						
The site supervisor was available for consultation and supervision						

Site Evaluation	1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree	Not Applicable
Staff resources were available for you to use						
Feedback was provided regularly and consistently during your placement concerning your progress						
Appropriate opportunities were provided for individual and group counseling experiences						
The use of current technology for delivery and enhancement of services was supported and enriched by the site						
Professional and ethical behavior was demonstrated by site personnel						
I would recommend this site for future placements						

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

Other comments:

Counseling Student: _____ Date: _____

Counseling Student's Evaluation of Individual Supervisor

Name of Individual Supervisor: _____

Name of Individual Supervisee _____ :

Competencies	Unsatisfactory	Satisfactory	Exemplary
1. The supervisor demonstrated a knowledge of the counseling process.			
2. The supervisor demonstrated a knowledge of counseling legal and ethical principles.			
3. The supervisor demonstrated personal qualities that were conducive to developing a strong supervisory relationship (e.g., awareness of individual differences, humor, openness).			
4. The supervisor demonstrated multicultural competence in the supervisory relationship and within the counseling process.			
5. The supervisor demonstrated the ability to help you develop and enhance your counseling skills.			
6. The supervisor demonstrated the ability to use multiple supervisory methods to help you develop counseling competence.			

Competencies	Unsatisfactory	Satisfactory	Exemplary
7. The supervisor demonstrated the ability to help you develop conceptualization and treatment planning skills.			
8. The supervisor effectively provided feedback and was receptive to feedback from the supervisee related to the supervisory process.			

Additional Comments:

Intern: _____

Date: _____

Appendix A -Clinical Mental Health Counseling -Professional Practice Forms

Practicum and Internship Information Sheet - Clinical Mental Health Counseling

Special Education, Rehabilitation and Counseling | Auburn University

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder.

Number of practicum/internship credit hours for which you are enrolled this semester:

Student Information

Student's Name: _____

Address: _____

Home Phone # _____ Cell Phone #: _____

Email Address: _____

Faculty Advisor _____:

Practicum/Internship Goals & Objectives (use back of page):

Practicum/Internship Site Information

Practicum/Internship Site Name: _____

Address: _____

Direction to the site from Auburn Campus (use back page):

On-site Supervisor: _____

Name: _____

Title: _____

Office Phone/Email Address: _____

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

CMHC Student _____ Date _____

Site Supervisor _____ Date: _____

University Group Supervisor: _____ Date: _____

Practicum Memorandum of Agreement -Clinical Mental Health Counseling Program

Department of Special Education, Rehabilitation and Counseling

345 W. Samford Ave., Room 3188 | Auburn, AL 36830 | (334) 844-7676

To: Site Supervisors of Clinical Mental Health Counseling Practicum Students

From: Auburn University Supervisor

Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. This is an opportunity for counseling students to build on their clinical experiences and education. Information about the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M.Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! 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 University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the practicum/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings

2. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio tapes, interventions used, session summaries) and two hours of group supervision.
3. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in practicum are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Students can have a total of 8-10 hours on-site per week for practicum. All counseling services should occur on site, and students are not permitted to provide in-home services for any reason.
2. Assist the student in obtaining All required consent agreements from clients. The program has two consent documents:
 - a) Informed consent to counseling services. Related counseling services include individual counseling sessions, group counseling, assessment, intake interviews, job skills/interviewing skills training, and any other direct services provided to their clients at the site.

- b) Consent to Audio Record. Students must receive client consent to record any counseling-related services.

Students are not permitted to provide any services to clients without a signed consent agreement.

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.

If restrictions within the site limit the possibility of audio recording sessions, the site must provide live supervision of the practicum student's direct service to clients.

3. Make provisions for orientating the practicum student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor.
5. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
6. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement of any concerns related to the student's clinical development.
7. 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 finals.
8. Assure that the student will be properly supervised **at all times** by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. The student will only see clients

when the site supervisor is present. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.

9. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
10. Site supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in-person counseling and training in counseling supervision technology platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.
7. Only see clients while site supervisor is present.
8. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at practicum site. Services are not permitted off site.
9. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student: _____ Date: _____

Site Supervisor: _____ Date: _____

AU Faculty: _____ Date: _____

Internship Memorandum of Agreement - Clinical Mental Health Counseling Program

Department of Special Education, Rehabilitation and Counseling

345 West Samford Avenue, Room 3188 | Auburn, AL 36849-5222 | (334) 844-7676

To: Site Supervisors of Clinical Mental Health Counseling Internship Students

From: Auburn University Supervisor

Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for counseling students to build on their clinical experiences and education. Information the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M.Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! If you have any questions or need to discuss an internship student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at (334) 844-7676.

The University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the internship/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings.
2. Provide three hours of group supervision every other week which includes student presentations of case conceptualizations.
3. The internship student will provide the Site Supervisor with a copy of the internship syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in internship are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the internship student in accordance with department requirements that includes an average of 16 client contact hours per week (or an average of 9.5 for students graduating in August). Students graduating in May are expected to be at their sites full time for an average of 40 hours per week, and students graduating in August are expected to be at their sites for an average of 22-25 hours per week.
2. Make provisions for orientating the internship student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor.
4. Provide office space for the internship student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement and of any concerns related to the student's clinical development.
6. Assist in the evaluation of the internship 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 finals.
7. Assure that the student will be properly supervised **at all times**. Site Supervisors should provide a minimum of *one hour of individual supervision* to the internship student each week. The student should not be alone at their site during internship and should be supervised by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.
8. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
9. Students should not be contacted when off-site about any client issues or client-related emergencies, and all client-related discussions should occur when the student is on-site.
10. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in person counseling supervision and training in counseling supervision technology

platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences (including university holidays).
7. Communicate schedule with the site supervisor with flexibility to best meet the needs of the site and of their clients.
8. Not practice alone while at the internship site.
9. Personal cell phone numbers or personal email addresses should never be shared with clients. If the site provides the student with a site email or phone number, an out of office response that includes crisis response directives should be used and turned on anytime the student is off-site.
10. For August graduates, student will not practice at their sites for any reason between the spring and summer academic terms.
11. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at internship site. Services are not permitted off site.
12. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student: _____ Date: _____

Site Supervisor: _____ Date: _____

AU Faculty: _____ Date: _____

Adult Information and Consent Form

Department of Special Education, Rehabilitation and Counseling
345 West Samford Avenue | Auburn, AL 36849-5222 | (334) 844-7676

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 believe you are a potential danger to yourself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (4) if you grant me written permission to disclose information to another person; and (5) for supervision/consultation purposes. For me to provide you with the best care possible, I will regularly record our sessions and consult with my supervisor and peer counselors.

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: _____

Adult Intake Form

Date: _____

Therapist's Name: _____

Personal Information:

Last Name: _____

First Name: _____ Middle Initial: _____

Date of Birth: _____ Age: _____ Gender: _____

Contact Number: _____

Name of emergency contact: _____

Relationship to you: _____

Emergency Contact Number: _____

Health Information:

Rate your health by checking the appropriate box using this scale: 5=Excellent, 4=Good, 3=Average, 2=Poor, 1=Failing

Health	5	4	3	2	1	N/A
Physical health						
Mental health						
Spiritual health (if this does not apply, please use N/A)						

Please state in your own words current symptom(s)/reason(s) you are here and what you currently find most bothersome: _____

Medical Information:

Do you currently have, or have you had in the past, any of the following? Check to the right of all that apply.

Medical Information	Check if Yes	Medical Information	Check if Yes
Abortion (how many)		Heart Disease	
Allergies		Hepatitis	
Asthma		High Blood Pressure	
Brain Injury		Immune System Problems	
Diabetes		Infertility	
Breathing Problems		Miscarriage (how many)	
Cancer		Multiple Sclerosis	
Chronic Bronchitis		Seizure Disorder	
Chronic Fatigue Syndrome		Sleep Disorder	
Cirrhosis		Thyroid Disorder	
Diabetes		Traumatic Brain Injury	
Digestive Disorders		Tuberculosis	
Emphysema		Visual Impairment	
Epilepsy		Weight Management Issues	
Fibromyalgia		Other:	
Headaches		Other:	
Hearing Impairment			

Are you currently under the care of a doctor or other medical health professional?

Yes___ No___

Please list any prescription medications you are currently taking, including dosages, and time of day.

Do you currently exercise? _____ If yes, please indicate how many times per week: ____

Do you currently smoke? _____ If yes, please indicate how many times per week: ____

Do you currently drink alcohol? _____ If yes, please indicate how many times per week:

Have you ever believed your alcohol use was a problem for you? _____

Has anyone ever told you they believed your alcohol use was a problem? _____

Have you ever had withdrawal symptoms when trying to stop using any substances? _____

Have you ever had problems with work, relationships, health, the law, etc. due to your alcohol/substance use? _____

If yes, please describe:

Have you ever participated in drug and alcohol treatment? _____

Do you currently or have you ever attended Alcoholics or Narcotics Anonymous? _____

Mental Health Information:

Have you ever been in counseling/therapy before? _____ If yes, did you find it helpful or effective? _____

Are you currently receiving mental health services? _____

If yes, please list name of practitioner and type of services you are receiving:

Have you ever been hospitalized for mental health concerns? _____

If yes, list date(s) and length of stay: _____

Have you ever been diagnosed with a mental illness? _____

If yes, please list illness(es) and date(s) first diagnosed: _____

Has anyone in your family ever been diagnosed with a mental illness? _____

If yes, please list relationship(s) and illness(es):

Have you ever or are you currently engaging in self harm? Currently: _____ Past: _____

Have you ever or are you currently contemplating suicide? Currently: _____ Past: _____

Have you ever or are you currently contemplating harming another person?

Currently: _____ Past: _____

Have you ever attempted suicide: _____

If yes, please list date(s), method(s), and your age at time of attempt: _____

Has anyone in your family ever attempted suicide? _____

If yes, please list relationship: _____

Has anyone in your family ever completed suicide? _____

If yes, please list relationship: _____

Has anyone else in your life ever attempted _____ or completed suicide? _____

Relationship: _____

Do you currently or have you ever had trouble sleeping? _____

If yes, please describe:

Briefly describe why you are coming in for counseling and the goals you hope to achieve in therapy:

Relationship Information:

Are you currently in a relationship? _____

If yes, please list status: _____

Children (include biological, adopted, fostered, step, etc.):

Name: _____

Sex: Age:

Type (Bio, Step,

etc.):

Living with you?

Custody?

Please indicate if you or a member of your immediate family experienced any of the following. If a family member, please indicate relationship(s):

Event	Self	Other	Relationship
Emotional Abuse			
Physical Abuse			
Sexual Abuse			
Domestic Violence			
Neglect			
Substance Abuse			
Serious Illness			
Serious Injury			
Legal Problems			
Frequent/Multiple Moves			
Homelessness			
Financial Problems			
Lived Over-seas			
Military Member			
Discrimination			
Serious Motor Vehicle Accident			
Other			

Educational Information:

Number of years of education completed: _____

Degree(s) achieved (please check all boxes that apply):

Education Level	Check if yes
High School	
Diploma	
School Certificate	
G.E.D. Vocational/Trade	
Associate degree	
Bachelor's Degree	
Master's Degree	
Doctorate Degree	
Other:	

Vocational Information:

Are you currently employed? _____

If yes, please list position title, name of employer, type of work, and length of time at employment: _____

If you are not currently working, how long have you been unemployed? _____

Have you ever served in the military? _____

If yes, please list branch, rank, and current status (active/discharged): _____

Please list your personal hobbies and interests: _____

Legal Information:

Have you ever been the victim of a crime? _____

If yes, please list date and briefly describe: _____

Auburn University Child/Adolescent Informed Consent – Clinical Mental Health Counseling

Department of Special Education, Rehabilitation and Counseling

345 West Samford Avenue, room 3188 | Auburn University, Alabama 36849-5222

Dear Parent or Guardian:

Clinical Mental Health Counseling (CMHC) 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 10 to 12 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. You are receiving this form because we are requesting your consent to provide counseling services to a child in your care. If you have questions about the reason you are receiving this request, please contact the counseling center or school that your child is affiliated with.

Counseling Student's Name _____ would like to work with your son/daughter, a student at _____ school/counseling center.

If your child experiences a crisis and requires immediate attention, due to my role as a Counselor-in-Training, I may be unavailable and suggest that you contact, the counseling center for which I am affiliated with or the EAMHC Crisis Line at 1-800-815-0630.

I am ethically bound to keep confidential anything your child/adolescent shares in our sessions, with the following exceptions: (1) if I believe your child is a potential danger to themselves or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to do so by a court of law; (3) if you grant me written permission to disclose

information to another person; and, (4) for supervision/consultation purposes. For me to provide the best care possible, I will regularly audio and/or video tape our sessions and consult with my supervisor and peer counselors. Your child's 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 are interested and willing to have your child participate, please sign the form where indicated.

Thank you.

Parent's Signature_____

Date_____

Child/Adolescent Intake Form

Date: _____

Therapist's Name: _____

Personal Information:

Last Name: _____

First Name: _____ Middle Initial: _____

Date of Birth: _____ Age: _____ Gender: _____

Contact Number: _____

Name of emergency contact: _____

Relationship to child: _____

Emergency Contact Number: _____

Parent or Guardian Living with Child/Adolescent

Name: _____

Contact Number: _____

Relationship to the Child/Adolescent: _____

Occupation: _____

Place of Business: _____

Spouse/Partner:

Name: _____

Contact Number: _____

Relationship to the Child/Adolescent: _____

Occupation: _____

Place of Business: _____

Siblings (include biological, adopted, fostered, step, etc.)

Name: _____

Sex: _____ Age: _____ Type (Bio, Step, etc.): _____

Living with you? _____ Custody? _____

Is there any other person living in your home? _____ Yes _____ No

If yes, please give their name(s) and relationship to your family: _____

Are biological parents divorced or separated (if guardians) _____ Yes _____ No

If yes, for how long? _____

If parents are divorced, provide name, address and contact number of the biological parent not living in the household:

Does the non-custodial parent share joint custody: _____ Yes _____ No

Does the non-custodial parent share medical custody: _____ Yes _____ No

Academics:

How would your child's teachers describe their typical behavior in school? _____

Average grades: _____

Has your child ever been expelled, suspended or received in-school suspension? _____

If yes, please explain circumstances: _____

What school does your child attend? _____

What grade? _____

Ever repeated a grade? _____

In what areas does your child excel? _____

Does your child receive any special assistance or accommodations in school? _____ Yes

_____ No

If yes, please explain: _____

Counseling History of Child/Adolescent

From: _____ To: _____

With Whom? _____

For what: _____

From: _____ To: _____

With Whom? _____

For what? _____

Basic Health: _____ Good _____ Fair _____ Poor _____

Date of last physical exam: _____

Who is your child's primary care physician? Name, address, telephone # _____

How would you describe your child as an infant:

Please list all current diagnoses:

Please list all prescription medications your child is taking at this time

Please list all over-the-counter medications or supplements your child is currently taking:

Any physical, emotional, or mental conditions now or in the past that I need to be aware of?

_____ Yes ___ No

If yes, What? _____

Does your family have any history of mental illness, alcohol or substance misuse?

_____ Yes _____ No

If yes, please explain: _____

Please indicate if your child or a member of your immediate family has experienced any of the following. If a family member, please indicate relationship(s):

Event	Child	Other	Relationship
Emotional Abuse			
Physical Abuse			
Sexual Abuse			
Domestic Violence			
Neglect			
Substance Abuse			
Serious Illness			
Serious Injury			
Legal Problems			
Frequent/Multiple Moves			
Homelessness			
Financial Problems			
Lived Over-seas			
Military Member			
Discrimination			
Serious Motor Vehicle Accident			
Other			

Please list your child's personal hobbies and interests: _____

Briefly describe the problem(s) for which you wish your child/adolescent to have: _____

What would you like to see happen as a result of counseling? _____

COUN 7910 Session Summary – Clinical Mental Health Counseling

Progress Note:

Client Code/Group Title: _____ Date: _____

Counselor-in-Training: _____ Session Number: _____

Session start time: _____ Session end time: _____

What is the Presenting Problem? What were the session objectives?

What therapeutic intervention(s) did you attempt? How did you evaluate progress this session?

What are your plans for the next session?

Session Process Questions

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

Supervisor: _____

1. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?
2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals.
3. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session tape.
4. Discuss any goals you may have related to this counseling session and your supervision or development.

Session Summaries Form – Clinical Mental Health Counseling

The Session Summary form contains a Progress note section and Session Process Questions.

Progress Note

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 must be completed for all client/student hours that are documented on the practicum log. These are to be maintained in your Practicum Binder.

Documentation should be posted within 48 hours of your next scheduled supervision.

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.

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 notes required at your site.

Session Process Questions

Session Process Questions are to be completed for all **digitally taped sessions** (work samples). These questions are used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.

Session Process Questions also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

Counseling Treatment Plan

Client Code: _____

Date Plan was Prepared: _____

Therapist's Name: _____

Strengths Based Assessment to Include Current Presenting Concerns (include answers below)

1. Presenting Problem(s) _____
2. Barriers to Treatment _____
3. Strengths and Resources Available _____

Evidence-Based Goals

Long-Term Goals

1. _____
2. _____
3. _____

Long-term goals will be addressed through the following short-term goals and interventions:

1. Restate long term goal 1: _____
 - a. Short term goal _____
 - Intervention(s) _____
 - b. Short term goal _____

- Intervention(s)(can include additional short-term goals if needed)_____

2. Restate long term goal 2:_____

a. Short term goal_____

- Intervention(s)_____

b. Short term goal_____

- Intervention(s)(can include additional short-term goals if needed)_____

3. Restate long term goal 3_____

a. Short term goal_____

- Intervention(s)_____

b. Short term goal_____

- Intervention(s)(can include additional short-term goals if needed)_____

These Goals Will Be Revisited Every 90 Days and Revised as Needed.

Therapist Signature: _____

Original Date of Treatment Plan: _____

Treatment Plan Reviewed: _____

Treatment Plan Reviewed: _____

Treatment Plan Reviewed: _____

Guidelines for Case Conceptualization – Clinical Mental Health Counseling

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. Using a specific counseling theory, how do you conceptualize the client's presenting 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 methods for working toward change should be clearly identified.

Case Presentation Rubric – Clinical Mental Health Counseling

Client Case Conceptualization: Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision.

The following components are required:

- Client's presenting concern and background information gathered at first appointment
- Information gathered via formal and/or informal assessments
- Client's goals for counseling
- Conceptualization of the client's concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
- Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
- Description of a single counseling session's focus, goals, interventions, process, and observations of progress (e.g., progress note)
- Identification of research related to interventions appropriate for student/consumer/client, setting, or counseling issue(s)
- Summarize (briefly) recommendations based on research
- Identify how research addresses related advocacy
- At least one 10-minute segment of the audio recording of this counseling session that demonstrate the student's counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

Case Presentations contain these materials and a brief presentation in class (with copies provided to all peer supervisors)

- Intake

- Case Conceptualization Form
- Case Treatment Plan
- Case Presentation
 - Overall Client Goals
 - Session Focus Goals and Process
 - Session Summary/Progress Note
 - Identified Intervention with resources: Should include brief discussion of intervention, theoretical foundation, rationale, evaluation of outcomes or indicators, and resources

Evaluation:

- Exceeds Expectations: Has demonstrated all requirements attached to the competency area at a developmentally advanced level.
- Meets Expectations: Has demonstrated components of the competency area while still demonstrating a need to address or develop skills in other aspects of the competency areas congruent with the student’s developmental level
- Does not Meet: Has not demonstrated the competency area or has demonstrated the competency with significant deficits.

Case Presentation Component	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Intake / Psychosocial / Background			
Case Conceptualization			
Treatment Plan / Counseling Plan			
Identification of research related to interventions appropriate for student/ consumer/ client, setting, or counseling issue(s)			

Case Presentation Component	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Summarize (briefly) recommendations based on research			
Identify how research addresses related advocacy			
Case Presentation			

Overall Rating: (Exceeds Expectations, Meets Expectations, Does not Meet Expectations)

Students who receive marginal scores in any of the areas will need to resubmit requirements in that area for review. This may include remediation and work with their University Supervisor to develop competency.

Clinical Mental Health Counseling Indirect Hours Chart:

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Su In
tion																
management																
Process																
nal Training																
search																
Supervision																
etings																
ntation																
Total Indirect Hours:																

Summary of Direct Hours: _____ **Summary of Indirect Hours:** _____
Total Hours: _____

By signing this Internship Log, I am confirming that the Clinical Mental Health Counseling Student has completed the hours listed.

Site-Supervisor Signature: _____

Student Signature: _____

University Supervisor Signature: _____

Appendix B - Clinical Rehabilitation Counseling -Professional Practice Forms

Practicum and Internship Information Sheet - Clinical Rehabilitation Counseling

Special Education, Rehabilitation and Counseling | Auburn University

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder.

Number of practicum or internship credit hours for which you are enrolled this semester:

Student Information:

Name: _____

Address: _____

Home Phone #: _____ Cell Phone #: _____

Email Address: _____ Faculty Advisor: _____

Internship Goals & Objectives (use back page): _____

Internship Site Information:

Internship Site Name: _____

Address: _____

Directions to the site from Auburn Campus (please attach separate pages):

On-site Supervisor:

Name: _____

Title: _____

Office Phone/Email Address: _____

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

Counseling Student _____ Date _____

Site Supervisor _____ Date _____

University Group Supervisor _____ Date _____

Practicum Memorandum of Agreement -Clinical Rehabilitation Counseling

Department of Special Education, Rehabilitation and Counseling
345 West Samford Avenue | Auburn, AL 36849-5222 | (334) 844-7676

To: Site Supervisors of Clinical Rehabilitation Counseling Practicum Students

From: Auburn University Supervisor

Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. This is an opportunity for counseling students to build on their clinical experiences and education. Information the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M. Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! 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 University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the practicum/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings

2. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio tapes, interventions used, session summaries) and two hours of group supervision.
3. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in practicum are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Students can have a total of 8-10 hours on-site per week for practicum. All counseling services should occur on site, and students are not permitted to provide in-home services for any reason.
2. Assist the student in obtaining All required consent agreements from clients. The program has two consent documents:
 - a. Informed consent to counseling services. Related counseling services include individual counseling sessions, group counseling, assessment, intake interviews, job skills/interviewing skills training, and any other direct services provided to their clients at the site.
 - b. Consent to Audio Record. Students must receive client consent to record any counseling-related services.

Students are not permitted to provide any services to clients without a signed consent agreement.

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.

If restrictions within the site limit the possibility of audio recording sessions, the site must provide live supervision of the practicum student's direct service to clients.

3. Make provisions for orientating the practicum student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor.
5. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
6. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement of any concerns related to the student's clinical development.
7. 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 finals.
8. Assure that the student will be properly supervised **at all times** by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. The student will only see clients when the site supervisor is present. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.

9. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
10. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in person counseling supervision and training in counseling supervision technology platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.”

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.
7. Only see clients while site supervisor is present.
8. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at practicum site. Services are not permitted off site.
9. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student _____ Date_

Site Supervisor _____ Date_

AU Faculty _____ Date_

Internship Memorandum of Agreement - Clinical Rehabilitation Counseling

Department of Special Education, Rehabilitation and Counseling

345 West Samford Avenue, Room 3188 | Auburn University | (334) 844-7676

To: Site Supervisors of Clinical Rehabilitation Counseling Internship Students

From: Auburn University Supervisor

Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for counseling students to build on their clinical experiences and education. Information about the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M. Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! If you have any questions or need to discuss an internship student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at (334) 844-7676.

The University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the internship/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings.
2. Provide three hours of group supervision every other week which includes student presentations of case conceptualizations.

3. The internship student will provide the Site Supervisor with a copy of the internship syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in internship are provided group professional liability insurance through the University and required to carry individual liability insurance independently.

The Site is expected to:

1. Provide clinical counseling experiences for the internship student in accordance with department requirements that includes an average of 16 client contact hours per week (or an average of 9.5 for students graduating in August). Students graduating in May are expected to be at their sites full time for an average of 40 hours per week, and students graduating in August are expected to be at their sites for an average of 22-25 hours per week.
2. Make provisions for orientating the internship student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision but use of live supervision is at the discretion of the site and site supervisor.
4. Provide office space for the internship student to provide counseling services. Minimally, a private space will be provided to the student for counseling.

5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement and of any concerns related to the student's clinical development.
6. Assist in the evaluation of the internship 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 finals.
7. Assure that the student will be properly supervised **at all times**. Site Supervisors should provide a minimum of *one hour of individual supervision* to the internship student each week. The student should not be alone at their site during internship and should be supervised by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.
8. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
9. Students should not be contacted when off-site about any client issues or client-related emergencies, and all client-related discussions should occur when the student is on-site.
10. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in person counseling supervision and training in counseling supervision technology platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences (including university holidays).
7. Communicate schedule with the site supervisor with flexibility to best meet the needs of the site and of their clients.
8. Not practice alone while at the internship site.
9. Personal cell phone numbers or personal email addresses should never be shared with clients. If the site provides the student with a site email or phone number, an out of office response that includes crisis response directives should be used and turned on anytime the student is off-site.
10. For August graduates, student will not practice at their sites for any reason between the spring and summer academic terms.
11. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at internship site. Services are not permitted off site.
12. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student: _____ Date: _____

Site Supervisor: _____ Date: _____

AU Faculty: _____ Date: _____

Internship Memorandum of Agreement -Clinical Rehabilitation Counseling

Special Education, Rehabilitation and Counseling

345 West Samford Avenue, Room 3188 | Auburn, AL 36849-5222 | (334) 844-7676

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 believe you are a potential danger to yourself or to someone else; (2) if I suspect child abuse or neglect or the abuse or neglect of an adult who is mentally or physically unable to care for him or herself; (3) if I am ordered to disclose information by a court of law; (4) if you grant me written permission to disclose information to another person; and (5) for supervision/consultation purposes. In order for me to provide you with the best care possible, I will regularly record our sessions and consult with my supervisor and peer counselors.

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: _

Application for Clinical Rehabilitation Counseling

Name: _____

Address: _____

Phone:(Home)_____ (Work) _____

E-mail Address: _____

Date of Application: _____

Term of Internship:_____

Total number of program hours completed: _____

List previous experiences at human service agencies:

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Name of Agency: _____

Start and End Dates: _____

Duties: _____

Anticipated date of graduation: _____

Completed and signed plan of study on file? _____

Full-time or part-time student? _____

Are you on an approved limited leave of absence or sabbatical? _____

If yes, please attach appropriate documentation from employer. _____

Site Supervisor Information – Clinical Rehabilitation Counseling

Name: _____

Address: _____

Phone: (Home)_____ (Work)_____

E-mail Address: _____

Position / Title: _____

Agency: _____

Have you supervised rehabilitation counseling students from Auburn University in the past?

If yes, when? _____

Who was your university contact?_____

Education (Highest academic level obtained)

Institution: _____

Degree/Year: _____

Certification (Please check if applicable)

Certified Rehabilitation counselor (CRC) Licensed Professional Counselor (LPC)

Other_____

Renewal Date for Certification: _____

Other Related Educational Experiences (Begin with the most recent)

1. _____
2. _____
3. _____

Professional Experience (Begin with the most recent)

Employer _____

Address _____

Start and End Dates _____

Job title _____

Responsibilities _____

Employer _____

Address _____

Start and End Dates _____

Job title _____

Responsibilities _____

Employer _____

Address _____

Start and End Dates _____

Job title _____

Responsibilities _____

Professional Affiliations: _____

Internship Form - Clinical Rehabilitation Counseling

Department of Special Education, Rehabilitation, Counseling

345 West Samford Avenue, Room 3188 | Auburn, AL 36849-5222

Student's Name: _____

Current Address: _____

Telephone: (Current) _____ (Work) _____

E-Mail _____

INSTRUCTIONS: This agreement must be completed in **triplicate**, with one copy retained by the Student and On-Site Supervisor. The original must be filed with the University Supervisor. This agreement is subject to the following three conditions: (1) Rehabilitation Counseling Internship **cannot** begin until the student has completed l **Practicum (100 hrs)** and a majority of **(Approximately 75 percent, semester hours)** of coursework in Rehabilitation Counseling. (2) Duties outlined may be subjected to revision, pending all parties' approval.

Organization's Name: _____

Address: _____

Phone: _____

On-Site Supervisor's Name: _____

Beginning Date of Rehabilitation Counseling Internship: _____

Full-Time: (# of hours per week): _____

Semester and Year in which officially registered for Rehabilitation Services Internship: Counseling Internship: _____

Full-Time: (# of hours per week): _____

Specific objectives to be achieved must be attached to this form and by reference, become a part of this agreement. Counseling Internship: _____

Full-Time: (# of hours per week): _____

Approval:

Student: _____

Date: _____

On-Site Supervisor: _____

Date: _____

University Supervisor: _____

Date: _____

Internship Goals - Clinical Rehabilitation Counseling

Department of Special Education, Rehabilitation, and Counseling

345 West Samford Avenue, Room 3188 | Auburn, AL 36849-5222

Student's Name: _____

Site: _____

Supervisor: _____

Phone: _____

Email: _____

Days/Hours per Week: _____

Learning Objectives:

Organizational

1. To apply and test academic/theoretical knowledge in a realistic rehabilitation setting.
2. To experience the realities of the counselor/client relationships and that self-understanding plays in this relationship.
3. To develop confidence in his or her abilities (knowledge and skills) in a situation that provides consistent and appropriate feedback necessary for maximum professional growth and development.
4. To inculcate high standards of professional identity.
5. To acquire an understanding of organizational structure, protocol, processes, and internal and external working relationships.

Individual (Use addition sheets and attach as necessary.)

1. _____

2. _____

3. _____

4. _____

Signatures:

Site Supervisor: _____ Date: _____

Student: _____ Date: _____

University Supervisor: _____ Date: _____

Case Presentation Guidelines – Clinical Rehabilitation Counseling

Internship students will present a client case during the semester. Students will present an in-depth summary of an active client case. Using the Case Presentation Format provided by the instructor early in class, students will write a case summary in PowerPoint. The case summary is to be turned in to the instructor at the time of the presentation. Presentations will be approximately 45 minutes in length, which includes an oral report and relevant discussion. Please be sure to maintain client confidentiality in collecting and destroying your work. A consent form should be obtained prior to the presentation.

Students should identify at least one journal article and include it in the reference page showing that specific service provided to the client has been proved to be effective in the rehabilitation counseling or relevant field.

Instructions for the presentation:

1. Introduction of the client
 - a. Client demographic information (e.g., name (not a real name; initial), age, gender, race/ethnicity, educational background, medical history, etc.)
 - b. Vocational/employment history: work history, work skills and training, hobbies, employability, job readiness
 - c. Vocational interests
 - d. An overview of the client's present status about independent living issues such as housing, ADL's, community living skills, and transportation
 - e. Personal factors: view of work, coping skills, personal styles, life experiences, costs/benefits to working
 - f. Family and support network: marital status, children, a family of origin, and community support
 - g. Other social and financial situations

2. Contact with your agency
 - a. Identify why the client was referred to your agency and what are his/her goals?
 - b. Summarize the client's current treatment program.
3. Focus of your contact with the client
 - a. Describe your relationship with the client.
 - b. Identify your counseling goals/plans you have developed with the client and desired outcomes.
 - c. What is your style/approach to working with the client?
 - d. What are you cognizant of when providing services?
 - e. Expected outcome and how would you evaluate the effectiveness of the services/counseling you have provided to the client?
4. Specific events or situations you would like to share with the class.
5. Specify what kind of feedback you would like from your colleagues regarding the client and your work with him/her. Do they have suggestions regarding counseling issues and strategies to consider in future work with the client (please provide at least three questions related to your case)?

Case Presentation Rubric

Criteria	Grading
Clear description of client information. All necessary components required in the presentation are included.	Satisfactory/Unsatisfactory
Explains reasoning and provides evidence in planning the service provision.	Satisfactory/Unsatisfactory

Criteria	Grading
Use effective verbal/nonverbal communication in case presentation. PowerPoint is exceptionally detailed, organized, and logical.	Satisfactory/Unsatisfactory
Prepared to facilitate discussion and is receptive to feedback.	Satisfactory/Unsatisfactory

Criteria	Exceeds Expectations (Full credit)	Meets Expectations (Full-partial credit)	Does Not Meet Expectations (Minimal credit)
Client Information	Clear description of client information. Additional components beyond the those required in the presentation are included.	Clear description of client information. All necessary components required in the presentation are included.	Unclear description of client information. Missing necessary components required in the presentation.
Evidence for Service Provision	More than one journal article is used to demonstrate the reasoning and provide evidence for planning the service provision.	One journal article is used to demonstrate the reasoning and provide evidence for planning the service provision.	No journal article is used to demonstrate the reasoning and provide evidence for planning the service provision.
Presentation Skills	Use effective verbal/nonverbal communication in case presentation. PowerPoint is exceptionally detailed, organized, logical, and	Use effective verbal/nonverbal communication in case presentation.	Use ineffective verbal/nonverbal communication in case presentation. PowerPoint is lacking in organization, logic, and does not include

Criteria	Exceeds Expectations (Full credit)	Meets Expectations (Full-partial credit)	Does Not Meet Expectations (Minimal credit)
	includes components beyond what is required.	PowerPoint is organized, logical, and includes all required components	all required components.
Discussion Facilitation	Student is prepared to facilitate discussion and asks for and is receptive to feedback from the class.	Student is prepared to facilitate discussion and is receptive to feedback from the class.	Student is unprepared to facilitate discussion and is not receptive to feedback from the class.
Overall Evaluation			

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Supervisor Initials & Date
Consultation																
Case Management																
Referral Process																
Educational Training																
Employer Contact																
Clinical Supervision																
Staff Meetings																
Documentation																
Sub-Total Indirect Hours:																

Summary of Direct Hours: _____ **Summary of Indirect Hours:** _____ **Total Hours:** _____

By signing this Internship Log, I am confirming that the Clinical Rehabilitation Counseling Student has completed the hours listed.

Site-Supervisor Signature:

Student Signature:

University Supervisor Signature:

Progress Notes and Session Summary – Clinical Rehabilitation Counseling

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 must be completed for all client/student hours that are documented on the practicum log.**

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 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.

Session Summary

Session summary forms are to be completed for all **digitally taped sessions** (work samples) or live supervision. The session summary form is used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.

Session summaries also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

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: _____

Counselor-in-Training:

Session Number: _____

Date: _____

Session Objective(s):

Therapeutic

Intervention(s):

Evaluation:

Plan(s) for Next Session:

Session Summary COUN 7910

The Session Summary form contains a Progress note section **and** Session Process Questions.

Progress Note to be turned in to supervisors weekly:

Client Code/ Group Title: _____ Date: _____

Counselor-in-Training: _____ Session Number: _____

Session Objective(s): Therapeutic Intervention(s): Evaluation:

Plan(s) for Next Session:

Session Process Questions

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

Supervisor: _____

1. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?
2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals.
3. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session tape.

4. Discuss any goals you may have related to this counseling session and your supervision or development.

\

Appendix C - School Counseling -Professional Practice Forms

Practicum and Internship Information Sheet - School Counseling

Special Education, Rehabilitation and Counseling

This form is to be completed at the beginning of practicum and internship by the student, site supervisor, and university group supervisor. All concerned should retain copies and the university group supervisor shall place one copy in the student's folder

University Group Supervisor Contact Information: _____

Address: _____

Student Information

Name: _____

Address: _____

Home Phone #: _____

Cell Phone #: _____

Email Address: _____

Practicum Course Advisor: _____

Practicum/Internship Goals and Objectives (Please be specific and attach a separate document):

Practicum/Internship Site Information

School Name: _____

Address: _____

Principal's Name: _____

Site Supervisor's Name: _____

Office Phone #: _____

Email Address: _____

Practicum/Internship Schedule (Please include a daily work hour schedule and a total number of work hours per week):

Counseling Student: _____

Date: _____

Site Supervisor: _____

Date: _____

University Group Supervisor: _____

Date: _____

Practicum Memorandum of Agreement - School Counseling

Department of Special Education, Rehabilitation and Counseling
345 West Samford Avenue| Auburn, AL 36849-5222 | (334) 844-7676

To: Site Supervisors of School Counseling Practicum Students
From: Auburn University Supervisor
Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our practicum student. This is an opportunity for counseling students to build on their clinical experiences and education. Information about the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M. Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! 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 University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the practicum/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings.

2. Provide weekly individual and group supervision that includes one hour of individual or triadic supervision based on work samples (e.g. audio tapes, interventions used, session summaries) and two hours of group supervision.
3. The practicum student will provide the Site Supervisor with a copy of the practicum syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in practicum are provided group professional liability insurance through the University and required to carry individual liability insurance independently Through ASCA.

The Site is expected to:

1. Provide clinical counseling experiences for the practicum student in accordance with department requirements that includes a minimum of 3-4 client contact hours per week. At least two hours each week must be spent in individual counseling. Students can have a total of 8-10 hours on-site per week for practicum. All counseling services should occur on site, and students are not permitted to provide in-home services for any reason.
2. Assist the student in obtaining All required consent agreements from clients. The program has two consent documents:
 - a. Informed consent to counseling services. Related counseling services include individual counseling sessions, group counseling, assessment, intake interviews, job skills/interviewing skills training, and any other direct services provided to their clients at the site.

- b. Consent to Audio Record. Students must receive client consent to record any counseling-related services. Students are not permitted to provide any services to clients without a signed consent agreement.

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.

If restrictions within the site limit the possibility of audio recording sessions, the site must provide live supervision of the practicum student's direct service to clients.

3. Make provisions for orientating the practicum student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor.
5. Provide office space for the practicum student to provide counseling services. Minimally, a private space will be provided to the student for counseling.
6. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement or any concerns related to the student's clinical development.
7. 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 finals.
8. Assure that the student will be properly supervised **at all times** by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. The student will only see clients when the site supervisor is present. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.

9. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
10. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in person counseling supervision and training in counseling supervision technology platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.”

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences.
7. Only see clients while site supervisor is present.
8. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at practicum site. Services are not permitted off site.
9. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student: _____

Date: _____

Site Supervisor: _____

Date: _____

AU Faculty: _____

Date: _____

Internship Memorandum of Agreement -School Counseling

Department of Special Education, Rehabilitation and Counseling

345 West Samford Avenue, room 3188 | Auburn, AL 36849-5222 | (334)-844-7676

To: Site Supervisors of School Counseling Internship Students

From: Auburn University Supervisor

Subject: Mutual Responsibilities

First, we wish to thank you for agreeing to serve as a site supervisor for our internship student. This is an opportunity for counseling students to build on their clinical experiences and education. Information about the outcomes of our counseling programs are available to all stakeholders on our website at the following links:

- [Clinical Mental Health Counseling M.Ed./ M.S. Program](#)
- [Clinical Rehabilitation Counseling M.Ed./ M.S. Program](#)
- [School Counseling M. Ed. Program](#)
- [Counselor Education and Supervision Ph.D. Program](#)

We would not be able to achieve these purposes without your professionalism and supervisory competence! If you have any questions or need to discuss an internship student's performance or development before the formal mid-term evaluation period, please contact the student's university supervisor at (334) 844-7676.

The University is expected to:

1. Provide program consultation with site supervisors on a regular basis, which will occur at three points over the internship/semester; beginning of the semester, mid-term, and at the end of the semester. Regular contact with the site supervisor provides continuous contact to ensure students' forward progress. Contact may consist of emails, phone calls, zoom, or in-person meetings.
2. Provide three hours of group supervision every other week which includes student presentations of case conceptualizations.

3. The internship student will provide the Site Supervisor with a copy of the internship syllabus.
4. Initiate, as necessary, meetings with the Site Supervisor for the purpose of discussing the student's performance and any concerns with the student's clinical skill development.
5. Emphasize to students their professional responsibilities to clients and the site.
6. Provide professional liability insurance. All counseling students enrolled in internship are provided group professional liability insurance through the University and required to carry individual liability insurance independently through ASCA.

The Site is expected to:

1. Provide clinical counseling experiences for the internship student in accordance with department requirements that includes an average of 16 client contact hours per week (or an average of 9.5 for students graduating in August). Students graduating in May are expected to be at their sites full time for an average of 40 hours per week, and students graduating in August are expected to be at their sites for an average of 22-25 hours per week.
2. Make provisions for orientating the internship student to the buildings, philosophies, technology, 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. The Counselor Education programs support live supervision, but use of live supervision is at the discretion of the site and site supervisor.
4. Provide office space for the internship student to provide counseling services. Minimally, a private space will be provided to the student for counseling.

5. The site will notify the University Group Supervisor of any problems which may influence the student's successful completion of the placement and of any concerns related to the student's clinical development.
6. Assist in the evaluation of the internship 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 finals.
7. Assure that the student will be properly supervised **at all times**. Site Supervisors should provide a minimum of *one hour of individual supervision* to the internship student each week. The student should not be alone at their site during internship and should be supervised by a counselor with a graduate degree in counseling or a related profession with specialized expertise to advance the student's knowledge and skills. Students are not permitted to provide in home services for any reason, and all counseling services should be provided on site.
8. If the student will be providing telemental health services, the site will provide proper training and a confidential space for telehealth services. Students are not permitted to provide telemental health services off site.
9. Students should not be contacted when off-site about any client issues or client-related emergencies, and all client-related discussions should occur when the student is on-site.
10. Site Supervisors agree to remain in compliance with CACREP supervision standards for site supervisors. This includes completing training in distance and/or in person counseling supervision and training in counseling supervision technology platforms. Signing this document (MOA) confirms that you are current with all training requirements for CACREP supervisors.

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 sessions (group and individual/triadic).
6. Notify, in advance when possible, all supervisors of absences (including university holidays).
7. Communicate schedule with the site supervisor with flexibility to best meet the needs of the site and of their clients.
8. Not practice alone while at the internship site.
9. Personal cell phone numbers or personal email addresses should never be shared with clients. If the site provides the student with a site email or phone number, an out of office response that includes crisis response directives should be used and turned on anytime the student is off-site.
10. For August graduates, student will not practice at their sites for any reason between the spring and summer academic terms.
11. Attend a minimum of 3 hours of tele-mental health training before seeing clients via tele-mental health. Students may only conduct tele-mental health services at internship site. Services are not permitted off site.
12. In the event of a crisis at the site, the counselor in training should defer to the site supervisor and site guidelines to properly assess for risk. If the site supervisor is not available, the counselor in training would then reach out to their university supervisor for guidance as to how to proceed with the crisis and assess for risk.

Counseling Student: _____ Date: _____

Site Supervisor: _____ Date: _____

AU Faculty: _____ Date _____

Progress Notes and Session Summaries – School Counseling

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 must be completed for all client/student hours that are documented on the practicum log.**

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 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.

Session Summary

Session summary forms are to be completed for all **digitally taped sessions** (work samples) or live supervision.

The session summary form is used to provide the supervisor with an opportunity to evaluate the session but also explore the issues and concerns the student may have about the session, the counseling process, or the supervisory process.

Session summaries also provide the student with an opportunity to reflect upon and examine the counseling process. It is recommended that students consider all aspects of the counseling process when completing the form. Students should always complete all sections of the form and develop questions or issues to address in supervision.

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:

Counselor-in-Training:

Session Number

Date

Session Objectives:

Therapies:

Interventions:

Evaluation:

Plan(s) for Next Session:

Session Summary COUN 7910

The Session Summary form contains a Progress note section **and** Session Process Questions.

Progress Note to be turned in to supervisors weekly:

Client Code/ Group Title: _____ Date:

Counselor-in-Training: _____ Session Number:

Session Objective(s): Therapeutic Intervention(s): Evaluation:

Plan(s) for Next Session:

Session Process Questions – School Counseling

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

Supervisor: _____

1. Identify any critical incidents that occurred in the session. Describe these incidents and how they may have related to the counseling relationship, counseling outcomes, or your development as a counselor?
2. Discuss your goals for the session and the specific methods, processes or interventions you used to accomplish these goals.
3. Discuss specific questions or concerns you want to address in supervision. This can include identifying a specific segment of the counseling session tape.
4. Discuss any goals you may have related to this counseling session and your supervision or development.

INDIVIDUAL COUNSELING PLAN

Client Code: _____

Date: ____

Counselor-in-training: _____

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 Counseling Plan (please note reason and type of modification)

1.

2.

3.

Counseling Plan Evaluation (note session and date)

1.

2.

3.

Case Conceptualization – School Counseling

Student (Pseudonym): _____

Number of Sessions/Date of Last Session: _____

Counselor In-Training: _____

Date: _____

1. Personal Concerns related this session:
2. Professional Development Goals:
3. Rationale:
4. Description of the Student:
5. Mental Status of the Student:
6. Presenting Issue or reason for referral:
7. Relevant Background Information:
8. Multicultural Considerations:
9. How do these considerations impact your work with this student as a practicing school counselor?
10. Individual Strengths (including observations from sessions):
11. Current Status of your work with the student:
12. Counseling Plans/Goals:
13. Treatment Interventions/Therapeutic Approaches:
14. Questions or Concerns for which you would like to receive peer feedback (3 to 4 questions):

Case Presentation Evaluation Rubric – School Counseling

Case Presentation Component	Marginal (0 pts)	Developing (2 pts)	Competent (3 pts)	CACREP 2024 Standard
Intake/ Psychosocial/ Background				III.E.2,6,9,16 III.G.2,5.6.8.9.10,11,12, 13,4,15,1,6,7
Conceptualization				III.B.2,7,9,11 III.C.11,12,13 III.E.1,2,3,4,7,8,9,10,11, 21
Treatment Plan/Counseling Plan				III.E.12,13,14,15, 16
Case Presentation				III.A.2,3,4,11

Comments:

Case Presentations contain these materials and a brief presentation in class.

- Intake
- Case Conceptualization Form
- Counseling Plan
- Case Presentation
 - Overall Student Goals
 - Session Focus Goals and Process
 - Session Summary/Progress Note
 - Identified Intervention with resources: Should include brief discussion of intervention, theoretical foundation, rationale, evaluation of outcomes or indicators, and resources

Evaluation:

Marginal: Has not demonstrated the competency area or has demonstrated the competency with significant deficits. Developing: Has demonstrated some components of the competency area while still demonstrating a need to address or develop skills in other aspects of the competency area.

Competent: Has demonstrated all requirements attached to the competency area.

Students who receive marginal scores in any of the areas will need to resubmit requirements in that area for review. This may include remediation and work with their University Supervisor to develop competency

Support Activities	0	0	0	0	0	0	0	0	0	0
Documentation	0	0	0	0	0	0	0	0	0	0
Advocacy	0	0	0	0	0	0	0	0	0	0
Classroom/Student Observation	0	0	0	0	0	0	0	0	0	0
Professional Development	0	0	0	0	0	0	0	0	0	0
Case-Related Research	0	0	0	0	0	0	0	0	0	0
Program Evaluation Activities	0	0	0	0	0	0	0	0	0	0
Emails with Student System/Planning	0	0	0	0	0	0	0	0	0	0
CSCP Planning	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Total Indirect Contact	0	0	0	0	0	0	0	0	0	0
Total Direct and Indirect Contact Hours	0	0	0	0	0	0	0	0	0	0
Total Contact and Supervision Hours	0	0	0	0	0	0	0	0	0	0

Supervisor Signature:

Date:

Direct and Indirect Services – School Counseling

Direct services: Within the CACREP standards, direct service has been defined as “face-to-face” interaction and includes the application of counseling, consultation, or human development **skills (such as assessment, training, classroom guidance, etc.)**.

Individual Counseling

- Meet with individual student to address needs, concerns, and barriers to success
- Meet with individual student to address attendance and school performance
- Check in with student to identify progress (brief contacts)

Group Counseling

- Specific topic small group sessions
- Academic Study Skills Groups
- Peer mediation training with students
- Non-confidential small group session such as New Student Groups
- Specific topic small group sessions
- Mediation between students
- Psycho-education groups

Classroom/Large Group Guidance

- Facilitating classroom guidance lessons meeting NC Guidance Essential Standards and for special topics
- Facilitating the implementation of Career or College Day
- Facilitating the implementation of a school-wide Character Education presentation
- Presentations to students for transition to middle and high school
- Bullying prevention classroom guidance

- Student/Parent Orientation presentations
- Leading a college-access/scholarship presentation for parents
- Facilitating a financial aid or student/parent information nights
- Facilitating a Career Night for students/parents
- Co-Teaching collaboratively with Teachers

Consultation (with teachers, parents, student support personnel, referring agencies, etc.)

- Conducting a home visit
- Participating in Parent/teacher conferences
- Consultations about a specific student with community and school resources (School Psychologist, Social Workers, administrators, DSS and other Community Agencies service providers)
- Consulting with teachers/parents/other school personnel about a student's functional behavior assessments
- Referrals to outside agencies for specific student/family services
- Calling in and working with the crisis team regarding specific student(s)
- Student Success Team consultation or grade level consultation with stakeholders regarding a student's behavioral concerns

Individual Student Planning/ Individual Assessment and Observations/Other

- Student course advisement and placement (individual or pairs)
- Student Career Development advising
- Conducting student meeting of graduation requirements (individual or pairs)
- Collecting data from student records/consultations for creating a Functional behavior Assessment

- Observing a student or group of students for purpose of assessment of student behavior
- ACT/SAT test interpretation/information sessions for individual or small groups of students
- Student achievement individual meetings
- Graduation conferences with students (individual or pairs) to assess needs and develop college plan/college access
- Conducting mock interviews for scholarships/employment
- Completing student enrollment documents with student/parent
- Leading a small group (or individual) of high school students to review their transcript, consider 4-year plan, and selecting courses for the upcoming school year
- Advising for Elementary to Middle School and Middle to High School regarding course selection & registration
- Meeting with individual students about Scholarship/Summer Camp opportunities
- Working with students to understand their results on the ACT or CFNC assessments
- Administering or proctoring annual assessment of academic progress (i.e. EOGs)
- Presenting at a district, state or other professional conference (classifies as other)
- Providing staff development segments to address student barriers, and respect for different cultures (classifies as other)
- Facilitating staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc. (classifies as other)
- Leading a college-access/scholarship presentation for parents (classifies as other)

Indirect Services:

Program Planning/Coordinating

- Coordination and planning of school wide activities and programs
- Creating and maintaining a program calendar
- Conducting analysis of data to drive program
- Working within Teacher PLC's to integrate the NC Guidance Essential Standards; integrating character traits into classroom lessons
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan
- Coordinating testing or annual assessment of academic progress (i.e. EOGs)
- Planning and coordinating a Career Day
- Planning and implementation of PALS mentor program
- Leading school wide programs and activities such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Backpack buddies
- Community outreach
- Consultations with community and school resources (Career Development Coordinators, Social Workers, SROs, Community agencies) and college liaisons about services they provide
- Implementing school-wide positive behavior programs such as "Bucket Filling"
- Participating on committees (RTI, SSMT, PBIS, 504, IEP, School Improvement Team, etc.)
- Facilitate grade level meetings
- Distribute scholarship information and head the scholarship committee
- Substance Abuse initiatives with community agencies

- Work to develop programs of study and assist with student registration and schedule changes
- Academic Awards Night preparations/presentations
- Planning and assessing a Career Night for students/parents
- Serving as a resource for staff, parents, and community
- Website planning/creation/updating
- Planning and coordinating Open house, Parent Night, Special Seasonal Night meetings
- Collaborative planning with staff for specific unit related to the counseling curriculum

Professional Development

- Working in Counselor PLC's for planning, monitoring and data analysis of comprehensive school counseling program
- Attending staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc.
- Attending district, statewide professional development
- Completing Professional Development Plan

Activities inappropriate for School Counselors*

- ❖ Registration and scheduling of all new students
- ❖ Coordinating or administering cognitive, aptitude and achievement tests
- ❖ Responsibility for signing excuses for students who are tardy or absent
- ❖ Performing disciplinary actions
- ❖ Sending students home who are not appropriately dressed

- ❖ Substitute teaching
- ❖ Computing grade point averages
- ❖ Maintaining student records
- ❖ Supervising study halls or in school suspension
- ❖ Clerical record keeping
- ❖ Assisting with duties in the principal's office
- ❖ Work with one student at a time in a therapeutic, clinical mode
- ❖ Preparation of individual education plans, student study teams, and school attendance review boards
- ❖ Data entry

*Adapted from Campbell, C.A. and Dahir, C.A. (1997). Sharing the vision: The ASCA national standards for school counseling programs. Alexandria, VA: American School Counselor Association.



Lesson Plan – School Counseling

School Counselor:
Lesson Plan Title:
Single Classroom Lesson Unit of Classroom Lessons: Lesson _____ of _____ Small-Group Session Lessons: Lesson _____ of _____
Target Audience:
Evidence Base: <i>Best Practice (commonly used and believed to be of high quality)</i> <i>Action Research (individual investigates own practice to improve content/delivery)</i> <i>Research-Informed (a review of research provides foundation for content/delivery)</i> <i>Evidence-Based (highest level of evidence, results published in peer-reviewed journal)</i>

ASCA Student Standards Targeted:	Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>	For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement
	Student Learning Objectives

		Student(s) will:
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Materials

Describe how you will:	
Introduce Lesson Topic/Focus:	
Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

Participation Data Plan:

Anticipated number of students:	
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Planned length of lesson(s):	
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ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are: 1.

2.

3.

4.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson. Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

- Achievement (describe):
- Attendance (describe):
- Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Classroom Lessons/Core Curriculum Formative Feedback – School Counseling

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:

Grade:

Activity:

The intervention was:	1 Not Demonstrated	2 Demonstrated Minimally	3 Demonstrated Appropriately
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 at the internship site			

You demonstrated following teaching behaviors and skills:	1 Not Demonstrated	2 Demonstrated Minimally	3 Demonstrated Appropriately
Begin lessons with something that will capture students' interests			
Outline the basic goal/plan of the lesson in the introduction			
Communicate clearly and accurately			
Move around the room to keep students engaged			
Show your enthusiasm and energy			
Relax and smile			
Use open-ended questions and facilitate discussions			
Check often for understanding			
Use diverse teaching and learning formats			
Create a supportive environment			
Capture students' attention			
Respect for individual differences in learning and experience			
Use effective classroom management strategies			
Be knowledgeable in the content area			
Stimulate and encourage all students' involvement			
Establish positive relationships with students			
Provide a smooth flow to lessons			
Management time effectively			

Restate your learning objective and summarize the lesson

Overall Performance:

Strengths:

Areas for improvement:

Sincerely,

Malti Tuttle, PhD, LPC, NCC

University Course Instructor

CC: Site Supervisor

Student file