

GRADUATE COUNSELING PROGRAM

PRACTICUM AND INTERNSHIP HANDBOOK

PRACTICUMS: 780, 782, 784

INTERNSHIPS: 781, 783, 785



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U N I V E R S I T Y

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U N I V E R S I T Y

Dear Counselor Trainee,

Congratulations! You have reached an exciting and important time in your counseling program. Practicums and internships are where you have the opportunity to apply skills you have been learning, under supervision, in the field. In preparing for practicums and internships, remember you are also assessing areas that might be the best fit for you in your future career as a school or mental health counselor. As you begin this process, you are encouraged to consider the questions below.

During practicum, students may be required to complete auxiliary hours at schools or local agencies. Practicum auxiliary placement is a good time to try out possible internship locations. Students must find their own auxiliary sites and can do so by accessing the *Practicum and Internship Site List* on the counseling website. Auxiliary site information and processes can be found in this handbook.

Prior to applying for internship, exploring options for sites and site supervisors will be important. In seeking a site and supervisor, remember that you are not only a counseling student, but a consumer. Choosing the site and supervisor that will best prepare you for your career as a counselor is vital. As you begin this endeavor, I encourage you to consider the following questions:

1. What populations am I interested in counseling?
2. What do I hope to learn from my sites and supervisors in order to be as prepared as possible for my career as a counselor?
3. What am I looking for in a supervisor? (See the *Values Clarification* form.)

As you prepare for internship, you should contact the site that you are interested in and request information about their process for applicants. This will offer an opportunity for both you and the potential supervisors to interact with each another and consider whether or not this site is a good fit. Professional dress and behavior are also very important as internship positions are competitive.

Keep in mind the following:

1. Only one internship site is allowed in a semester. This allows counseling interns to immerse themselves in the site and learn as much as possible. In rare instances, an additional site may be considered (to supplement hours). Interns considering this must meet with the Practicum/Internship Coordinator for approval prior to seeking additional site(s).
2. New sites (not listed on the approved list) and supervisors may be approved. Counseling interns should discuss possible sites with the Practicum/Internship Coordinator for approval.
3. Interns are not allowed to obtain hours working outside their scope of practice. That means for you to work with children, couples, groups, families, etc. you should have had coursework, training, and supervision, in doing so.

All questions should be directed to the Practicum/Internship Coordinator.

Orientation to Professional Practice

Professional clinical practice, which includes practicums and internships, 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 counselor trainees to counsel clients who represent the ethnic and demographic diversity of their communities. Placements are made by the Practicum/Internship. All placements for practicum will be located at Center City Counseling Clinic and will include counseling as the primary professional activity with instruction and supervision provided by program faculty. Auxiliary sites may be utilized during practicum in accordance with program guidelines. All placements for internship will be located in school or community agency sites that include counseling as the primary professional activity and the experience will be supervised by a master's level professional with a minimum of 5 years of fully licensed/certified, post-master's experience at the level of supervision.

Informed Consent

Before providing counseling services and entering into the client-counselor relationship, informed consent must be obtained. This includes informing your client of any limits to confidentiality, your status as a counselor trainee, and other site specific information your supervisor provides.

You must also obtain permission to record counseling sessions and use them for educational purposes. Recording sessions provides an instructional tool for the instructor/supervisor to monitor services, assist the counselor trainee in identification of strengths and areas of needed improvement, and to ensure best practice. Session recordings are kept throughout each semester and are deleted under the policies and procedures of the practicum clinic and/or internship site and program policies. Sessions recorded as a part of the practicum experience are posted in counselor trainee clinic files and should, under no circumstances, be copied to another location (including removable drives, disks, or external files). All practicum sessions conducted at Center City Counseling Clinic are required to be recorded. Recordings that are required and conducted on site during auxiliary hours or internships must be preapproved, recorded, stored, and deleted within the guidelines, policies, and procedures outlined by the course instructor/supervisor, site, and program and will be at the discretion of the

instructor/supervisor. A *Video Permission Form* is included in the appendix of this handbook.

Auxiliary sites and internship sites may have additional consent forms they require in addition to the program consent forms.

Emergency Procedures

It is the responsibility of the counselor trainee to discuss emergency procedures under which each site operates. You are only allowed to see clients under supervision and should never give your home number or personal contact information to clients. You should work with your supervisor to provide clients with an alternative emergency number if they should request it. It is necessary to discuss the following: days/time of operation, after hours emergency procedures for clients/students and counselor trainees, security measures available on site and how to handle emergencies in session. Including the emergency procedures in the supervision agreement is appropriate and encouraged.

Ethical Guidelines

As a counselor trainee, you are agreeing to provide services most appropriate for clients while working within your scope of training and practice and to not exceed your level of training, education, and competence. You are agreeing to, under ethical and professional guidelines, to engage in professional practice where it is understood that you will do no harm to the client's welfare. You should be familiar with the *ACA Code of Ethics (2014)* and should refer to them as a guide for professional and ethical practice. You also should consult regularly with your supervisor. Ethical guidelines for mental health and school counselors can be found here:

ACA Ethical Guidelines

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

ASCA Ethical Guidelines

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Professional Liability Insurance

All practicum and internship students are required to obtain professional liability insurance and membership with ACA (CMHC) or ASCA (School). It is a requirement to maintain current

membership and liability coverage during all practicums and internships and copies of such verification should be sent to the office of Educational Field Experiences and to the Center City Counseling Clinic director prior to beginning practicum. Official verification of liability insurance and professional membership is maintained in the Educational Field Experiences office and are recorded in the student information system (Banner) under *Test Scores*.

Professional Behavior

Although the primary purpose of practicums/internships is to assist you in the continued development and application of counseling skills, you are also an agent of the sites where you are providing services. You are expected to operate under the guidelines of the sites in addition to ACA guidelines (and ASCA guidelines for school counselors) and the counseling program guidelines and expectations. This includes being punctual, dressing appropriately, presenting oneself professionally, and engaging in professional verbal and written communication. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA/ASCA, and attendance at professional development workshops and seminars. Professional behavior is evaluated informally through supervision meetings and feedback and formally at midterm and final through use of the *Counselor Trainee Progress Assessments (CTPA)* and in *Dispositions Assessments*.

The Supervisory Relationship

Regular clinical supervision is part of the practicum and internship experiences. It involves an instructor/supervisor who has training and experience in supervision and one, or more, supervisees. Supervisors must have a master's degree in counseling or related mental health discipline, must be a Licensed Professional Counselor or Licensed Psychologist in the state of Missouri, and must have five (5) years of fully licensed/certified, post master's experience. Additionally, practicum/internship supervisors must attend Missouri State University's Site Supervisor Training every three (3) years and must agree to provide supervision within the requirements of the counseling program.

Counselor trainees must participate in individual/triadic and weekly group supervision that occurs in-person and weekly. For practicums and internships all counselor trainees are required to participate in weekly group supervision at a minimum average of one and a half

(1.5) hours per week and weekly individual/triadic supervision at a minimum average of one (1) hour per week. Supervision sessions must occur during the entire duration of the practicums and internships and must be provided by approved supervisors. Failure of students to participate in required individual/triadic and group supervision meetings will suspend student's ability to provide services. Students and supervisors should work together to establish a consistent time for individual and group supervision. It is often helpful to hold supervision sessions prior to, or immediately following, work with clients/students. If at any time the counselor trainee or supervisor is unable to meet the supervision requirements, the course instructor and Practicum/Internship Coordinator should be notified immediately.

Supervision is ongoing through the practicum and internship experiences and the course instructor/supervisor and counselor trainee will work together to further develop competencies in counselor skill development each semester. The relationship may contain mixed modalities (including teaching, counseling, collaborating, experiential activities, etc.), but will always contain an evaluative component. Supervisors and counselor trainees should work together to complete the *Internship Site Agreement*. This agreement will serve as site-specific information that site supervisors and counselor trainees complete as an agreement with the counseling program. The University requires all sites have an approved Memorandum of Understanding (MOU) on file.

The evaluation component of practicums and internships are described in the course syllabus provided for each practicum and internship course. All students will be evaluated informally through feedback and supervision and formally at midterm and final through use of the *Counselor Trainee Progress Assessment (CTPA)* and *Counselor Trainee Dispositions Assessments*. Students who are enrolled in TaskStream will have the *CTPA* and *Counselor Trainee Dispositions Assessments* completed in TaskStream. For all other students, samples can be found in the appendix of this handbook.

In preparation for supervision, students should work with instructors/supervisors to establish a regular meeting time and the parameters of the supervision sessions. Prior to sessions, students should review session records and notes in addition to utilizing reflective self-feedback. Evaluative feedback should be a part of every supervisory session. Active participation in supervision is required and will be most helpful in the personal and professional

growth of counselor trainees. Counselor trainees should attend supervision sessions prepared and should bring questions and personal goals to every session.

Evaluation

Counselor trainees will be evaluated using formal and informal, formative and summative evaluation measures. During practicums and internships counselor trainees will be receiving peer and instructor/supervisor feedback on a weekly basis during required class meetings and supervision sessions. Counselor trainees will complete weekly self-reflective feedback through session reviews, self-assessments, and reflective journals as assigned. Additionally, weekly progress reports will be completed by students, signed by site supervisors, and submitted to course instructors. Instructors will complete midterm and final *Counselor Trainee Progress Assessments (CTPA)* and a final *Counselor Trainee Dispositions Assessments* for practicum students. Internship site supervisors will complete midterm and final *Counselor Trainee Progress Assessments (CTPA)*. Each semester of professional clinical practice in practicums and internships, counselor trainees will be evaluated based on the requirements provided within the course syllabi and this handbook. Students should consult with instructors/supervisors to determine if *CTPA* evaluations will be completed in TaskStream. If a student is not enrolled in TaskStream, a copy of the *CTPA* can be found in the appendix of this handbook.

TaskStream

All graduate counseling students are required to purchase TaskStream. TaskStream is an assessment program that program specific evaluations and documents are collected in for each student. For students, TaskStream houses important information that can be used as a portfolio. Students are required to release documents for instructor evaluation in specific courses or *transition points* throughout program participation. Students should consult course syllabi and instructors to determine which assessments to release for each course and the timeline for release.

Logs

All practicum and internship students are required to keep detailed records and logs of their experiences. Practicum students maintain case notes on all clients/students that are kept in the clinic. In addition, students maintain a *Weekly Client Services Log* including direct and

indirect contact hours and professional development activities, an *Auxiliary Practicum Site Log* for tracking auxiliary site placement hours, and a *Final Summary and Cover Sheet*.

Instructors/supervisors may required courses may require weekly progress reports or other tracking forms in addition to these required logs.

Internship students maintain case notes on all clients/students that are kept at the internship site location and in accordance with the site processes and policies. School interns may keep student records based on the individual school site policies and procedures. In addition to records, interns maintain a *Daily Time/Activity Log* including professional development activities, a *Weekly Progress Report*, and a *Final Summary and Cover Sheet*. Some internship sites may require additional documentation. Logs must be submitted weekly to the course instructor after appropriate signatures are obtained and logs are discussed in supervision. Students should maintain copies of all logs and course materials for their own personal records. All required logs can be found in the appendix of this handbook.

PRACTICUM OVERVIEW

COU 780 Secondary School Counseling Practicum
COU 782 Elementary School Counseling Practicum
COU 784 Mental Health Counseling Practicum

Practicum

Practicum courses are “by permission only” courses. To be considered for practicum, students must complete an application for practicum. Applications are collected online through *Blackboard Community* and by Google forms. Instructions for applying for practicum can be found in the *Practicum Application Checklist* below. The Practicum/Internship Coordinator reviews applications and releases conditionally eligible practicum applicants based on program requirements and available seats in scheduled classes following advisor releases for registration.

After students are released for registration, additional processes are required including completion of any prerequisite coursework, verification of clearance documents, completion of required QPR and mandated reporter trainings, attendance at the mandatory clinic orientation and submission of all application and clinic required materials. Failure to complete any of these processes will delay student participation, or deem students ineligible to participate, in practicum.

Practicum Requirements

- A. 100 total hours (minimum)
 1. 40 direct client/student contact hours
 2. a minimum of 20 hours completed at Center City Counseling Clinic
 3. a minimum of 10-20 hours completed in school auxiliary site for those seeking elementary or secondary school counseling certification with a minimum of four (4) hours in classroom lessons for those without teacher certification
 4. a minimum of 16 class meetings
 - B. Assignments
 1. Refer to syllabus
 - C. Logs
 1. *Weekly Client Services Log*
 2. *Auxiliary Practicum Site Log*
 3. *Final Summary and Cover Sheet*
 - D. Evaluation
 1. *Midterm Counselor Trainee Progress Assessment (CTPA)*
 2. *Final Counselor Trainee Progress Assessment (CTPA)*
 3. *Final Counselor Trainee Dispositions Assessments* (completed by instructor)
2. Weekly Requirements

- A. a minimum average of one (1) hour of in-person individual/triadic supervision
- B. a minimum average of one and a half (1.5) hours of in-person group supervision. This may occur as part of the weekly scheduled class time.
- C. attendance and participation in weekly scheduled class meetings. Clinical practicums are considered a lab and scheduled for a minimum of six (6) hours and are a three (3) credit hour course.
- D. Assignments
 - 1. Refer to syllabus

Practicum Auxiliary Site Requirements

Students seeking school counseling certification (K-8 and/or 7-12) are required to complete a minimum of ten (10) to twenty (20) direct hours in a school auxiliary site during the practicum experience. For those students who are not teacher certified, four (4) of the ten (10) hours must be spent cofacilitating classroom lessons, cofacilitating individual counseling sessions, or co-facilitating group sessions in schools. On-site supervisors should complete the *Classroom Counseling Activity Feedback* form. Practicum students should begin looking for possible auxiliary sites beginning the first week of class and should contact schools and provide them with auxiliary site practicum requirements so a determination can be made regarding the fit of the school for the auxiliary experience and if the site would be most beneficial for the counselor trainee. The on-site supervisor at the school must have a master's degree in counseling or related mental health degree and must have two (2) years post master's degree experience and be fully certified in the area of on-site supervision.

Students interested in completing auxiliary hours in Springfield Public Schools must notify instructor/supervisor so that contact can be made with Allison Roffers (aroffers@spsmail.org), Coordinator of Counseling Services, to communicate need and determine placement options. Students interested in completing auxiliary hours placements in Ozark and Waynesville school districts must go through the Practicum/Internship Coordinator and should not contact these schools directly.

CMHC students are strongly encouraged to complete auxiliary hours during the practicum semester for the purpose of obtaining additional clinical hours and additional experience.

An *Auxiliary Practicum Site Agreement* must be completed prior to placement and participation at auxiliary sites. Auxiliary site participation may not be approved until midterm, or until the practicum instructor/supervisor feels he/she has had adequate time to assess the counselor trainee skills and feels comfortable sending the counselor trainee to the auxiliary site. The site must be pre-approved by the instructor/supervisor, approved by the Practicum/Internship Coordinator, and all required documents must be completed and submitted prior to attending the site and documenting client contact hours. Counselor trainees must document direct and indirect activities at the auxiliary site, and a minimum of ten (10) direct hours is required, with four (4)

whole classroom lessons for non-teacher certified individuals. It is strongly suggested that counselor trainees work with auxiliary sites to complete ten (10) to twenty (20) hours at the site.

At the discretion of the instructor/supervisor, and in collaboration with the Practicum/Internship Coordinator, alternative auxiliary sites may be available and approved outside of the school settings in special circumstances. In these instances, counselor trainees would be placed in approved community agencies or programs that work with school age students to provide co-facilitation of whole-group activities and individual counseling under the direct supervision of an on-site supervisor.

Practicum Application Checklist

- _____ Attend the *Practicum Informational Meeting* in the semester prior to application deadlines (Applications for Spring are due August 1 and applications for Summer and Fall semesters are due February 1)
- _____ Request to be added to the Practicum Blackboard Community by emailing the Practicum/Internship Coordinator and including the following information:
 - a. Last Name, First Name, Middle Initial
 - b. M#
 - c. Blackboard user id (e.g. sam2017)
- _____ Complete the online *Practicum Application* through Google forms by following the link in the Blackboard Community

Once your application has been conditionally approved, the following items are required:

- _____ Complete required Clearance Documents and provide verification to the office of Educational Field Experiences (efe@missouristate.edu)
 - a. FBI background screening
 - b. Registration with the Family Care Safety Registry
 - c. Student Professional Liability Insurance through American Counseling Association (ACA) or American School Counselor Association (ASCA)
 - d. TB test
- _____ Attend mandatory clinic orientation in the semester prior to application semester (attend in fall for spring applications, attend in spring for summer/fall applications)
- _____ Provide a signed copy of the *Statement of Understanding* from the *Practicum and Internship Handbook* to your course instructor at the required clinic orientation
- _____ Complete the required QPR Suicide Prevention Training (available through the bookstore) and print (or email) certificate for clinic director and course instructor
- _____ Complete the required Mandated Reporter Training (available at www.protectmokids.com) and print (or email) certificate for clinic director and course instructor

The following courses are prerequisites for practicums and will be verified for minimum grade requirements prior to participation in practicums:

COU 702 or COU 703	Foundations and Ethics
COU 705	Orientation to Personal and Professional Development
COU 710/711	The Helping Relationship class and Lab
COU 708 or COU 751	Child Counseling Theories and Techniques (required for COU 782) or Theories and Techniques of Counseling (required for COU 780 and 784)
COU 714	Diversity and Multicultural Issues in Counseling
The following courses are recommended prior to practicum and may result in priority placement over students who have not completed the courses.	
COU 733	Couples and Family Counseling
COU 707	Human Development and Personality
COU 756 or COU 757	Group Counseling (for SEC or CMHC) or Elementary Group Counseling Through Play (for ELE)

INTERNSHIP OVERVIEW

COU 781 Secondary School Counseling Internship
COU 783 Elementary School Counseling Internship
COU 785 Mental Health Counseling Internship

Course Requirements

Internship courses are “by permission only” courses. To be considered for internship, students must complete an application for internship. Applications are collected in Blackboard Community and by Google forms. Instructions for applying for internship can be found in the *Internship Application Checklist* below. The Practicum/Internship Coordinator reviews applications and releases conditionally eligible internship applicants based on program requirements and available seats in scheduled classes following advisor releases for registration.

After students are released for registration, additional processes are required including completion of any prerequisite coursework, verification of clearance documents, attendance at the mandatory internship orientation and submission of all application and site required materials. Failure to complete any of these processes will delay student participation, or deem students ineligible to participate, in internship.

Internships are completed in local schools or agencies under the direction of an approved on-site supervisor. On-site supervisors must have a master’s degree in counseling or related mental health degree, have five (5) years of full licensure (or certification for school counselors) and five (5) years of fully licensed/certified experience at the level of supervision as listed below:

Elementary Counseling: K-8 initial or career certificate

Secondary Counseling: 7-12 initial or career certificate

CMHC: Missouri Licensed Professional Counselor (LPC) or Licensed Psychologist (LP)

Interns are responsible for securing internship sites and should contact two (2) potential sites prior to the application deadline to begin the application and interview process. As interns contact schools and agencies, they should use professional communication to determine if/when the site accepts interns and what the process is for each location of interest. Some internship sites require contact through a specific coordinator. Refer to the *Practicum and Internship Site Locations* document for specific information about placements.

Interns will complete two (2) semesters of internship consisting of a minimum of 300 hours each semester, for a total of 600 hours of internship. In each 300 hour internship, students will complete a minimum of 120 direct hours each semester for a total of 240 direct contact hours. Generally, interns complete the following:

Secondary School Counseling: Two semesters of COU 781

Elementary School Counseling: Two semesters of COU 783

Clinical Mental Health Counseling: Two semesters of COU 785

Interns may accumulate more than 300 hours in a semester and more than 120 hours of direct client contact. In these situations, the hours accumulated over the minimum requirements may be carried over into the second internship experience.

School counseling interns need to complete internship experiences that provide experience across grade levels. Elementary school counseling interns typically complete one semester in an elementary setting and one in a middle/junior high. Secondary school counseling interns typically complete one semester in a middle/junior high and one semester in a high school. School internships are only offered in fall and spring semester. At times, interns must continue through the interim or past the semester to complete hours and/or course requirements. In these circumstances, interns should meet with the course instructor to discuss options and complete the required *Interim Agreement*.

Clinical Mental Health Counseling interns typically complete the internship experience at one location to provide continuity of care to clients. Most CMHC agencies required interns complete both semesters of internship at the same site, as well as working in the interim between semesters. CMHC interns should discuss expectations with potential internship sites and must meet with the course instructor to discuss arrangements and complete the required *Interim Agreement* if continuing at the same internship site and working in between semesters.

Some individuals may apply to take additional internships in effort to meet additional certification or degree requirements and should consult with advisors and the Practicum/Internship Coordinator to verify processes for these types of applications.

Group Requirement

Student interns are required to facilitate or co-facilitate one six week group during one of the internship experiences. A minimum of five clients (and no more than 12) are required to constitute a group. A *Group Evaluation Form* is utilized to summarize the intern's group facilitation abilities. The form should be submitted to the instructor upon completion of this requirement.

Internship Requirements

1. Semester Requirements (Two 3 credit hour semesters for a total of 6 credit hours)
 - A. 300 total hours (minimum) each semester (additional hours may be carried over into the second internship semester).
 1. 240 on-site hours each semester (15 hours per week x 16 weeks = 240 hours) with a minimum of 120 direct client contact hours each semester
 2. 48 hours of in-class meetings (3 hours per week x 16 weeks = 48 indirect hours)

3. 12 off-site hours for shadowing, research, curriculum planning, group planning, attending professional development workshops or conferences, reading professional journals or books related to counseling issues, presentations, etc. An *Off-Site Hours Proposal* must be submitted to, and approved by, course instructor prior to counting off-site activities.

B. Assignments

1. Refer to course syllabi for specific assignments
2. Group requirement: Interns are required to facilitate or co-facilitate one six week group during one of the internship experiences.

C. Logs

1. *Daily Time/Task Activities Log*
2. *Weekly Progress/Activities Log*
3. *Final Summary and Cover Sheet*

D. Evaluation

1. *Midterm Counselor Trainee Progress Assessment (CTPA)* completed by on-site supervisor
2. *Final Counselor Trainee Progress Assessment (CTPA)* completed by on-site supervisor
3. *Final Site Supervisor Evaluation* completed by intern
4. *Final Counselor Trainee Dispositions Assessments* completed by course instructor

2. Weekly Requirements

A. a minimum average of one (1) hour of in-person individual/triadic supervision provided by on-site supervisor

B. a minimum average of one and a half (1.5) hours of in-person group supervision provided by course instructor as part of the weekly scheduled class time (interns may also participate in group supervision on site and should document this in indirect hours as system support or consultation/collaboration/team meetings)

C. attendance and participation in weekly scheduled class meetings

D. *Weekly Progress Report with Daily/Weekly Activities Log* (school interns attach Daily Time and Task)

Breakdown of Internship:

1. 240 on-site hours (15 hours per week X 16 weeks = 240 hours)

Minimum of 120 DIRECT (may log more than 120 direct hours)

2. 48 hours of MSU in-class supervision (3 hours per week X 16 weeks = 48 Indirect hours)

3. 12 off-site hours for shadowing, professional development, or other instructor approved off-site hours' accumulation.

TOTAL = 300 hours

A typical week during the semester includes:

1. An average of a minimum 15 hours of on-site activity, including one (1) hour per week of face-to-face supervision with the on-site supervisor and experiences in enhancing counseling skills (school interns should be engaged in each of the four component areas of the Comprehensive Counseling Program). Over the course of the semester, this is a minimum of 240 total hours (including 16 hours of on-site supervision) completing a variety of counseling duties and activities. (Of the 15 hours of on-site activity, interns should average 7.5 hours per week of direct client contact for a total of 120 for the semester (7.5 hours x 16 weeks= 120 direct contact hours). Interns may log more than 120 direct hours.) Indirect activities should include a variety of diverse experiences where time is spent balancing activities that contribute to overall counselor development.
2. In addition to on-site activity, interns attend a 3-hour class meeting each week at MSU with a minimum average of 1.5 hours of group supervision as part of the weekly meeting.
3. In addition to on-site activity and weekly 3-hour attendance at MSU for in-class supervision and content instruction, interns may accumulate 12 hours throughout the semester completing pre-approved off-site activities. The 12 off-site hours may include shadowing other counselors, attending professional development workshops or conferences and other activities that have been pre-approved by the course instructor. Interns should complete the *Off-Site Hours Verification Form* prior to participating in any off-site experiences.

Interns are expected to attend as many staff meetings and other site activities as possible by scheduling internship hours on days when meetings and activities are held. School interns are also expected to attend most, if not all, school-related afternoon and evening school activities that the site supervisor attends; including PTA meetings, parent-teacher conferences, professional learning/development days/workshops, and other school related events. These activities should be documented in logs. Consult with course instructor to verify appropriate documentation of such activities.

Important Information about Starting at Sites

Interns may begin at internship sites once approval has been granted by the Practicum/Internship Coordinator and course instructor, an *Internship Site Agreement* is signed and on file, clearance documents are updated to cover the duration of the semester, and after the announced start date. An email notification will be sent to interns with the start date prior to the internship semester. Once the approval has been granted, interns may begin accumulating indirect hours at the sites. Indirect hours accumulated prior the first week of scheduled class will be documented in a separate section of the first *Weekly Progress Report*. For the purpose of documentation on *Weekly Progress Reports* and corresponding logs, week 1 is the first week of scheduled MSU internship class and weeks run Monday through Sunday. Any preapproved indirect hours completed at the internship site prior to the start of MSU class meeting should be attached to the week 1 *Weekly Progress Report* and hours documented in the area indicated on the form. Interns must document all activities using required forms, must meet with the on-site supervisor for scheduled individual supervision, and must attend group supervision as available.

Accumulation of hours at internship sites prior to the start of the internship semester, during scheduled MSU breaks, and in the interim between MSU semesters must be discussed with the course instructor and approved and monitored by the course instructor and Practicum/Internship Coordinator.

Interns may not begin participating in direct client contact until the week of the first scheduled internship class meeting and interns are required to keep documentation daily to submit to the course instructor on a weekly basis. If the intern or site supervisor cannot complete expectations as outlined in the handbook and course syllabus at any time during the semester or interim, the intern will be required to discontinue services until issues can be resolved at the discretion of the course instructor and Practicum/Internship Coordinator.

Any interns continuing at sites between semesters must have an *Interim Agreement* on file with the course instructor prior to the end of the current semester of internship. The *Interim Agreement* must be signed by all parties and approved by the course instructor and Practicum/Internship Coordinator prior to the start of the interim period. Interns must continue to participate in weekly face-to-face supervision with the on-site supervisor and are encouraged to participate in group supervision at their site, when it is available. Additionally, interns may be required to participate in group supervision during the interim with program faculty at dates/times determined by program faculty when available. Interns working at sites between semesters are required to take an “Incomplete (I)” grade during the interim until the start date of the next semester. The interim period should be clearly documented on the *Interim Agreement* and on weekly logs.

At times, interns may not be able to complete all of the internship requirements in one semester. Internships may continue beyond the current semester of enrollment with an “Incomplete (I)” grade assigned until the requirements for the current semester have been completed. In these instances, an *Interim Agreement* is required if the intern works in between MSU semesters and the *agreement* and must be approved by the Practicum/Internship Coordinator after the intern consults with the course instructor and establishes a plan for completing requirements. Interns will complete a *Final Summary and Cover Sheet* at the end of each semester.

Interns and course instructors should consult with the Practicum/Internship Coordinator immediately upon determining if internship requirements are not going to be completed in the semester of enrollment.

Changing an Intern's Placement

Circumstances may arise where it is in the best interest of the intern to be removed from his/her placement because of incompatibility with the site and/or supervisor or other unforeseen issues that could be detrimental to a positive internship experience. This decision will be made by the course instructor in consultation with the intern, site administrator, Practicum/Internship Coordinator and Department Head. If the decision is to remove the intern, then every attempt for another more appropriate placement will be arranged and confirmed by the counseling program.

Removal Due to Unsatisfactory Progress

Circumstances may arise where an intern must be removed from his/her placement because of unsatisfactory progress and performance or violation of site and/or university policies. This action may take place after consultation with the course instructor in consultation with the intern, site administrator, Practicum/Internship Coordinator and Department Head. The intern may have the following options depending on the decisions of the above mentioned group:

- Withdrawing from internship with a grade of “**W**” if the withdrawal occurs within the appropriate university time frame for no penalty.
- Receive a grade of “**NP**” if intern does not withdraw from the course within the appropriate university time frame.
- The student intern may appeal the decisions of the administration and should refer to the undergraduate catalog for information. (See Academic Regulations: Grade Appeals and Academic Grievances)

Internship Application Checklist

_____ Attend the Internship Informational Meeting in the semester prior to application deadlines (Applications for Spring are due August 1 and application for Summer and Fall semesters are due February 1)

_____ Request to be added to the Internship Blackboard Community by emailing the Practicum/Internship Coordinator and including the following information:

- d. Last Name, First Name, Middle Initial
- e. M#
- f. Blackboard user id (e.g. sam2017)

_____ Complete the online *Internship Application* through Google forms by following the link in the Blackboard Community

Once your application has been conditionally approved, the following items are required:

_____ Complete updates to required Clearance Documents and provide verification to the office of Educational Field Experiences (efe@missouristate.edu)

- e. FBI background screening
- f. Registration with the Family Care Safety Registry
- g. Student Professional Liability Insurance through American Counseling Association (ACA) or American School Counselor Association (ASCA)
- h. TB test

_____ Attend mandatory internship orientation in the semester prior to application semester (attend in fall for spring applications, attend in spring for summer/fall applications)

_____ Provide a copy of your professional resume to the Practicum/Internship Coordinator by emailing a pdf document to RSmotherman@MissouriState.edu

_____ Complete the *Internship First Meeting Checklist* with your on-site supervisor

_____ Complete the *Internship Site Agreement* and provide a copy to your course instructor by the second week of class.

_____ Provide a copy of the *Independent Contractor Form* to your site supervisor for completion. These forms must be signed in black ink and the original form must be submitted to Judy Campbell for payment. Any questions about the form should be directed to Judy Campbell at JCampbell@MissouriState.edu or by phone at (417)836-5392.

Internship First Meeting Checklist
Missouri State University- Graduate Counseling Program
COU 781, 783, or 785
Return to MSU Course Instructor on 2nd Class Meeting

1. Supervisor and Supervisee should discuss the *Internship Site Agreement* form and sign in appropriate places prior to interns beginning at sites. This is the agreement between the intern, site supervisor, site director, and MSU.
2. Supervisor should share emergency procedures and information with supervisee. This information may be included in the *Site Agreement*.
3. Intern should share his/her most current final *Counselor Trainee Progress Assessment (CTPA)* with supervisor. (This would be from practicum if you are in 1st semester internship, 1st semester internship if you are in 2nd semester internship, and 2nd semester internship if you are taking a 3rd semester of internship.) Discuss strengths and growth areas.
4. Supervisor and intern should complete the *Values Clarification* exercise and discuss.
5. Schedule weekly supervision day and time and include in *Site agreement*.
6. Intern should be prepared to share Child Care Safety Registry and FBI results with supervisor if requested.

The signatures below are confirmation that I have discussed the above information with my supervisor.

Student Intern Signature (Supervisee): _____

Site Supervisor Signature (Supervisor): _____

Date _____

Values Clarification for Supervisee

Directions: Rate each element on a 1-5 scale on how important it is to you in supervision.

- _____ Getting encouragement and support from your supervisor
- _____ Connecting emotionally with your supervisor
- _____ Having similar values as your supervisor
- _____ Supervisor encouraging your creativity
- _____ Supervisor uses questions to help you gain clarity
- _____ Getting help from your supervisor to improve your therapy skills
- _____ Getting straightforward feedback from supervisor
- _____ Supervisor having clear boundaries with you
- _____ Having a sense of partnership with your supervisor
- _____ Trusting your supervisor to give you honest and constructive feedback
- _____ Doing case consultation with your supervisor
- _____ Having your supervisor provide structure for supervision sessions
- _____ Having your supervisor teach you new therapy techniques
- _____ Having your supervisor tell you what to do in sessions
- _____ Having your supervisor help you explore your theoretical approach to counseling
- _____ Having a contract for supervision
- _____ Keeping records of supervision sessions
- _____ Supervision sessions following an agenda
- _____ Supervision being fun
- _____ Having a supervisor with a great deal of expertise in the counseling field
- _____ Having a supervisor who is willing to model therapy strategies
- _____ Having a supervisor with a sense of humor
- _____ Having a supervisor who self-discloses
- _____ Having a supervisor who is open to feedback from you about what you need
- _____ Having a supervisor who helps you look at personal issues that impact your counseling
- _____ Having a supervisor who helps you connect theory to practice
- _____ Having a supervisor who has experience in the same work setting as your setting
- _____ Having a supervisor who has expertise in working with individuals
- _____ Having a supervisor who has expertise in working with couples and families
- _____ Having a supervisor who encourages you to try new skills
- _____ Having a supervisor who has the same theoretical orientation as you
- _____ Having a supervisor who focuses on your strengths
- _____ Having a supervisor who encourages you to be independent
- _____ Having a supervisor who encourages your self-expression
- _____ Having a supervisor who uses playful strategies in your supervision sessions
- _____ Having a supervisor who follows up on his/her suggestions
- _____ Having a supervisor who helps you look at ethical issues
- _____ Having a supervisor who helps you in the use of DSM-IV diagnosis
- _____ Having a supervisor who challenges you/uses confrontation in supervision sessions
- _____ Having a supervisor who asks that you explain your rationale for why you responded to clients in specific situation

Values Clarification for Supervisors

Directions: Rate each element on a 1-5 scale on how important it is to you in supervision.

- _____ Being honest with supervisee
- _____ Connecting emotionally with supervisee
- _____ Similar values as supervisee
- _____ Encouraging supervisee creative
- _____ Helping supervisee gain clarity
- _____ Feeling a personal connection with supervisee
- _____ Helping supervisee improve skills with clients
- _____ Getting positive feedback from supervisee
- _____ Having clear boundaries with supervisee
- _____ Having a sense of partnership with supervisee
- _____ Trusting the supervisee
- _____ Doing case consultation with supervisee
- _____ Giving constructive feedback
- _____ Teaching supervisee new skills
- _____ Telling supervisee what to do in sessions
- _____ Helping supervisee explore his/her theoretical approach
- _____ Having a contract for supervision
- _____ Keeping records of supervision sessions
- _____ Supervision sessions following an agenda
- _____ Supervision being fun for you and for the supervisee
- _____ Supervisee values your expertise
- _____ Supervisee is honest with you
- _____ Supervisee has a sense of humor
- _____ Supervisee has a sense of integrity
- _____ Supervisee is open to feedback
- _____ Supervisee is open to looking at personal issues
- _____ Supervisee likes learning about counseling issues
- _____ Supervisee is emotionally healthy
- _____ Supervisee being committed to becoming a better therapist
- _____ Supervisee can make connections with clients
- _____ Supervisee is willing to try new skills
- _____ Supervisee has background in counseling modalities
- _____ Supervisee has training in DSMIV
- _____ Supervisee has experience working with children
- _____ Supervisee is independent
- _____ Supervisee feels comfortable with self-expression
- _____ Supervisee has the same theoretical approach as you
- _____ Supervisee follows your suggestions
- _____ Supervisee has ethical behavior
- _____ Supervisee is directive or nondirective in his/her approach to therapy



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INTERNSHIP SITE AGREEMENT

Turn this document in to your internship instructor prior to beginning at your internship site and by by the second class meeting.

Select Course:

781 SEC School Counseling ___ 783 ELE School Counseling ___ 785 Mental Health ___

1st ___ 2nd ___ 3rd ___ Internship or Other (explain): _____

Semester: Fall ___ Summer ___ Spring ___ Year: _____ Credits: 3

This agreement among:

1. Counseling Programs, Department of Counseling, Leadership, and Special Education

Missouri State University

901 South National

Springfield, MO 65897

2. Site/Agency Name: _____

Address: _____

Phone: (____) _____ Email: _____

Site Director: _____

Site Supervisor: _____

Site Supervisor Phone (if different from above): _____

Site Supervisor Email: _____

3. Student (herein called the “Student Intern”):

Name: _____

Address: _____

Phone: (____) _____ Email: _____

It is mutually agreed that the above-named mental health agency/school and/or site supervisor will provide the following services:

1. Assignment of an internship site supervisor who is a licensed professional counselor/licensed psychologist/certified school counselor, who has at least five (5) years of fully licensed/certified experience since receiving his or her license and who meets the specific approval of the MSU Counseling Programs. Beginning Fall 2016, supervisors must have at least five years experience following licensure/certification. The site supervisor must attend (or have attended within the last 3 years) site supervision training offered by Missouri State University. This training must be completed every three (3) years in order for a site supervisor to remain in active status for supervision with the counseling department. The supervisor must provide a copy of updated professional resume including dates of degree(s), licensure/certification(s), and relevant work history. Site supervisor's training must be current at time of application and may not expire during the semester(s) of supervision. Site supervisors must complete an online orientation each semester that an intern is placed at the agency/school site.
2. Orientation to the agency or school with specific student intern duties defined.
3. A site and supervisor which operates under ACA ethical guidelines.
4. Define and communicate intern duties, responsibilities, scope of practice, expectations, specific information related to supervision provided by site supervisor on site, contact information, and guidelines for what to do and who to contact during an emergency.
5. Coordinate student intern duties (a minimum of 300 clock hours per semester) with direct client contact at a minimum of 40% of total time spent (120 hours of direct contact).
6. Ensure that the student intern is working within his/her scope of practice. Student interns who have not had coursework and supervision in the use of play therapy, art therapy, expressive arts, addictions, couples, family, etc. should not work with client populations in these areas without coursework, training, and supervision. The student intern must work within scope of practice.
7. Permit intern videotaping of sessions with permission, sensitivity and in confidence, for analysis and supervision. A minimum of one videoed session is required though student interns are encouraged to view their work on a regular basis. Other videos may be required at the discretion of the site supervisor and/or the instructor. Signed permission to videotape must be obtained.
8. Provide face-to-face, individual supervision of the student intern by the site supervisor for feedback and guidance is required at a minimum of one (1) hour per week, face-to-face (totaling a minimum average of one hour per week over the course of the semester, with a

minimum of 15 weeks). The supervision sessions should be scheduled in advance so that both the student intern and the supervisor may plan accordingly and it is suggested that supervision date/time be included in the supervision agreement developed by the student intern and site supervisor.

9. Provide feedback concerning the student interns’s progress and communicate progress to the faculty supervisor through the review and signing of weekly progress reports and evaluation forms (discussed with the student intern and forwarded to the faculty supervisor) and make immediate contact with the faculty supervisor in the case of any concerns or deficiencies in the student intern’s performance.
10. Provide the student intern with a mid-term and final progress evaluations, using program evaluation forms provided.

The student intern agrees to:

1. Be at the agreed upon location at the scheduled times.
2. Demonstrate professional behavior consistent with ethical guidelines at all times, including providing only those services within student intern’s scope of practice.
3. Complete all required daily and weekly documentation of duties. The logs should include dates and hours of attendance and should specify duties performed.
4. Be assigned the following general duties and responsibilities given below by the site supervisor. (Site Supervisor: Please list all responsibilities specific to your setting in the space below. Agency will include individual counseling and may include group, couples, family, play therapy, etc. as applicable based on scope of practice. School will include individual and whole classroom counseling and may include play therapy, group counseling, etc. as applicable based on scope of practice.)

5. Attend regular MSU classes to receive feedback and help regarding counseling performance. Student interns must attend each class meeting to receive total credit. Additionally, students must attend an average of 1.5 hours per week group supervision as part of the scheduled class time, for a minimum of 30 hours of group supervision. Failure to attend class results in loss of group supervision. Failure to meet class attendance and group supervision requirements will result in a NP grade (not pass).
6. Complete an evaluation of the internship experience to be submitted to the faculty supervisor at the end of the semester.
7. Complete an evaluation of the site supervisor and submit to the instructor at the end of the semester.

The MSU internship instructor will provide the following:

1. Advise the student intern of the requirements (class meetings, activities, reports, evaluations, assignments, etc.) involved in the internship.
2. Provide weekly class meetings to discuss common needs and experiences, provide instruction and relevant trainings, and assist student interns in personal and professional development and group supervision at a minimum average of 1.5 hours per week.
3. Maintain periodic contact with the site supervisor and the student intern to discuss progress (telephone contact, email, site visits, etc.) as deemed necessary.
4. Give the student intern feedback regarding faculty supervision and maintain appropriate records for evaluation and grading.
5. Be responsible for grading the student intern.
6. Ensure that the student intern is working within their scope of practice based on assigned duties and weekly review of logs.

It is the expectation of all three parties involved that the above conditions be met. Should they not be met, it is imperative that all three parties discuss the situation at the earliest possible date. If at any time circumstances prevent any party from providing the conditions herein, including required supervision of the student intern, the course instructor and Practicum/Internship Coordinator should be notified immediately. **Any site unable to meet the required conditions will NOT be approved.**

The following signatures verify agreement to these conditions:

Intern Signature Date

Site Supervisor Signature Date

Site Director/Administrator Signature Date

MSU Internship Instructor Signature Date

MSU Practicum/Internship Coordinator Signature Date Received

Auxiliary Practicum Site 1st Meeting Checklist

Counselor Trainee: _____ **Date:** _____

Site Name: _____

Site Physical Address: _____

On-Site Supervisor Name and Credentials: _____

On-Site Supervisor Email: _____ **Phone:** (____) _____

Counselor trainees are required to complete a minimum of 10-20 direct client contact hours at the auxiliary site but are encouraged to do more if possible. Counselor trainees will document direct and indirect student contact hours. Indirect hours do not count towards the 10-20 required hours needed to complete the practicum experience, but are a vital part of the site learning experience and are therefore encouraged. Please return this with the *Auxiliary Site Agreement*.

During the first meeting, please discuss/complete the following things:

- _____ 1. Complete *Auxiliary Site Agreement* with appropriate signatures.
- _____ 2. Set dates and times of site participation and supervision/processing time(s). Discuss site supervisor's expectations related to direct/indirect student hours in accordance with the counselor trainee's schedule and availability.
- _____ 3. Discuss format of record keeping, including daily log (for class) and any site documentation (per site-supervisor/site policy and expectations). Counselor trainees need to document direct and indirect hours.
- _____ 4. Discuss duties that the counselor trainee will participate in and the supervisor expectations of participation. This can include individual counseling, whole classroom lessons, and small group co-facilitation in addition to planning counseling curriculum. School based counselor trainees should be participating in opportunities that optimize learning in the four components of the Comprehensive Counseling Program and are encouraged to participate to the fullest extent.
- _____ 5. Discuss counselor trainee personal/professional goals, including areas of growth desired.
- _____ 6. Review the Auxiliary Site Performance Feedback form. This form will be completed by the site supervisor at the end of the experience to assist in completion of the counselor trainee's progress assessment. This is for feedback only and does not negatively impact the counselor-trainee.
- _____ 7. (School) Schedule minimum classroom lesson opportunities and discussion of lessons to be conducted. Review *Classroom Observation Feedback* form. (Non-teacher certified counselor-trainees must complete a minimum of four (4) hours of classroom lesson instruction with site supervisor completing classroom feedback rubrics. These do not have to be completed in one-hour increments. Please utilize the on-site supervisor's judgement and schedule to complete the minimum hourly requirements.)



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**Missouri State University- Graduate Counseling Program
Auxillary Practicum Site Agreement**

This agreement among:

1. Counseling Programs, Department of Counseling, Leadership, and Special Education

Missouri State University

901 South National

Springfield, MO 65897

2. Agency/School

Name: _____

Address: _____

Phone: (____)_____ Email: _____

On-Site Supervisor Name & Credentials: _____

On-Site Supervisor Phone (if different from above): _____

On-Site Supervisor Email: _____

3. Student (herein called the “Counselor Trainee”)

Name: _____

Address: _____

Phone: (____)_____ Bear Mail Email: _____

This document is for the purpose of providing auxiliary practicum hours for the above-named student for (please mark appropriate course):

Course Number: COU780___ COU782___ COU784___ Credits: 3

(Approximately 10-20 outside hours as directed by practicum instructor. This class has a lab component. The class meets for 6 hours per week. Auxiliary hours are in addition to the regular scheduled class meeting times).

Semester: SP___ SU___ FA___ Year: _____

It is mutually agreed that:

The above-named agency/school and/or site supervisor will provide the following services:

1. The assignment of an practicum site supervisor who is certified school counselor (if in a school setting) or a licensed professional counselor/licensed psychologist, (if in agency) who meets the specific approval of the MSU Counseling Programs.
2. Orientation to the agency/school with specific counselor trainee duties that are appropriate to their level of training, experience, and competence. (Students will not conduct individual counseling, groups, etc, without co-facilitation by the supervisor.)
3. A site and supervisor which operates under ACA ethical guidelines (ACA and ASCA for Schools).
4. Coordination of the counselor trainee duties (co-facilitating groups, co-facilitating classroom lessons, co-facilitating individual counseling, intakes, crisis calls). School counselor trainees without teacher certification will be provided the opportunity to present a minimum of 4 hours of guidance lessons.
5. Feedback concerning the counselor trainee’s progress to the faculty supervisor through the completion form (discussed with the counselor trainee and forwarded to the faculty supervisor) and immediate contact with the faculty supervisor in the case of any concerns or deficiencies in the counselor trainee’s performance.
6. Provide a description of the mission and diversity characteristics of the organization.

The counselor trainee agrees to:

1. Be at the agreed upon location at the scheduled times.
2. Demonstrate professional behavior consistent with ethical guidelines at all times.
3. Immediately inform practicum supervisor of any concerns regarding the site.
4. Be assigned and instructed regarding the following duties and responsibilities given below. (Site Supervisor: Please list all responsibilities specific to your setting in the space below. Example: School will involve all areas of Comprehensive Counseling Program with specific assignments and agency will include group & individual counseling). Auxiliary site activities must be pre-approved by the course instructor.

5. Attend regular MSU classes to receive feedback and help regarding counseling performance. Counselor trainees must attend each class meeting to receive total credit.
6. Keep a log of the time spent that records dates, hours, and the duties performed at the auxiliary site via the practicum completion form. These hours will be added to the total from Center City Counseling Clinic.

The MSU practicum instructor will provide the following:

1. Advise the counselor trainee of the requirements (class meetings, activities, reports, evaluations, etc.) involved in the course.
2. Provide weekly class meetings with a minimum average of 1.5 hours per week of group supervision to discuss common needs and experiences at auxiliary sites and assist counselor trainees in addition to a minimum average of one hour per week of individual supervision.
3. Maintain contact as needed with the site supervisor and the counselor to discuss his or her progress (telephone contact, email, etc.) as deemed necessary.
4. Give the counselor trainee feedback during the faculty supervision and maintain appropriate records for evaluation and grading.
5. Be responsible for grading the counselor trainee.

It is the expectation of all three parties involved that the above conditions be met. Should they not be met, it is imperative that all three parties discuss the situation at the earliest possible date.

The following signatures verify agreement to these conditions, which must be signed prior starting at auxiliary site.

Counselor Trainee's Signature and Date

On-Site Supervisor's Signature and Date

Course Instructor's Signature and Date

On-Site Administrator's Signature and Date

Received by Practicum/Internship Coordinator: ___/___/_____(date)

Approved ___ Denied ___

Auxiliary Practicum Site Log

Counselor Trainee: _____ Term/Year: _____

Course: 780__782__784__ Instructor: _____

Site: _____ On-Site Supervisor: _____

Record each activity performed at the auxiliary site. Separate out activities by category (e.g. individual, classroom, group, lesson planning, observation, supervisor meeting, etc.) and attach additional sheets as needed. The on-site site supervisor should contact the practicum instructor immediately for any concerns that may arise.

Date	Activity	Direct Hours	Indirect Hours	Total Hours
Total:				

Auxiliary Practicum Site Performance Feedback

Site supervisors: Please complete at the end of the auxiliary experience and attach to the counselor trainee's *Auxiliary Practicum Site Completion Form*.

Does the counselor trainee:

- | | | |
|--|--------|-------|
| 1. utilize effective management strategies/techniques? | Yes___ | No___ |
| 3. build rapport with others? | Yes___ | No___ |
| 4. vary strategies/techniques? | Yes___ | No___ |
| 5. utilize active listening/reflection? | Yes___ | No___ |
| 6. utilize formative and summative assessment? | Yes___ | No___ |
| 7. utilize appropriate follow up as needed? | Yes___ | No___ |
| 8. demonstrate openness to feedback/supervision? | Yes___ | No___ |
| 9. establish appropriate closure? | Yes___ | No___ |
| 10. demonstrate professionalism? | Yes___ | No___ |

Comment on counseling skills, especially strengths and areas for growth:

Performance Evaluation: Satisfactory ___ Unsatisfactory__

Counselor Trainee Signature: _____ Date: _____

On-Site Supervisor Signature: _____ Date: _____

Classroom Counseling Activity Presentation

Peer Review ___ Self-Review ___ or Observation ___

Instructions: Site supervisors should complete this to provide counselor trainees with feedback following classroom guidance and counseling activities.

Counselor Trainee: _____

Name of Reviewer: _____

Date of Review: _____ Grade Level: _____

Please rate the following items if applicable during the review.

Circle one - Rating scale: 5 High- 1 Low, NO – Not Observed

- | | | | | | |
|--|---|---|---|---|---|
| 1. <u>Lesson Objectives</u> : Were objectives established and/or addressed? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 2. <u>Rapport</u> : Was rapport observed and established? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 3. <u>Materials</u> : Effectiveness of materials used? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 4. <u>Listening</u> : Did you observe active listening? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 5. <u>Reflection</u> : Did you observe reflection? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 6. <u>Follow Up Questions</u> : Did you observe follow-up questions? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 7. <u>Lesson Assessment</u> : Was formative assessment observed? | 5 | 4 | 3 | 2 | 1 |
| Describe/comment about effectiveness: | | | | | |
| 8. <u>Closure</u> : Effective closure of session? | 5 | 4 | 3 | 2 | 1 |

Describe/comment about effectiveness:

Please add additional comments or suggestions on the back.

Missouri State University- Graduate Counseling Program

Weekly Client Services Practicum Log

Select: COU 780 ___ 782 ___ 784 ___ and 1st ___ 2nd ___ Practicum

Student Name: _____ Semester/Year: _____

Directions: Use ¼ hour approximations. (Ex. .25 for 10-15 minutes, .5 for 25-30 minutes, .75 for 40-45 minutes, and 1.0 for 50-60 minutes. Each session is counted as 1 hour.

Add Semester Meeting Dates	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Totals	
Adult/Teen																			
Couple or Family																			
Play Therapy																			
Parent Meeting																			
Auxiliary Direct																			
Other Direct (attach)																			
TOTAL DIRECT																			
Individual or Triadic Supervision																			
Group Supervision																			
Peer Review																			
Peer Feedback																			
Self-Review																			
Case Notes, Reports, etc.																			
Professional Development (attach)																			
Auxiliary Indirect																			
TOTAL INDIRECT																			
WEEKLY TOTAL (Total Direct + Total Indirect)																			

Direct Hours (must total 40 hours): _____ Indirect Hours: _____ Practicum Total (must total 100): _____

Counselor Trainee Signature

Date of Completion

Instructor Signature

Date of Review

Practicum Professional Development Log

Counselor Trainee: _____ Semester/Year: _____

Professional Counseling Conferences Attended		
Date	Title, Presenter, Location, etc.	Time Spent (Recorded in ¼ hours)
Professional Presentations Conducted		
Date	Title, Location, etc.	Time Spent (Recorded in ¼ hours)
Counseling Research Conducted		
Date	Title, Research Team Members/Supervisor, etc.	Time Spent (Recorded in ¼ hours)
Books, Articles, and Professional Readings		
Date	APA Format (author, title, date, publisher, etc.)	Time Spent (Recorded in ¼ hours)

Missouri State University-Graduate Counseling Program
Counselor Trainee Progress Assessment
(Complete at Midterm and Final)

COU 780 ___ 782 ___ 784 ___ 781 ___ 783 ___ 785 ___

Student Name: _____ **Semester/Year:** _____

Rater Name: _____ **School/Agency:** _____

Select Level Below

Helping Relationship: Midterm ___ Final ___ Date: _____

Practicum: Midterm ___ Final ___ Date: _____

Internship: Midterm ___ Final ___ Date: _____

Other (Specify): _____

All Dates of One-Hour Supervision Sessions: _____

*Please read and follow instructions thoroughly. This form has been recently changed. Avoid responding to all items in the same way. Be mindful of positive and negative biases. Avoid using one aspect of the student's learning or performance to assess all areas. Treat each item separately. Every student should have a variety of scores except in the most extraordinary of situations. When items ask for more than one area, **circle** specific area rated if progress is not uniform. Write in N/A if entire item is not applicable or you have no basis for rating. To achieve a "Pass" in practicum, in addition to other course requirements listed in the syllabus, students should have an average rating of 3 across all skills. In addition, students **MUST** achieve a minimum rating of "3" on the following items:* _____

Rate counselor trainee (or self if student) using the following scale for each item:

- 1 = cannot do, does not demonstrate; substandard and needing remediation**
- 2 = can do/demonstrate, with prompting, but lacks effectiveness; fair**
- 3 = can do/demonstrate, unprompted, and is effective to some degree; meets expectations**
- 4 = can do/demonstrate, appropriate timing, delivery; works above expected level**
- 5 = can do/demonstrate, natural part of style, well-timed, delivered, effective; excellent**

Client Interaction Skills

Midterm	Final	#	Questions
		1	Accuracy of paraphrasing and reflection
		2	Use of feeling words (accuracy, variety, and depth).
		3	Poignancy of responses; responses specifically tailored to clients' implied meanings
		4	Brevity, tolerance of silence and/or timing of responses
		5	Responses on "leading edge" of client message
		6	Questions, if asked, are appropriate, open-ended, and used sparingly
		7	Maintains appropriate boundaries (not overly responsible or disengaged)
		8	Appropriateness of nonverbal behaviors and affect displayed.
		9	Recognizes and utilizes countertransference
		10	Immediacy and process responses
		11	Interpretations, hypotheticals, and/or directives, if used, are appropriate
		12	Forms quick, solid working alliances with children and adults

Comment on Interaction Skills, especially strengths and areas for growth

Learning and Professional Skills

Midterm	Final	#	Questions
		13	Critical and/or creative thinking skills
		14	Relationships with staff, peers and professionals
		15	Conceptualizes cases, human problems and strengths
		16	Responsiveness to supervision; motivation to learn
		17	Ethical conduct and a working knowledge of ethical codes
		18	Awareness of privilege and one's own multicultural biases
		19	Assumes complexity to understand diverse clients' worldviews
		20	Contributions based upon understanding of school or site culture
		21	Use of micro-skills and tape review
		22	Initiative, self-care, meta-cognitive, and personal process skills
		23	Use of emotional reactivity in relationships
		24	Other:

Comment on Learning and Professional Skills, especially strengths & areas for growth:

Play Therapy and Child Advocacy Skills

Midterm	Final	#	Questions
		25	Sets appropriate limits as needed with child, using ACT model
		26	Accurately identifies themes in the child's play and develops insight into the child's world
		27	Identifies own childhood issues that interfere with the child's therapeutic process
		28	Accurately reflects the child's play
		29	Serves as an advocate for child by successfully relaying pertinent information to parents/guardians, DFS, etc.

Comment on Play Therapy and Child Advocacy Skills, especially strengths and areas for growth:

Have you noticed any deficiencies that would hinder the student's successful progress through the counselor training program or impede his or her professional development?

Yes _____ No _____

If yes, please describe:

Student Response:

Counselor Trainee Signature: _____ **Date:** _____

Rater Signature: _____ **Date:** _____

DEFINITIONS

Client Interaction Skills

1. Accuracy of paraphrasing and reflection.

The degree to which the student captures the meaning of statements made by others and accurately articulates those meanings back to the speaker.

2. Use of feeling words (accuracy, variety, and depth).

The degree to which the student can identify and use feelings in self and others. As noted, this also includes the variety of feeling words identified and used, identification of differing depths of feelings and their appropriate use.

3. Poignancy of responses; responses specifically tailored to clients' implied meanings.

The degree to which the student perceives and communicates with vividness and intensity. It is, their ability to get the most moving parts in a client's statement, their ability to paraphrase that meaning, and their ability to articulate that implied meaning in a timely manner in conversation with the client.

4. Brevity, tolerance of silence and/or timing of responses.

The student's ability to respond to clients briefly (but accurately), to avoid "filling in" silences to calm their own anxiety, and to use good timing in their responses to clients (not too soon or too delayed).

5. Responses on "leading edge" of client message.

Similar to #3 in some respects, this skill reflects the student's ability to perceive and articulate in a timely manner the as-yet unspoken meaning in a client's statement. That is, it is the student's ability to articulate the clients' statements that are at the edge of their consciousness and are only implied by their spoken statements.

6. Questions, if asked, are appropriate, open-ended, and used sparingly.

The degree to which the student prudently and judiciously uses questions (appropriate and open ended questions), and refrains from either "interrogating" a client or calming their own anxiety about what to do by asking questions.

7. Maintains appropriate boundaries (not overly responsible or disengaged).

The degree to which the student can be both present and not become enmeshed with the client. This includes appropriate verbal, emotional, physical, and session boundaries.

8. Appropriateness of nonverbal behaviors and affect displayed.

The degree to which the student is aware of the nonverbal messages they send the client, and of the client's nonverbal messages, and their ability to utilize this awareness in a therapeutic manner. This includes nonverbal affective displays as well.

9. Recognizes and utilizes countertransference.

Countertransference has to do with thoughts and feelings that arise in the counselor/therapist in response to their client. While they are natural, expected, and potentially helpful, they can cause difficulties if not attended to and addressed by the counselor/therapist. This item assesses the degree to which the student allows themselves to be aware of the feelings and thoughts that their client provokes within them, the degree to which they address them, and the degree to which they utilize the information gained toward the best interests of their client.

10. Immediacy and process responses.

The degree to which the student utilized their “in-the-moment” awarenesses to address the interpersonal process with their client. By implication, it also is an assessment of the degree to which the student allows themselves to be aware of the immediate therapeutic process, their own internal processes, and the degree of their courage and ability to articulate this awareness in a timely manner.

11. Interpretations, hypotheticals, and/or directives, if used, are appropriate.

The degree to which the student is able to construct and articulate fitting (and sparingly used) interpretations, hypotheticals, and/or directives.

12. Forms quick, solid working alliances with children and adults.

The degree to which the student can rapidly develop rapport, a safe therapeutic/ interpersonal environment, and the fundamentals of a working relationship with their client in appropriate ways.

Learning and Professional Skills

13. Critical and/or creative thinking skills.

The degree to which the student demonstrates their ability to evaluate information critically and/or allows themselves to “think outside the box.”

14. Relationships with staff, peers and professionals.

The degree the student forms and maintains a respectful, collegial working relationship with staff and faculty, their fellow students, and with other professionals in the community. This includes appropriate and timely communication, appropriate respect for position and authority, and respectful teaming with others in the service of both education and the best interests of clients.

15. Conceptualizes cases, human problems and strengths.

The degree to which the student demonstrates their ability to coherently conceptualize their work with a client, and being able to articulate the framework within this conceptualization is constructed. It also includes the degree to which the student is able to incorporate both the client’s problems, as presented, and their strengths into their overall conceptualization.

16. Responsiveness to supervision; motivation to learn.

The degree to which the student initiates and seeks learning. It is also the extent that they allow themselves to be open to feedback from peers and supervisors, and the degree to which they sincerely address/incorporate this feedback.

17. Ethical conduct and a working knowledge of ethical codes.

The degree to which the student demonstrates their working knowledge of professional ethical standards and their ability to translate this knowledge into practical action. It includes complying with APA's and ACA's enforceable standards as well as relevant laws.

18. Awareness of privilege and one's own multicultural biases.

The degree to which the student is aware of and acknowledges the privilege from which they benefit, conferred upon them by the culture by virtue of things like race, ethnicity, class, gender, or disability status. Further, this item addresses the degree to which the student allows themselves to be aware of the potentially biasing nature of this privilege and the sources from whence it comes.

19. Assumes complexity to understand diverse clients' worldviews.

The degree to which the student allows themselves to acknowledge the inherent complexity of the meeting of divergent worldviews and the complexity of developing client-centered understandings.

20. Contributions based upon understanding of school or site culture.

The degree to which the student adapts to the setting in which they learn and serve. This includes an appreciation for existing subcultures and tactful and responsible development within that setting.

21. Use of micro-skills and tape review.

The degree to which the student allows their self to learn and utilize counseling micro-skills and learn from tape review.

22. Initiative, self-care, meta-cognitive, and personal process skills.

The degree to which the student is a "self-starter", willing and able to care for themselves, know and evaluate their own thought processes, and is willing to look at, receive feedback about, and learn from their interpersonal processes, thereby further refining their interpersonal processing skills.

23. Use of emotional reactivity in relationships.

The degree to which the student is able to be aware of their emotional reactivity in relationships (with clients and otherwise) and to utilize this awareness in positive, growth-producing ways.

24. Other:

This item is for evaluation areas not otherwise covered in this evaluation, the content of which should be specified by the evaluator.

25. Sets appropriate limits as needed with child, using ACT model

The degree to which the student addresses the need for limits in the playroom based on child safety, room safety, counselor safety and to meet the needs of structure. ACT model is used to Acknowledge what the child is feeling, Communicate the limit, and Target appropriate alternative ways the feelings can be shared.

26. Accurately identifies themes in the child's play and develops insight into the child's world.

Similar to #15 in some respects, the degree to which the student demonstrates their ability to coherently conceptualize their work with a client, and being able to articulate the framework within this conceptualization is constructed. This includes the obvious initial themes such as consistently cooking for themselves and others, and extends to the deeper meaning, such as, the child learning to nurture themselves in healthy ways.

27. Identifies own childhood issues that interfere with the child's therapeutic process.

Similar to #9 in that the student is aware of the thoughts and feelings that arise while in session with their client. This item assesses the degree to which the student allows themselves to be aware of the feelings and thoughts that their client provokes within them, the degree to which they address them, and the degree to which they utilize the information gained toward the best interests of their client.

28. Accurately reflects the child's play.

The degree to which the student is able to respond to the needs of the child while in they are in session. The ability for the student to reflect back to the client what they are doing, saying and feeling.

29. Serves as an advocate for child by successfully relaying pertinent information to parents/guardians, DFS, etc.

The degree to which the student is a supporter for the child and is aware of who to contact and how to go about making the contact in specific situations where the need arises.

Missouri State University
Counseling Programs
Assessment of Dispositions for Counselor-Trainees
COU 710 ___ 780 ___ 782 ___ 784 ___ 781 ___ 783 ___ 785 ___

The following rating is for: _____ Semester/Year: _____
 Rating completed by: _____ Date: _____

This is a: self-rating ___ peer rating ___ instructor/supervisor rating ___

By signing this I attest that I have been furnished a copy of this dispositions form, and have had an opportunity to discuss ways to continue my dispositional growth in the areas listed in this assessment.
 My comments:

Counselor Trainee Signature: _____

Check items that apply to the student named above and circle the overall level assessed (1-5).

Disposition 1	Unconditional Positive Regard				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
Unconditional Positive Regard: Communicates nonjudgmental warmth and acceptance of others without regard to ethnic group, race, religion, gender, sexual orientation, age, and/or disability	<input type="checkbox"/> Believes others points of view are of little importance. <input type="checkbox"/> Judgmental or defensive toward the beliefs and statements of others. <input type="checkbox"/> Avoids interactions with others who seem to have a different point of view or attempts to convince others to own point of view.	<input type="checkbox"/> Believes others who are similar to self are acceptable. <input type="checkbox"/> Reluctant to accept others beliefs, values or differences. <input type="checkbox"/> Responds mechanically, passively or ignores others beliefs.	<input type="checkbox"/> Believes that limited aspects of others are acceptable. <input type="checkbox"/> Comfortable with others who have different beliefs or behaviors. <input type="checkbox"/> Attempts to tell or show others their own point of view.	<input type="checkbox"/> Believes others have worth as a person. <input type="checkbox"/> Acceptance toward others beliefs and behaviors. <input type="checkbox"/> Seeks information about others point of view.	<input type="checkbox"/> Believes in the acceptance of the totality of the person <input type="checkbox"/> Genuinely appreciates others point of view. <input type="checkbox"/> Eagerly pursues understanding of others point of view.

Note: Dispositions 1 and 2 are based on the concepts from the core conditions literature.

Professional Counselor Dispositions and Assessment Rubric Developed by Sesser, G. R., Ferris, P. A., Cowles, J. & Forth, N. F. (August, 2006)

Disposition 2	Compassion and Empathy				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
<p>Compassion and Empathy:</p> <p>Communicates concern for and accurate understanding of the thoughts and feelings of others</p>	<p><input type="checkbox"/> Believes it is unnecessary and weak to talk about or listen to others feelings, thoughts or concerns.</p> <p><input type="checkbox"/> Is usually uncomfortable or repelled by a discussion of the feelings and thoughts experienced by others.</p> <p><input type="checkbox"/> Discourages others from sharing by turning away, talking about self, or changing the subject.</p>	<p><input type="checkbox"/> Believes it is alright to share limited positive feelings or thoughts but most negative or difficult feelings should be kept to self.</p> <p><input type="checkbox"/> May be concerned about friends and family but often is too self involved to care about others issues.</p> <p><input type="checkbox"/> Listens to others if can not avoid, however often after a short time removes self from the discussion.</p>	<p><input type="checkbox"/> Believes everyone has a right to their own feelings and thoughts and could share them if they are not too personal.</p> <p><input type="checkbox"/> Cares about how friends and family are feeling and thinking about their own experiences.</p> <p><input type="checkbox"/> Listens when others share and attempts to understand what they are feeling and thinking.</p>	<p><input type="checkbox"/> Believes others have important feelings and thoughts and a need to share their experiences.</p> <p><input type="checkbox"/> Cares for and is concerned about the feelings and thoughts of others beyond the inner circle of friends and family.</p> <p><input type="checkbox"/> Encourages others to talk about their experiences and often communicates his/her understanding to the person sharing.</p>	<p><input type="checkbox"/> Believes accurate understanding of the thoughts and feelings experienced by others is of vital importance.</p> <p><input type="checkbox"/> Genuinely interested in and concerned about both positive and negative feelings and thoughts expressed by a wide range of individuals.</p> <p><input type="checkbox"/> Eagerly encourages others to explore feelings and thoughts, reflects back, and seeks confirmation of understanding</p>

Disposition 3	Integrity				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
<p>Integrity:</p> <p>Complies with the Code of Ethics of the American Counseling Association and abides by accepted social/moral code of behavior.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is unnecessary to consider social and moral codes of behavior or the code of ethics of the profession when deciding what they will do. <input type="checkbox"/> Dislikes the idea of a code that encourages taking any position that does not suit his/her personal desires. <input type="checkbox"/> Does not refer to any codes and discourages others from using the social and moral codes expectations or the ethical code of the profession. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes there are times when one can consider social, moral and professional codes while using one's own personal needs to guide decision making. <input type="checkbox"/> Confused about the importance of social and moral codes and code of ethics of the profession in the process of making decisions. <input type="checkbox"/> Sometimes considers the social and moral expectations of society and the ethical code of ethics for the profession however often proceeds without consideration of either. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is helpful to refer to expected social and moral codes and the code of ethics of their profession when deciding on an action, but considers it impossible to follow the codes all of the time. <input type="checkbox"/> Cares about the social and moral code of society and the ethical code of the profession, however is sometimes unsure of what steps to take next. <input type="checkbox"/> Checks written codes and listens to others about how to use the codes for guidance in decisions for actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes one needs to consider the social and moral codes and the professional code of ethics when deciding on an action. <input type="checkbox"/> Values the social and moral codes of society and the code of ethics of the profession. <input type="checkbox"/> Studies the social and moral code of society and the ethical code of the profession and consults with trusted others when faced with issues that require decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is best to consult social and moral codes of behavior and the professional code of ethics and to abide by the codes to the greatest extent possible. <input type="checkbox"/> Genuinely appreciates the social, moral and professional codes as guides to decision making for his/her own actions. <input type="checkbox"/> Eagerly considers the social and moral expectations of society and consults with trusted others regarding their perceptions of the professional code to gain deeper understanding to make the most appropriate decisions for actions.

Note: Disposition 3 is based on concepts related to the Code of Ethics and accepted social/moral code of behavior.

Disposition 4	Facilitative				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
<p>Facilitative:</p> <p>Seen by others as utilizing interaction and communication that are facilitative.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is better to remain closed to interactions with others. <input type="checkbox"/> Feels reticent to talk and be with other people and dislikes disruption in routine. <input type="checkbox"/> Ignores others, states ideas in an aggressive tone and avoids or withdraws from stressful situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is appropriate to be open with selected friends and family. <input type="checkbox"/> Enjoys individuals who express views similar to his/her own ideas and when involved with familiar events. <input type="checkbox"/> Attempts to listen but has trouble with focusing; may insist personal ideas are correct; attempts to manage stressful situations however may allow anger or anxiety to escalate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is appropriate to interact with others and works to be open and friendly with others. <input type="checkbox"/> Enjoys other people and is interested in activities however feels hesitant to discuss topics at a deeper level. <input type="checkbox"/> Listens to others point of view without complete understanding and manages stressful situations in an inconsistent manner and has trouble remaining in control. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is important to be consistent, open and friendly with others. <input type="checkbox"/> Enjoys other people and looks forward to activities in which a deeper level of personal interaction may occur. <input type="checkbox"/> Listens to others in a focused manner; manages stressful situations and yet is somewhat disorganized and may have trouble with some anxiety. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes it is essential to interact in a consistent, open and friendly style. <input type="checkbox"/> Genuinely enjoys other people and events, is excited about possible activities and can also experience sadness or regret with others when such occasions arise. <input type="checkbox"/> Listens openly to others, shares ideas in a non-threatening and calm manner and manages traumatic situations in a direct and organized approach.

Note: This is an adaptation of R. D. Myrick's facilitative model of interpersonal processes.

Disposition 5	Personal Responsibility for Professional Growth and Development:				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
<p>Personal Responsibility for Professional Growth and Development:</p> <p>Consults with peers, supervisors and instructors and makes appropriate changes in dispositions and behavior resulting in accurate self-evaluation. Engages in learning activities to enhance knowledge and skill.</p>	<p><input type="checkbox"/> Believes personal effort for professional growth and development is actually unnecessary since so much of what is to be learned is common sense and has already had informative experiences.</p> <p><input type="checkbox"/> Is resentful about professional learning experiences and values working independently without consulting with peers, instructors or supervisors.</p> <p><input type="checkbox"/> Avoids work toward professional development, rejects self-evaluation and disregards any assistance or guidelines provided.</p>	<p><input type="checkbox"/> Believes assuming responsibility for professional growth and development is unnecessary and believes personal effort and use of feedback as more than can be expected because of other obligations.</p> <p><input type="checkbox"/> Is reluctant to fully participate in professional learning activities or to seek consultation and receive feedback from others and often feels uncomfortable with the involvement of others.</p> <p><input type="checkbox"/> Hesitates to participate in professional development and learning activities, is often inaccurate on self-evaluations and proceeds by disregarding feedback and continues ineffective behavior.</p>	<p><input type="checkbox"/> Believes he/she needs to assume responsibility for own professional growth and believes effort and feedback are not a high priority.</p> <p><input type="checkbox"/> Is ambivalent about engaging in professional learning activities, and hesitant about consultation and feedback from others</p> <p><input type="checkbox"/> Usually participates in professional development and learning activities, sometimes is realistic about self-evaluation and on occasion seeks assistance from a few others however changes are short term.</p>	<p><input type="checkbox"/> Believes it is important to assume responsibility for professional growth and development through own effort to learn and believes feedback is somewhat useful.</p> <p><input type="checkbox"/> Is interested in professional learning activities, accepting of consultation and feedback from others, and considers feedback and new concepts.</p> <p><input type="checkbox"/> Participates in professional development and learning activities, completes self-evaluation and seeks input from instructors, supervisors and peers for change.</p>	<p><input type="checkbox"/> Believes he/she is fully responsible for professional growth and development through a high level of personal effort to learn and views feedback as extremely useful.</p> <p><input type="checkbox"/> Is enthusiastic about participation in professional learning activities, values consultation and feedback, and thoughtfully and eagerly considers all of these avenues for enhancement and change.</p> <p><input type="checkbox"/> Actively engages in professional development and learning activities above and beyond the expected, makes accurate self-evaluation and eagerly seeks input from instructors, supervisors and peers for improvement.</p>

Note: This disposition is based on a core tenant of instruction and content from the code of ethics.

Disposition 6	Modeling				
	1 Rejects	2 Indifferent	3 Emerging	4 Accepts	5 Embraces
<p>Modeling:</p> <p>Seen by others as a model of functional human behavior and adaptive coping processes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Believes he/she is inadequate to carry out tasks or assume responsibility and interact with others. <input type="checkbox"/> Feels uncomfortable with others, inept to complete activities and feels rejected when trying to interact. <input type="checkbox"/> Avoids contact with most people and when does make contact, interpersonal relationships are surface and often short term. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes he/she is somewhat capable, yet believes tasks are often too hard to complete and interactions too problematic. <input type="checkbox"/> Reluctant to be in contact with others because they seldom respond in a positive way and it feels hopeless to put forth effort to take on tasks to complete. <input type="checkbox"/> Sometimes reaches out to others and yet seems hesitant to pursue new experiences or becomes dependent upon others to help focus on responsibilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes he/she is sometimes capable of completing tasks that are not too much of a challenge and can interact easily. <input type="checkbox"/> Feels at ease most of the time with others and the environment but experiences inadequacy when challenged from outside usual circle of friends and family. <input type="checkbox"/> Makes plans to take risks in meeting new people, having new experiences but is sometimes stopped by others reactions to his/her efforts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes he/she is able to accomplish tasks and interact with others in a way that is usually successful. <input type="checkbox"/> Enjoys others and the opportunity to engage in collaborative projects and feels at ease most of the time with self, others and environment. <input type="checkbox"/> Actively seeks out new interactions with others, focuses on planned projects, and works to solve problems that impact society and a high number of people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Believes in self as capable, believes he/she is competent, recognizes own limitations and believes he/she is successful with others and environment. <input type="checkbox"/> Genuinely appreciates and enjoys others as potential contributors to his/her personal growth and to the betterment of society; and feels comfortable with self, others and the environment. <input type="checkbox"/> Eagerly and spontaneously pursues new experiences and interactions with others while remaining independent and focusing on problem solving with a sense of responsibility.

Note: These items are based on material from C. H. Patterson, Relationship Counseling and Psychotherapy, Chapter 3, The Nature of Self Actualizing.

Missouri State University- Graduate Counseling Program

**Six-Week Group Evaluation Form
COU 781, 783, 785**

(Submit this form to internship instructor upon group completion.)

Intern: _____ SEM/YR: _____

Type of Group: _____

Criteria for selection of group members

Group session dates:

Rate the following on a 1 – 5 Scale (1=needs improvement to 5=exceeds)

_____ Purpose of group clearly defined (goals & objectives)

_____ Permission forms/letters complete

_____ Pre-Group Interview/screening completed for all group members

_____ Invitation/reminders sent to all group members

_____ Lesson plans

_____ Pre-test/post-test (if appropriate)

_____ Assessment/Evaluation

_____ Overall group experience

Site Supervisor Signature: _____ Date: _____

Internship Video Consent Form

Missouri State University- Graduate Counseling Program

The Counseling program of Missouri State University, as part of its teaching curriculum requires internship students to submit a video of one of their sessions for purposes of reviewing the student's counseling skills and practice.

We are asking that you give consent for videotaping a counseling session with your counselor trainee. Please complete the following to provide consent:

I _____ hereby give my permission to Missouri State University and the agency wherein my counseling sessions are being held to videotape my session with my counselor trainee. I understand that such information or materials will not be used by persons other than those in training with the Department of Counseling at MSU and that the content of the sessions will be confidential within this department. The videotaping is for educational and training purposes only and will not be made a part of my records maintained by MSU or this agency where I am being seen in a counseling capacity.

I understand and agree that no consideration will be furnished to me and I agree that no representations or promises have been made to me for payment of any kind.

Client's Name (print): _____ Phone: (____) _____

Client's Address (print): _____

Clients's Signature: _____ Date: _____

Counselor Trainee Name (print): _____

Internship Instructor Name (print): _____

**Missouri State University- Graduate Counseling Program
CMHC Daily Internship Log - COU 785**

Intern: _____ SEM/YR: _____

Directions: Use ¼ hour approximations. Example: **.25** for 10-15 minutes, **.5** for 25-30 minutes, **.75** for 40-45 minutes, & **1.0** for 50-60 minutes. Each counseling session is counted as one hour. Include dates below.

Week of:	MON:	TUES:	WED:	THURS:	FRI:	SAT:	SUN:	Activity Totals
DIRECT SERVICES								
Adults/Teens Individual Counseling								
Group Counseling								
Couples/Family (CMHC only)								
Play Therapy								
Parent Meeting								
Classroom Counseling Lessons (School Only)								
Other (obtain preapproval and attach explanation)								
INDIRECT SERVICES								
Supervision: (1/week) Individual or Triadic Specify (I/T)								
Group Supervision 1.5/week								
Reports, case notes, team meetings, lesson planning								
Professional Development								
Video Review								
Observations, shadowing								
Totals								WEEKLY TOTAL

Comments:

Student Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Professional Development Log

Professional Readings

Date	APA Format (author, title, date, publisher, etc.)	Time Spent (Recorded in ¼ hours)

Professional Counseling Conferences Attended

Date	Title, Presenter, Location, etc.	Time Spent (Recorded in ¼ hours)

Professional Presentations Conducted

Date	Title, Location, etc.	Time Spent (Recorded in ¼ hours)

Counseling Research Conducted

Date	Title, Research Team Members/Supervisor, etc.	Time Spent (Recorded in ¼ hours)

**Missouri State University-Graduate Counseling Program
CMHC Weekly Progress Report-COU 785**

Intern's Name: _____ **Location:** _____

Week # _____ Dates: _____ to _____

Semester Totals:

Direct Hours: _____ + Indirect Hours: _____ = Semester Running Total _____

		Satisfactory	Needs Improvement
1.	Rate the counselor-trainee's rapport with clients:		
2.	Rate the counselor-trainee's progression toward independence as a counselor:		
3.	Rate the counselor-trainee's rapport with colleagues:		
		YES	NO
4.	Did you cover the contents of the counselor-trainee's log and notes?		
5.	Did you cover areas in which the counselor-trainee's needs improvement?		
6.	Did you cover areas in which counselor-trainee's is excelling?		
7.	Did you review and discuss the CACREP-required activities and check all that the counselor-trainee participated in this week, with a plan for demonstrating all of them during the semester and include the form with notes this week?		
8.	Did your intern participate in at least one hour of face-to-face supervision this week?		

Direct Hours: _____ + **Indirect Hours:** _____ = **TOTAL HOURS this week:** _____

9. The Counselor-trainee has conducted the following this week:

- Individual counseling sessions # _____
- Couples/Family counseling sessions # _____
- Group counseling sessions # _____
- Professional Development (document details on separate sheet)

10. Please list the growth edge(s) addressed with the counselor-trainee this week:

11. Please list the area(s) of strengths/successes you are noticing with the counselor-trainee this week:

12. Please list any areas of concern observed or addressed this week:

Site Supervisor Signature _____ Date _____

Missouri State University- Graduate Counseling Program
CMHC Internship Site Supervisor Guidance Form-Supervisor Version

The site supervisor is the key person in the internship program. In many cases the success of the counseling intern is determined by this person. The site supervisor is a counselor of the beginning counselor, a demonstration teacher, a director of the learning experience of a neophyte, and a professional model. This document is a guiding document to assist site supervisors and interns in the internship experience. MSU faculty instructors conduct site visits to each site every semester an intern is placed and will collect the feedback form at the site visit.

Minimum Qualifications

Counselors selected as site supervisors in cooperating sites have been selected, approved, and trained by Missouri State University faculty as counselors with outstanding ability. They are fully licensed Missouri counselors or psychologists with a minimum of five (5) years of fully licensed/certified experience as a professional counselor in an approved community or regional agency, hospital, correctional facility, private practice site or school.

Roles and Responsibilities

The site supervisor serves a dual function, counseling students and supervising the work of a counseling intern. More specifically, the role of the site supervisor is summarized in the following list of activities. The supervising counselor should:

1. Become familiar with the background of the counseling intern.
2. Plan for the initial orientation of the counseling intern to the site and its policies and procedures.
3. Create an atmosphere of acceptance of the counseling intern by the site supervisor, other colleagues and collaborating professionals and the community.
4. Acquaint the counseling intern with paperwork expectations at the site.
5. Provide opportunities for observation and participation on the part of the counseling intern in various counselor and advocacy activities.
6. Establish a climate in which the counseling intern may gradually develop skill in planning and continuously evaluate her/his own planning procedures.
7. Provide opportunities for the counseling intern to test theory in practice with a variety of clientele.
8. Provide for the continuous evaluation of the student's counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the counseling intern, and a formal mid-term and final evaluation.

9. Guide the counseling intern in attaining cooperatively established objectives.
10. Provide opportunities for professional growth through attendance at professional and staff meetings.
11. Complete the Site Supervisor training provided by Missouri State University at least one time every three (3) years.

The counselor internship must be a carefully controlled and directed experience based on the unique abilities and capacities of the person involved. Conditions for success must be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Directed Observation and Participation; (3) Demonstration; (4) Planning; (5) Supervision; and (6) Evaluation. Below is a self-inventory checklist to provide a guideline for effective supervision.

I. Orientation and Guidance

1. Properly prepare staff at site for the arrival of a counseling intern.
2. Have an informal get-acquainted visit with the counseling intern.
3. Introduce the counseling intern to the persons with whom she/he will be working.
4. Acquaint the counseling intern with agency routines.
5. Give the counseling intern copies of any manuals with which she/he will be working.
6. Acquaint the counseling intern with record-keeping: files, assessments, and other materials.
7. Provide the counseling intern to participate in staff meetings and professional development activities.
8. Provide a place in their office/room for my counseling intern.
9. Familiarize the counseling intern with diversity issues in the agency and community.
10. Work with the counseling intern to develop a schedule of gradually adding duties and responsibilities over time at the site.

II. Directed Observation and Participation

1. Allow the counseling intern to observe or participate as a co-therapist with either the supervisor and/or other seasoned counselors for the purpose of learning counseling techniques.
2. Direct the counseling intern's observation for specific learning purposes.
3. Observe the counseling intern in her/his initial counseling activities.
4. Provide for the counseling intern to be placed with appropriate clients, increasing caseload as the counselor-in-training demonstrates readiness.
5. Provide an opportunity to co-lead a group experience onsite.
6. Observe whether or not clients (and other staff) are beginning to see the counseling intern as a professional.

- III. Demonstration
 1. Demonstrate sound conceptualization of client concerns and counseling approaches.
 2. Demonstrate a variety of strategies for responding to clients (including community referral options as appropriate).
 3. Demonstrate and discussed ethical decision making with conflicts in counseling.
 4. Demonstrate the use of technology, including providing opportunities for videotaping.
 5. Demonstrate culturally appropriate and empirically supported counseling competence.
 6. Demonstrate an understanding and adhered to the legal and ethical standards of the jurisdiction of practice and applied an appropriate ethical decision making model.

- IV. Planning
 1. Acquaint the counseling intern with intake procedures and scheduling strategies of the agency.
 2. Discuss individual needs and differences with the counseling intern.
 3. Discuss self-care and burnout prevention strategies with the counseling intern.

- V. Supervision
 1. Provide a regular time for formal weekly one hour supervision.
 2. Provide opportunities for frequent informal supervision.
 3. Discuss agency policies with the counseling intern.
 4. Acquaint the counseling intern with the purpose of the conferences.
 5. Assist in development of appropriate counseling goals for assisting clients in movement toward achieving goals.
 6. Model formulation of a clinical rationale, including diagnostic impressions within an appropriate theoretical framework.
 7. Model collaboration and constructive feedback.

- VI. Evaluation
 1. Help the counseling intern develop self-evaluation and self-reflection abilities.
 2. Confer with the counseling intern about each point on the weekly progress report and mid-term and final evaluation form.
 3. Complete evaluations of the counseling intern.

Missouri State University- Graduate Counseling Program
Student Evaluation of Site Supervisor
Clinical Mental Health Counseling Internship

MSU Intern: _____ Semester/Year: _____

Site: _____

Site Supervisor: _____

Please complete this evaluation of your site supervisor and return it to your course instructor prior to the final class meeting.

Roles and Responsibilities of Site Supervisors

The site supervisor serves a dual function, counseling students and supervising the work of a counseling intern. More specifically, the role of the site supervisor is summarized in the following list of activities. The supervising counselor should:

1. Become familiar with the background of the counseling intern.
2. Plan for the initial orientation of the counseling intern to the site and its policies and procedures.
3. Create an atmosphere of acceptance of the counseling intern by the site supervisor, other colleagues and collaborating professionals and the community.
4. Acquaint the counseling intern with paperwork expectations at the site.
5. Provide opportunities for observation and participation on the part of the counseling intern in various counselor and advocacy activities.
6. Establish a climate in which the counseling intern may gradually develop skill in planning and continuously evaluate her/his own planning procedures.
7. Provide opportunities for the counseling intern to test theory in practice with a variety of clientele.
8. Provide for the continuous evaluation of the student's counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the counseling intern, and a formal mid-term and final evaluation.
9. Guide the counseling intern in attaining cooperatively established objectives.
10. Provide opportunities for professional growth through attendance at professional and staff meetings.
11. Complete the Site Supervisor training provided by Missouri State University at least one time every three (3) years.

The counselor internship must be a carefully controlled and directed experience based on the unique abilities and capacities of the person involved. Conditions for success must be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Directed Observation and Participation; (3) Demonstration; (4) Planning; (5) Supervision; and (6) Evaluation. Below is a self-inventory checklist to provide a guideline for effective supervision.

I. Orientation and Guidance

Did the site supervisor:

- | | |
|--|-----|
| 1. Properly prepare staff at site for the arrival of a counseling intern? | Y N |
| 2. Have an informal get-acquainted visit with the counseling intern? | Y N |
| 3. Introduce the counseling intern to the persons with whom she/he will be working? | Y N |
| 4. Acquaint the counseling intern with agency routines? | Y N |
| 5. Give the counseling intern copies of any manuals with which she/he will be working? | Y N |
| 6. Acquaint the counseling intern with record-keeping: files, assessments, and other materials? | Y N |
| 7. Provide the counseling intern to participate in staff meetings and professional development activities? | |
| 8. Provide a place in their office/room for my counseling intern? | Y N |
| 9. Familiarize the counseling intern with diversity issues in the agency and community? | Y N |
| 10. Work with the counseling intern to develop a schedule of gradually adding duties and responsibilities over time at the site? | Y N |

II. Directed Observation and Participation

Did the site supervisor:

- | | |
|---|-----|
| 1. Allow the counseling intern to observe or participate as a co-therapist with either the supervisor and/or other seasoned counselors for the purpose of learning counseling techniques? | Y N |
| 2. Direct the counseling intern's observation for specific learning purposes? | Y N |
| 3. Observe the counseling intern in her/his initial counseling activities? | Y N |
| 4. Provide for the counseling intern to be placed with appropriate clients, increasing caseload as the counselor-in-training demonstrates readiness? | Y N |
| 5. Provide an opportunity to co-lead a group experience onsite? | Y N |
| 6. Observe whether or not clients (and other staff) are beginning to see the counseling intern as a professional? | Y N |

III. Demonstration

Did the site supervisor:

- | | |
|---|-----|
| 1. Demonstrate sound conceptualization of client concerns and counseling approaches? | Y N |
| 2. Demonstrate a variety of strategies for responding to clients (including community referral options as appropriate)? | Y N |
| 3. Demonstrate and discussed ethical decision making with conflicts in counseling? | Y N |
| 4. Demonstrate the use of technology, including providing opportunities for videotaping? | Y N |

- | | |
|--|-----|
| 5. Demonstrate culturally appropriate and empirically supported counseling competence? | Y N |
| 6. Demonstrate an understanding and adhered to the legal and ethical standards of the jurisdiction of practice and applied an appropriate ethical decision making model? | Y N |

IV. Planning

Did the Site Supervisor:

- | | |
|---|-----|
| 1. Acquaint the counseling intern with intake procedures and scheduling strategies of the agency? | Y N |
| 2. Discuss individual needs and differences with the counseling intern? | Y N |
| 3. Discuss self-care and burnout prevention strategies with the counseling intern? | Y N |

V. Supervision

Did the Site Supervisor:

- | | |
|---|-----|
| 1. Provide a regular time for formal weekly one hour supervision? | Y N |
| 2. Provide opportunities for frequent informal supervision? | Y N |
| 3. Discuss agency policies with the counseling intern? | Y N |
| 4. Acquaint the counseling intern with the purpose of the conferences? | Y N |
| 5. Assist in development of appropriate counseling goals for assisting clients in movement toward achieving goals? | Y N |
| 6. Model formulation of a clinical rationale, including diagnostic impressions within an appropriate theoretical framework? | Y N |
| 7. Model collaboration and constructive feedback? | Y N |

VI. Evaluation

Did the Site Supervisor:

- | | |
|---|-----|
| 1. Help the counseling intern develop self-evaluation and self-reflection abilities? | Y N |
| 2. Confer with the counseling intern about each point on the weekly progress report and mid-term and final evaluation form? | Y N |
| 3. Complete evaluations of the counseling intern? | Y N |

Would you recommend this site and supervisor to other counseling interns?
Why or Why not? Y N

In your experience, what were the strengths and growth edges of this supervisor?

Is this site supervisor a better placement for 1st or 2nd semester interns and why?

What did you need to learn prior to this experience to feel better prepared for this site?

Time and Task Analysis for School Counseling Interns

Interns are encouraged to utilize the electronic version of the time and task analysis (found in the course Blackboard). The time and task analysis/internship log and the weekly progress report will be reviewed by site supervisor each week and submitted to MSU instructor on a weekly basis.

The goal of a time/task analysis is to obtain a representative sample of counselor time spent in carrying out the comprehensive School Counseling and counseling program. The data is then used to determine the extent to which time is appropriately divided between the components of the school's comprehensive School Counseling and counseling program. Used in conjunction with the Internal Improvement Review (IIR), the data can provide information about how fully the comprehensive School Counseling and counseling program is being implemented. The time/task analysis is to be conducted periodically throughout the school year. The completion of a time/task analysis is one of the activities within the system support component of the comprehensive School Counseling and counseling program.

I. Categorizing Time and Task by Program Components

- A. School Counseling and Counseling Curriculum:** The School Counseling and counseling curriculum provides School Counseling and counseling content based on the School Counseling and counseling standards to all students and their parents through classroom presentations and large group activities such as career days, college fairs, and parent workshops. Remember the School Counseling and counseling curriculum provides direct services to all students and their parents. Therefore, time spent in conducting classroom and parent presentations, other large group activities and curriculum planning is to be documented as School Counseling and Counseling Curriculum.
- B. Individual Student Planning:** The focus of individual student planning is to assist all students to develop Personal Plans of Study enabling them to plan, monitor, and manage their academic, career, and personal social development. Work on individual student planning can be done with individual students, with small groups of students, in student/parent conferences and workshops. Remember individual student planning provides direct services to all students. Therefore, time spent in preparation and working directly with students and their parents using Personal Plans of Study is to be documented as Individual Student Planning. The following are examples of individual student planning activities:
1. Individual and small group meetings with students to develop Personal Plans of Study using appropriate student data including: test data (i.e. Explore, Plan, PSAT, ACT etc.), and career and educational information
 - a. Enrollment of new students
 2. Reviewing and Revising Personal Plans of Study with students individually or in small groups
 - a. Course advisement and selection
 - b. Schedule revision based on identified need
 3. Personal Plans of Study conferences with students and parents
 - a. Post-high school planning
 - b. Retention conferences
 4. Preparing for Individual Student Planning Activities

- C. Responsive Services:** Responsive Services include preparation for and delivery of individual counseling, small group counseling, consultation and/or workshops about specific student behaviors with teachers, administrators, parents, and other professional school staff, and referral. Remember responsive services are available to all students but all students may not require these services. The following are examples of Responsive Service activities:
1. Individual Counseling: Regularly scheduled individual counseling sessions with students.
 2. Small Group Counseling: Regularly scheduled small group counseling sessions. The focus is on small group counseling and not on School Counseling and counseling curriculum or individual student planning activities.
 3. Consultation: Conferences/workshops with teachers, administrators, parents, other professional school staff, or community agency personnel about individual student behaviors.
 4. Referral: The referral process includes such activities as:
 - a. Referral paperwork
 - b. Initial and on-going consultation with parents and other professional staff
 - c. Initial and on-going contact with referral agencies
 - d. Activities relating to the re-entry process
 - e. On-going monitoring of student re-adjustment
 - f. Preparation for Responsive Services Activities
- D. System Support:** System Support includes those activities that support the implementation and delivery of the comprehensive School Counseling and counseling program as well as other educational programs in the school and/or district. System support includes such activities as:
1. School Counseling and counseling program evaluation activities
 2. School and community committees
 3. Program advocacy activities including presentations to staff, parents and community
 4. Professional development activities
 5. Fair share responsibilities: remember that fair share responsibilities are those activities that are the responsibility of all school faculty including school counselors and which may include such things as school-wide testing, master schedule consultation, bus and playground duty, class/club sponsorship, ticket selling/taking, etc.
- E. Barriers to Implementation (formerly called Non-School Counseling):** The Missouri Comprehensive School Counseling and Counseling Program cannot be fully implemented if school counselors are involved in activities that act as barriers. Those barriers are activities other than fair share that counselors may currently be performing but are NOT part of the district's comprehensive School Counseling and counseling program. These activities take time away from school counselors' ability to fully implement the program. As such, the Missouri Comprehensive School Counseling and Counseling Program does not support the inclusion of such barriers as school counselor responsibilities. Examples of these activities are grouped as follows:
1. Supervisory Duties
 - a. Coordinating and monitoring school assemblies
 - b. Hall duty, cafeteria/playground supervision, bus loading and unloading supervision, and restroom supervision
 - c. Chaperoning school functions and athletic event supervision
 - d. Substitute teaching
 2. Clerical Duties
 - a. Selling lunch tickets

- b. Collecting and mailing out progress reports and deficiency notices
 - c. Paper work involved in 504 Plans, student assistance teams and other special programs that could be performed by clerical staff
 - d. Maintaining permanent records and handling transcripts
 - e. Monitoring attendance
 - f. Calculating grade point averages (GPAs), class ranks, honor rolls or gathering data for special programs such as Missouri Scholars Academy, Joseph Baldwin Academy, Talent Identification Program, etc.
 - g. Completing the paperwork related to changing students' schedules
3. Administrative Duties
- a. Developing and updating the student handbook
 - b. Developing and updating course guides
 - c. Developing the master schedule
 - d. Acting as the principal of the day
 - e. Administering discipline
4. Coordination of the school-wide testing program: The overall coordination and administration of the school-wide testing program is the responsibility of the administration. If everyone else in the building is involved in the administration/proctoring of school-wide testing, then school counselors should also be involved on a "fair share" basis. The following steps will assist school counselors in determining how to categorize time spent in the testing process:
- a. Figure out how much time, on average, a teacher spends involved in the testing process.
 - b. Calculate how much time you spend involved in the same testing process
 - c. Any amount of time that a counselor spends that is equal to the teacher's average involvement should be categorized as System Support. Any amount of time that a counselor spends over and above the teacher's average time involvement is considered non-School Counseling and counseling.

II. Conducting the Time/Task Analysis

- A. The Internal Improvement Review (IIR) notes that to have full implementation of this aspect of system support, school counselors in the district select the same five (5) days spread throughout each semester to conduct the time/task survey. These five days should reflect typical days within the month that contain a variety of School Counseling and counseling program activities within the four components as well as any non-School Counseling and counseling activities that may be present.
- B. Since school days in every building contain a minimum number of minutes, the time/task analysis survey results will be recorded in minutes. Excel workbooks have been revised with worksheets that use 15 minute and 30 minute intervals for the recording of time spent in activities. The counselor can select the one that best suits the schedule that he or she follows. Note that the worksheets include opportunities to record time spent in School Counseling and counseling program activities conducted before and after school.
- C. Special Considerations: The following are not counted in the time/task analysis:
 - 1. Duty free lunch
 - 2. Personal breaks
 - 3. Doctor's appointments

III. Directions for using the revised Electronic Time/Task Analysis Survey

There are two workbooks, one with worksheets using 30 minute intervals and one with worksheets using 15 minute intervals. Each workbook has a total of five daily worksheets to allow for completion of a time/task analysis survey for 5 days per semester as noted in Section II above.

Enough cells are included in the daily worksheets for both workbooks to allow for a day beginning at 7 a.m. and ending at 5 p.m. When beginning the time/task analysis, the counselor needs to choose the workbook with worksheets with the time intervals that best reflect the schedule for that counselor.

Because of the various daily time schedules that counselors may have, times have not been entered into the cells. When using the workbook for either the 15 or 30-minute time interval for the first time, open the 1st survey worksheet, begin with the top cell (**A2**) and enter your beginning time such as 7:00-7:30. Continue entering times reflecting that interval in the **A** column until you reach the end of your day. You may not fill all cells, but do not delete them from the worksheet. It is suggested that you follow this procedure for each of the 5 worksheets in the workbook labeled as surveys and then save the changes to the worksheets at that point. A comment has been inserted into cell **A2** in each of the worksheets to remind you of this.

To complete a time/task analysis survey, the counselor puts a **1** in the cell corresponding to the time frame and program component activity on the worksheet for each time period for the day. **It is important to put a 1 in only one program component cell per horizontal row.** The worksheet has been formatted so that the numbers entered are added up at the bottom of the column for each program component, inserted into a formula and put into a chart that reflects the percentage of time being spent on each program component for that day. These directions are also included in both the 30 minute and 15 minute workbooks.

Missouri State University- Graduate Counseling Program
School Counselor Internship Activity Log/Time and Task Analysis

Intern Signature: _____ **Date:** _____

*Attach to *Weekly Progress Report* prior to obtaining site supervisor's signature.

Time & Activity/Task	CC	IP	RS	SS	# Direct Hours	# Indirect Hours
7:00 - 7:30 a.m.						
7:30 - 8:00 a.m.						
8:00 - 8:30 a.m.						
8:30 - 9:00 a.m.						
9:00 - 9:30 a.m.						
9:30 - 10:00 a.m.						
10:00 - 10:30 a.m.						
10:30 - 11:00 a.m.						
11:00 - 11:30 a.m.						
11:30 - 12:00 p.m.						
12:00 - 12:30 p.m.						
12:30 - 1:00 p.m.						
1:00 - 1:30 p.m.						
1:30 - 2:00 p.m.						
2:00 - 2:30 p.m.						
2:30 - 3:00 p.m.						
3:00 - 3:30 p.m.						
3:30 - 4:00 p.m.						
4:00 - 4:30 p.m.						
4:30 - 5:00 p.m.						
TOTAL for Day						

CC=Counseling Curriculum, IP=Individual Planning, RS = Responsive Services, SS=System Support

Missouri State University- Graduate Counseling Program
School Counselor Weekly Progress Report for COU 781/783

Week # _____ Dates: _____ to _____

Intern: _____ Signature: _____

School: _____ Site Supervisor Signature: _____

Record the following information for <i>this week</i>:				
Direct Hours On-Site		Indirect Hours On-Site		Weekly Total On-Site
		Indirect Hours Off-Site		Weekly Total Off-Site
		<i>Class Time (this week)</i>		
Weekly Total Direct		Weekly Total Indirect		Final Weekly Total
In the section below, include information to figure your semester running total of hours:				
<i>This Week Total Direct (from above)</i>		<i>This Week Total Indirect (from above)</i>		<i>This Week Total Overall (from above)</i>
Previous Week Direct Hours		Previous Week Indirect Total		Previous Week Total Overall
Semester Running Total Direct		Semester Running Total Indirect		Semester Overall Running Total
<i>The totals below are for tracking running total of supervision and class time. These totals should already be included in your indirect reporting above, but are documented here to make verification of required supervision more easily accessible.</i>				
<i>Individual Supervision on-site this week</i>		<i>In-Class Group Supervision this week</i>		
Previous Individual Supervision		Previous Total In-Class Group Supervision		
Semester Running Total of Individual Supervision		Semester Running Total of Group Supervision		

Note: Weekly Supervisor Meeting should be counted as Indirect, System Support on your Time & Task log on the date/time supervisor meeting is held. Approved off-site hours should be indicated on your off-site hours verification form and should also be included in your off-site hours totals above. Suggested Weekly Distribution of time:

	Counseling Curriculum	Individual Planning	Responsive Services	System Support	Direct Hours	Indirect Hours	Total Hours
ES	7-9 hours, 35-45%	1-2 hours, 5-10%	6-8 hours, 30-40%	2-3 hours, 10-15%	20 hours, 100%	4 hours, 20%	20 hours, 100%
MS	5-7 hours, 25-35%	2-5 hours, 15-25%	6-8 hours, 30-40%	2-3 hours, 10-15%	20 hours, 100%	4 hours, 20%	20 hours, 100%
HS	3-5 hours, 15-25%	5-7 hours, 25-35%	5-7 hours, 25-35%	3-4 hours, 15-20%	20 hours, 100%	4 hours, 20%	20 hours, 100%

1. Check the activities the Counselor-Trainee has been involved with this week.

- Contact with students in the classroom # of students _____
- Contact with students in a small group # of students/topic _____
- Individual student counseling # of students _____

2. Rapport with students and colleagues

- Satisfactory
- Needs improvement
- Not applicable this week

3. How is progression towards independence as a counselor proceeding?

- Satisfactory
- Needs improvement
- Not applicable this week

4. Did you cover contents of Counselor-Trainee's logs and notes? Yes No

5. Did you cover areas needing improvement with Counselor-Trainee? Yes No

6. Did you cover areas that have been mastered by the Counselor-Trainee? Yes No

7. Did you meet for one hour supervision with the Counselor-Trainee this week? Yes No

8. Issues discussed in supervision this week

- | | |
|--|--|
| <input type="checkbox"/> Missouri Model Guidance Program | <input type="checkbox"/> Confidentiality |
| <input type="checkbox"/> Classroom Counseling lessons | <input type="checkbox"/> Hotline calls/Mandated Reporting |
| <input type="checkbox"/> Crisis Response or Planning | <input type="checkbox"/> Special Education meetings/concerns |
| <input type="checkbox"/> Discipline/Classroom Management | <input type="checkbox"/> Suicide Risk Assessment |
| <input type="checkbox"/> Rapport with students | <input type="checkbox"/> Parent Conferences |
| <input type="checkbox"/> Rapport with staff | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Barriers to Implementations | |

Missouri State University- Graduate Counseling Program School Internship Site Supervisor Form-Supervisor Version

The site supervisor is the key person in the internship program. In many cases the success of the counseling intern is determined by this person. The site supervisor is a counselor of the beginning counselor, a demonstration teacher, a director of the learning experience of a neophyte, and a professional model. This document is a guiding document to assist site supervisors and interns in the internship experience. MSU faculty instructors conduct site visits to each site every semester an intern is placed and will collect the *Internship Site Visit Feedback Form* at the site visit.

Minimum Qualifications

Counselors selected as site supervisors in cooperating schools have been selected, approved, and trained by Missouri State University faculty as counselors with outstanding ability. They are fully certified professional school counselors with a minimum of five (5) years experience as a professional school counselor in a Missouri public school at the level they are supervising (K-8 or 7-12).

Roles and Responsibilities

The site supervisor serves a dual function, counseling students and supervising the work of a school counseling intern. More specifically, the role of the site supervisor is summarized in the following list of activities. The supervising counselor should:

1. Become familiar with the background of the school counseling intern.
2. Plan for the initial orientation of the school counseling intern to the classrooms and the school.
3. Create an atmosphere of acceptance of the school counseling intern by the site supervisor, the students, the faculty, and the community.
4. Acquaint the school counseling intern with instructional materials.
5. Introduce the school counseling intern to classroom routines and instructional procedures.
6. Provide opportunities for observation and participation on the part of the school counseling intern in various classes and extra-curricular activities.
7. Establish a climate in which the school counseling intern may gradually develop skill in planning and continuously evaluate her/his own planning procedures.
8. Provide opportunities for the school counseling intern to test theory in practice in a variety of classroom situations.
9. Arrange the schedule for actual teaching guidance lessons by the school counseling intern.
10. Provide for the continuous evaluation of the student's teaching/counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the school counseling intern, and a formal mid-term and final evaluation.
11. Guide the school counseling intern in attaining cooperatively established objectives.
12. Provide opportunities for professional growth through attendance at professional and staff meetings.
13. Complete the Site Supervisor training provided by Missouri State University at least one time every three years.
14. The school counselor internship must be a carefully controlled and directed experience based on the unique abilities and capacities of the person involved. Conditions for success must be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Directed

Observation and Participation; (3) Demonstration; (4) Planning; (5) Teaching Techniques; (6) Conferences; and (7) Evaluation. Below is a self-inventory checklist to provide a guideline for effective supervision.

I. Orientation and Guidance

1. Properly prepared the students in my school for the arrival of a school counseling intern.
2. Have an informal get-acquainted visit with intern.
3. Introduce intern to the persons with whom she/he will be working.
4. Acquaint intern with the school and classroom routines.
5. Give counseling intern copies of the texts and manuals with which she/he will be working.
6. Acquaint intern with files, records, and other teaching materials.
7. Provide opportunity for intern to participate in counselor meetings and activities.
8. Provide a place in the counseling office/room for the intern.
9. Familiarize intern with diversity issues in the classroom, building, or community.

II. Directed Observation and Participation

1. Allow intern to observe me and/or other counselors and teachers for the purpose of observing teaching techniques and classroom management strategies.
2. Direct observation for definite purposes.
3. Allow intern to participate in classroom tasks.
4. Observe intern during initial attempts at teaching guidance lessons.
5. Observe whether or not students are beginning to turn to my intern for assistance.
6. Allow intern to gradually be inducted into actual teaching.

III. Demonstration

1. Demonstrate sound teaching of methods and classroom management strategies.
2. Prepare intern for observation of demonstration lessons.
3. Demonstrate a variety of teaching/learning techniques and classroom management strategies.
4. Demonstrate use of teaching manuals/materials, etc.
5. Demonstrate the use of technology.
6. Demonstrate sound planning procedures.

IV. Planning

1. Acquaint intern with curriculum bulletins, special guides, units of work, and daily plans.
2. Acquaint intern with the overall objectives and content of classroom lessons you will be teaching or groups you will be facilitating.
3. Brief intern on classroom lessons that students have experienced up to this point.
4. Conference with intern relative to daily, long-term, and unit planning.
5. Discuss individual needs and differences with intern.
6. Explain to intern how various school resource materials may be used in planning.
7. Convey to intern that her/his classroom lesson plans should be approved before they are used.

8. Set a specified time for intern to turn in her/his plans before actual teaching of lessons.

V. Teaching Techniques

1. Encourage intern to use a variety of teaching approaches.
2. Encourage intern to relate techniques to intended learning outcomes.
3. Encourage intern to experiment with his/her own teaching approaches.
4. Confer with intern about their teaching style.

VI. Conferences

1. Provide a time with intern for formal weekly one hour conferences.
2. Provide for frequent informal conferences.
3. Discuss school policies with intern.
4. Acquaint intern with the purpose of the conferences.

VII. Evaluation

1. Help intern develop self-evaluation and self-reflection abilities.
2. Confer with intern about each point on the weekly progress report and mid-term and final evaluation form.
3. Complete evaluations of intern.

Discuss and demonstrate the following:

The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development.

The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive counseling program and the school.

The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Please complete the *Internship Site Visit Feedback Form* prior to MSU faculty site visit. Thank you!

Missouri State University- Graduate Counseling Program
Student Evaluation of Site Supervisor
School Counseling Internship

MSU Intern: _____ Semester/Year: _____

Site: _____

Site Supervisor: _____

Please complete this evaluation of your site supervisor and return it to your course instructor prior to the final class meeting.

Roles and Responsibilities of Site Supervisors

The site supervisor serves a dual function, counseling students and supervising the work of a counseling intern. More specifically, the role of the site supervisor is summarized in the following list of activities. The supervising counselor should:

1. Become familiar with the background of the counseling intern.
2. Plan for the initial orientation of the counseling intern to the site and its policies and procedures.
3. Create an atmosphere of acceptance of the counseling intern by the site supervisor, other colleagues and collaborating professionals and the community.
4. Acquaint the counseling intern with paperwork expectations at the site.
5. Provide opportunities for observation and participation on the part of the counseling intern in various counselor and advocacy activities.
6. Establish a climate in which the counseling intern may gradually develop skill in planning and continuously evaluate her/his own planning procedures.
7. Provide opportunities for the counseling intern to test theory in practice with a variety of clientele.
8. Provide for the continuous evaluation of the student's counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the counseling intern, and a formal mid-term and final evaluation.
9. Guide the counseling intern in attaining cooperatively established objectives.
10. Provide opportunities for professional growth through attendance at professional and staff meetings.
11. Complete the Site Supervisor training provided by Missouri State University at least one time every three (3) years.

The counselor internship must be a carefully controlled and directed experience based on the unique abilities and capacities of the person involved. Conditions for success must be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Directed Observation and Participation; (3) Demonstration; (4) Planning; (5) Supervision; and (6) Evaluation.

- I. Orientation and Guidance
Did the site supervisor:

- | | |
|--|-----|
| 1. Properly prepared the students in the school for the arrival of a school counseling intern? | Y N |
| 2. Have an informal get-acquainted visit with intern? | Y N |
| 3. Introduce intern to the persons with whom she/he will be working? | Y N |
| 4. Acquaint intern with the school and classroom routines? | Y N |
| 5. Give counseling intern copies of the texts and manuals with which she/he will be working? | Y N |
| 6. Acquaint intern with files, records, and other teaching materials? | Y N |
| 7. Provide opportunity for intern to participate in counselor meetings and activities? | Y N |
| 8. Provide a place in the counseling office/room for the intern? | Y N |
| 9. Familiarize intern with diversity issues in the classroom, building, or community? | Y N |
|
 | |
| I. Directed Observation and Participation | |
| Did the site supervisor: | |
| 1. Allow intern to observe me and/or other counselors and teachers for the purpose of observing teaching techniques and classroom management strategies? | Y N |
| 2. Direct observation for definite purposes? | Y N |
| 3. Allow intern to participate in classroom tasks? | Y N |
| 4. Observe intern during initial attempts at teaching guidance lessons? | Y N |
| 5. Observe whether or not students are beginning to turn to my intern for assistance? | Y N |
| 6. Allow intern to gradually be inducted into actual teaching? | Y N |
|
 | |
| II. Demonstration | |
| Did the site supervisor: | |
| 1. Demonstrate sound teaching of methods and classroom management strategies? | Y N |
| 2. Prepare intern for observation of demonstration lessons? | Y N |
| 3. Demonstrate a variety of teaching/learning techniques and classroom management strategies? | Y N |
| 4. Demonstrate use of teaching manuals/materials, etc? | Y N |
| 5. Demonstrate the use of technology? | Y N |
| 6. Demonstrate sound planning procedures? | Y N |
|
 | |
| III. Planning | |
| Did the site supervisor: | |
| 1. Acquaint intern with curriculum bulletins, special guides, units of work, and daily plans? | Y N |
| 2. Acquaint intern with the overall objectives and content of classroom lessons you were teaching or groups you were facilitating? | Y N |
| 3. Brief intern on classroom lessons that students have experienced up to this point? | Y N |
| 4. Conference with intern relative to daily, long-term, and unit planning? | Y N |
| 5. Discuss individual needs and differences with intern? | Y N |
| 6. Explain to intern how various school resource materials may be used in planning? | Y N |
| 7. Convey to intern that her/his classroom lesson plans should be approved before they were used? | Y N |

8.	Set a specified time for intern to turn in her/his plans before actual teaching of lessons?	Y N
IV.	Teaching Techniques Did the site supervisor:	
1.	Encourage intern to use a variety of teaching approaches?	Y N
2.	Encourage intern to relate techniques to intended learning outcomes?	Y N
3.	Encourage intern to experiment with his/her own teaching approaches?	Y N
4.	Conferr with intern about their teaching style?	Y N
V.	Conferences Did the site supervisor:	
1.	Provide a time with intern for formal weekly one hour conferences?	Y N
2.	Provide for frequent informal conferences?	Y N
3.	Discuss school policies with intern?	Y N
4.	Acquaint intern with the purpose of the conferences?	Y N
VI.	Evaluation Did the site supervisor:	
1.	Help intern develop self-evaluation and self-reflection abilities?	Y N
2.	Confer with intern about each point on the weekly progress report and mid-term and final evaluation form?	Y N
3.	Complete evaluations of intern?	Y N

Check the following items that your site supervisor discuss and demonstrated:

___ The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development.

___ The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

___ The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

___ The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive counseling program and the school.

___ The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Would you recommend this site and supervisor to other counseling interns?

Y N

Why or Why not?

In your experience, what were the strengths and growth edges of this supervisor?

Is this site supervisor a better placement for 1st or 2nd semester interns and why?

What did you need to learn prior to this experience to feel better prepared for this site?

What did you learn about your own strengths as a result of participating in this experience?

What growth areas do you identify as potential professional development opportunities for your future?

**Missouri State University- Graduate Counseling Program
Internship Site Visit Feedback Form-Supervisor Version**

MSU Intern: _____ Semester/Year: _____

Site: _____ Site Visit Date: _____

Site Supervisor Signature: _____

Missouri State University Faculty: _____

What strengths did you observe in this intern?

What are some areas of continued growth you can recommend for this intern?

On a scale of 1-5 (with 1 as low and 5 as high), how did this intern compare to other MSU interns? _____

Using the same scale, rank this intern compared to interns from programs other than MSU. _____

What suggestions do you have for improving the training that counselor trainees receive at Missouri State University?

Thank you for hosting our interns! Return this Site Visit Feedback Form to MSU faculty at site visit.

revised 01/2018 rjs

Missouri State University-Graduate Counseling Program

Statement of Understanding of Clinical Coursework

I _____ (printed name) attest that I have read the *Practicum and Internship Handbook* and understand that this handbook contains the most current applications, forms, documents, and information for my semester of practicum and/or internship application. I have reviewed the requirements and documents in the handbook and am ready to accept the ethical and professional responsibilities and behaviors that are required of practicums and internships. Further, by signing this document I understand that it is my responsibility to understand the requirements and processes for applying to, and participating in, practicums and internships including application deadlines. I also understand that informational meetings are provided each semester to provide additional information, explanation, and to allow for my questions to be answered.

Student Signature

Date

Semester _____

This form should be uploaded to the Blackboard Community for Practicum and Internship applicants.