GRADUATE COUNSELING PROGRAM

PRACTICUM AND INTERNSHIP HANDBOOK

PRACTICUMS: 780, 782, 784

INTERNSHIPS: 781, 783, 785

January 2018
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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*

*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 participated 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 contained 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 information, 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/triad 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 co-facilitating classroom lessons, co-facilitating 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 (arooffers@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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 702 or COU 703</td>
<td>Foundations and Ethics</td>
</tr>
<tr>
<td>COU 705</td>
<td>Orientation to Personal and Professional Development</td>
</tr>
<tr>
<td>COU 710/711</td>
<td>The Helping Relationship class and Lab</td>
</tr>
<tr>
<td>COU 708</td>
<td>Child Counseling Theories and Techniques (required for COU 782) or Theories and Techniques of Counseling (required for COU 780 and 784)</td>
</tr>
<tr>
<td>COU 714</td>
<td>Diversity and Multicultural Issues in Counseling</td>
</tr>
</tbody>
</table>

The following courses are recommended prior to practicum and may result in priority placement over students who have not completed the courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 733</td>
<td>Couples and Family Counseling</td>
</tr>
<tr>
<td>COU 707</td>
<td>Human Development and Personality</td>
</tr>
<tr>
<td>COU 756</td>
<td>Group Counseling (for SEC or CMHC) or Elementary Group Counseling Through Play (for ELE)</td>
</tr>
</tbody>
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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 the 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, and *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.

revised 01/2018 rjs
**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.
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
INTERNERSHIP 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:

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<th>Intern Signature</th>
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<th>Site Supervisor Signature</th>
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<tr>
<th>MSU Practicum/Internship Coordinator Signature</th>
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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.)
Missouri State University - Graduate Counseling Program

Auxiliary 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).
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.

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<th>Date</th>
<th>Activity</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
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Total: 

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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___
2. build rapport with others? Yes___ No___
3. vary strategies/techniques? Yes___ No___
4. utilize active listening/reflection? Yes___ No___
5. utilize formative and summative assessment? Yes___ No___
6. utilize appropriate follow up as needed? Yes___ No___
7. demonstrate openness to feedback/supervision? Yes___ No___
8. establish appropriate closure? Yes___ No___
9. 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. **Lesson Objectives:** Were objectives established and/or addressed?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

2. **Rapport:** Was rapport observed and established?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

3. **Materials:** Effectiveness of materials used?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

4. **Listening:** Did you observe active listening?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

5. **Reflection:** Did you observe reflection?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

6. **Follow Up Questions:** Did you observe follow-up questions?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

7. **Lesson Assessment:** Was formative assessment observed?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

8. **Closure:** Effective closure of session?  
   5 4 3 2 1  
   Describe/comment about effectiveness:

Please add additional comments or suggestions on the back.

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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.

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

____________________________________________________________________

Counselor Trainee Signature Date of Completion

____________________________________________________________________

Instructor Signature Date of Review

revised 01/2018 rjs
# Practicum Professional Development Log

Counselor Trainee: ___________________________________________ Semester/Year: ________

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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

<table>
<thead>
<tr>
<th>Midterm</th>
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<th>Questions</th>
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<td>1</td>
<td>Accuracy of paraphrasing and reflection</td>
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<td>2</td>
<td>Use of feeling words (accuracy, variety, and depth).</td>
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<td>3</td>
<td>Poignancy of responses; responses specifically tailored to clients’ implied meanings</td>
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<td>4</td>
<td>Brevity, tolerance of silence and/or timing of responses</td>
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<td>5</td>
<td>Responses on “leading edge” of client message</td>
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<td>6</td>
<td>Questions, if asked, are appropriate, open-ended, and used sparingly</td>
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<td>7</td>
<td>Maintains appropriate boundaries (not overly responsible or disengaged)</td>
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<td>8</td>
<td>Appropriateness of nonverbal behaviors and affect displayed.</td>
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<td>9</td>
<td>Recognizes and utilizes countertransference</td>
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<td>10</td>
<td>Immediacy and process responses</td>
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<td>11</td>
<td>Interpretations, hypotheticals, and/or directives, if used, are appropriate</td>
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<td>12</td>
<td>Forms quick, solid working alliances with children and adults</td>
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**Comment on Interaction Skills, especially strengths and areas for growth:**

### Learning and Professional Skills

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<td>Critical and/or creative thinking skills</td>
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<td>Relationships with staff, peers and professionals</td>
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<td>15</td>
<td>Conceptualizes cases, human problems and strengths</td>
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<td>16</td>
<td>Responsiveness to supervision; motivation to learn</td>
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<td>Ethical conduct and a working knowledge of ethical codes</td>
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<td>18</td>
<td>Awareness of privilege and one’s own multicultural biases</td>
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<td>19</td>
<td>Assumes complexity to understand diverse clients’ worldviews</td>
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<td>20</td>
<td>Contributions based upon understanding of school or site culture</td>
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<td>21</td>
<td>Use of micro-skills and tape review</td>
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<td>22</td>
<td>Initiative, self-care, meta-cognitive, and personal process skills</td>
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<td>23</td>
<td>Use of emotional reactivity in relationships</td>
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<td>Other:</td>
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**Comment on Learning and Professional Skills, especially strengths & areas for growth:**

revised 01/2018 rjs
### Play Therapy and Child Advocacy Skills

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

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).

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<tr>
<td>attempts to convincen</td>
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<tr>
<td>others to own point of</td>
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<tr>
<td>view.</td>
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<tr>
<td>□ Responds</td>
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<tr>
<td>mechanically,</td>
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<tr>
<td>passively or ignores</td>
<td></td>
</tr>
<tr>
<td>others beliefs.</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Compassion and Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Compassion and Empathy:</td>
<td>Communicates concern for and accurate understanding of the thoughts and feelings of others</td>
</tr>
<tr>
<td>Rejects</td>
<td>□ Believes it is unnecessary and weak to talk about or listen to others feelings, thoughts or concerns.</td>
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<tr>
<td></td>
<td>□ Is usually uncomfortable or repelled by a discussion of the feelings and thoughts experienced by others.</td>
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<tr>
<td></td>
<td>□ Discourages others from sharing by turning away, talking about self, or changing the subject.</td>
</tr>
<tr>
<td>Indifferent</td>
<td>□ Believes it is alright to share limited positive feelings or thoughts but most negative or difficult feelings should be kept to self.</td>
</tr>
<tr>
<td></td>
<td>□ May be concerned about friends and family but often is too self involved to care about others issues.</td>
</tr>
<tr>
<td></td>
<td>□ Listens to others if can not avoid, however often after a short time removes self from the discussion.</td>
</tr>
<tr>
<td>Emerging</td>
<td>□ Believes everyone has a right to their own feelings and thoughts and could share them if they are not too personal.</td>
</tr>
<tr>
<td></td>
<td>□ Cares about how friends and family are feeling and thinking about their own experiences.</td>
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<tr>
<td></td>
<td>□ Listens when others share and attempts to understand what they are feeling and thinking.</td>
</tr>
<tr>
<td>Accepts</td>
<td>□ Believes others have important feelings and thoughts and a need to share their experiences.</td>
</tr>
<tr>
<td></td>
<td>□ Cares for and is concerned about the feelings and thoughts of others beyond the inner circle of friends and family.</td>
</tr>
<tr>
<td></td>
<td>□ Encourages others to talk about their experiences and often communicates his/her understanding to the person sharing.</td>
</tr>
<tr>
<td>Embraces</td>
<td>□ Believes accurate understanding of the thoughts and feelings experienced by others is of vital importance.</td>
</tr>
<tr>
<td></td>
<td>□ Genuinely interested in and concerned about both positive and negative feelings and thoughts expressed by a wide range of individuals.</td>
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<tr>
<td></td>
<td>□ Eagerly encourages others to explore feelings and thoughts, reflects back, and seeks confirmation of understanding</td>
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<tr>
<td>Disposition 3</td>
<td>Integrity:</td>
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<tr>
<td>-----------------</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td><strong>Receives</strong></td>
</tr>
<tr>
<td></td>
<td>□ 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.</td>
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<tr>
<td></td>
<td>□ Dislikes the idea of a code that encourages taking any position that does not suit his/her personal desires.</td>
</tr>
<tr>
<td></td>
<td>□ Does not refer to any codes and discourages others from using the social and moral codes expectations or the ethical code of the profession.</td>
</tr>
</tbody>
</table>

Note: Disposition 3 is based on concepts related to the Code of Ethics and accepted social/moral code of behavior.
<table>
<thead>
<tr>
<th>Disposition 4</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rejects</td>
<td>2 Indifferent</td>
</tr>
<tr>
<td>3 Emerging</td>
<td>4 Accepts</td>
</tr>
<tr>
<td>5 Embraces</td>
<td></td>
</tr>
</tbody>
</table>

**Facilitative:**

<table>
<thead>
<tr>
<th></th>
<th>1 Rejects</th>
<th>2 Indifferent</th>
<th>3 Emerging</th>
<th>4 Accepts</th>
<th>5 Embraces</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Believes it is better to remain closed to interactions with others.</td>
<td>Believes it is appropriate to be open with selected friends and family.</td>
<td>Believes it is important to be consistent, open and friendly with others.</td>
<td>Believes it is essential to interact in a consistent, open and friendly style.</td>
<td>Genuinely enjoys other people and events, is excited about possible activities and can also experience sadness or regret with others when such occasions arise.</td>
</tr>
<tr>
<td>□</td>
<td>Feels reticent to talk and be with other people and dislikes disruption in routine.</td>
<td>Enjoys individuals who express views similar to his/her own ideas and when involved with familiar events.</td>
<td>Enjoys other people and looks forward to activities in which a deeper level of personal interaction may occur.</td>
<td></td>
<td>Listens openly to others, shares ideas in a non-threatening and calm manner and manages traumatic situations in a direct and organized approach.</td>
</tr>
<tr>
<td>□</td>
<td>Ignores others, states ideas in an aggressive tone and avoids or withdraws from stressful situations.</td>
<td>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.</td>
<td>Listens to others point of view without complete understanding and manages stressful situations in an inconsistent manner and has trouble remaining in control.</td>
<td>Listens to others in a focused manner; manages stressful situations and yet is somewhat disorganized and may have trouble with some anxiety.</td>
<td></td>
</tr>
</tbody>
</table>

Note: This is an adaptation of R. D. Myrick’s facilitative model of interpersonal processes.
<table>
<thead>
<tr>
<th>Disposition 5</th>
<th>Personal Responsibility for Professional Growth and Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rejects</td>
<td>Personal Responsibility for Professional Growth and Development:</td>
</tr>
<tr>
<td>2 Indifferent</td>
<td>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.</td>
</tr>
<tr>
<td>3 Emerging</td>
<td>□ Believes personal effort for personal growth and development is actually unnecessary since so much of what is to be learned is common sense and has already had informative experiences.</td>
</tr>
<tr>
<td>4 Accepts</td>
<td>□ 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.</td>
</tr>
<tr>
<td>5 Embraces</td>
<td>□ 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.</td>
</tr>
</tbody>
</table>

Note: This disposition is based on a core tenant of instruction and content from the code of ethics.
### Disposition 6

**Modeling:**

- Seen by others as a model of functional human behavior and adaptive coping processes.

<table>
<thead>
<tr>
<th>1 Rejects</th>
<th>2 Indifferent</th>
<th>3 Emerging</th>
<th>4 Accepts</th>
<th>5 Embraces</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Believes he/she is inadequate to carry out tasks or assume responsibility and interact with others.</td>
<td>□ Believes he/she is somewhat capable, yet believes tasks are often too hard to complete and interactions too problematic.</td>
<td>□ Believes he/she is sometimes capable of completing tasks that are not too much of a challenge and can interact easily.</td>
<td>□ Believes he/she is able to accomplish tasks and interact with others in a way that is usually successful.</td>
<td>□ Believes in self as capable, believes he/she is competent, recognizes own limitations and believes he/she is successful with others and environment.</td>
</tr>
<tr>
<td>□ Feels uncomfortable with others, inept to complete activities and feels rejected when trying to interact.</td>
<td>□ 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.</td>
<td>□ 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.</td>
<td>□ Enjoys others and the opportunity to engage in collaborative projects and feels at ease most of the time with self, others and environment.</td>
<td>□ 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.</td>
</tr>
<tr>
<td>□ Avoids contact with most people and when does make contact, interpersonal relationships are surface and often short term.</td>
<td>□ Sometimes reaches out to others and yet seems hesitant to pursue new experiences or becomes dependent upon others to help focus on responsibilities.</td>
<td>□ Makes plans to take risks in meeting new people, having new experiences but is sometimes stopped by others reactions to his/her efforts.</td>
<td>□ 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.</td>
<td>□ Eagerly and spontaneously pursues new experiences and interactions with others while remaining independent and focusing on problem solving with a sense of responsibility.</td>
</tr>
</tbody>
</table>

**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

PRACTICUM AND INTERNSHIP SUMMARY AND COVER SHEET

COU 780___782___784___781___783___785___ AND Practicum___ or 1st__2nd__3rd__4th___ Internship

Counselor Trainee Name: ___________________________________________Semester/Year: ________________

Site Name: ___________________________________________ Site Supervisor: ____________________________

Final Grade (select): Pass___ Not Pass ___Incomplete___ Other: ____________________________

<table>
<thead>
<tr>
<th>Semester Totals</th>
<th>Domain</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance: # of Classes Attended (no more than 2 absences)</td>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Hours Total (Practicum minimum 40) (Intern minimum 120)</td>
<td>Student Midterm Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Hours Total (on and off site)</td>
<td>Student Final Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours TOTAL (Practicum minimum 100) (Intern minimum 300 hours)</td>
<td>Dispositions Rubric by Instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Domain</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Supervision (minimum average of 1 hour per week, face-to-face)</td>
<td>Evaluation of Site/Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Supervision (minimum average of 1.5 hours per week, face-to-face)</td>
<td>Weekly Activity/Time Logs/Progress Reports</td>
<td></td>
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<td></td>
<td>TaskStream Evaluations Requested by Student</td>
<td></td>
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<td></td>
<td>Internship only: 6-week Group (N/A if not applicable or semester of completion from 1st internship)</td>
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<td></td>
<td>Other: (specify if needed)</td>
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</tbody>
</table>

| Student Cumulative Clinical Training Log (complete all prior semesters that apply) |
|---------------------------------|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Practicum | Practicum II | Internship I | Interim I | Internship II | Interim II | |
| (Semester/year) | (Semester/year) | (Semester/year) | (start-end dates) | (Semester/year) | (start-end dates) | |
| Direct | Direct | Direct | Direct | Direct | Direct | Direct |
| Indirect | Indirect | Indirect | Indirect | Indirect | Indirect | Indirect |
| TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL |

Counselor Trainee’s Signature | Date | Instructor’s Signature | Date

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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): ____________________________
Interim Agreement  
Missouri State University- Graduate Counseling Program

Intern: _______________________________  Semester/Year: __________________
Field Site: _______________________________  Site Supervisor: ___________________________

This agreement, made between (name of field site) _____________________________, (name of field site supervisor) _____________________________, and (name of counselor trainee) _____________________________, permits the counselor trainee to continue at the site to provide continuity of care for clients, and to continue to accumulate interim (between semester) supervised direct and indirect counseling service hours. The counselor trainee must be in good standing, have accumulated the required minimum individual supervision hours for the semester and continue to meet for weekly individual supervision during the interim. Additionally, interns must have accumulated documented group supervision during the regular semester that covers the minimum average of required group supervision for the semester of enrollment and the interim period. Interns working during the interim must agree to an “Incomplete” grade in the internship class until the beginning of the next semester, or completion of required hours, if longer.

It is understood that the field site supervisor will continue to provide weekly face-to-face supervision services for one hour per week during the interim (between-semester) period.

It is understood that the counselor trainee has accrued sufficient group supervision hours to average minimum required group supervision over the interim (semester break) period, and that Missouri State University and the counseling program faculty will not provide regularly scheduled supervision services during this period, although the Internship Instructor/Supervisor will be available for consultation by phone during this time. It is also understood that the site supervisor will contact the Missouri State University instructor and/or the Practicum/Internship Coordinator if problems arise with the counselor trainee’s work/services and that in such cases the counselor trainee may be requested to discontinue interim (between-semester) services at the discretion of the Instructor, and in consultation with the Practicum/Internship Coordinator, acting on behalf of the counselor-training program at Missouri State University.

The counselor trainee will continue documenting direct and indirect hours on the Weekly Progress Log, which the site supervisor will sign weekly. These logs should clearly indicate the start and end date of the interim period, which should match the dates below. The counselor trainee will submit signed originals to the course instructor for completion of required documentation to sufficiently remove the incomplete grade and advance to the next internship or completion, whichever is applicable.

The period covered by this agreement begins on ___/___/____ and ends on ___/___/____.

_________________________________  _____________________________  
Agency Administrator’s signature, as applicable  Field Site Supervisor’s Signature  Date

_________________________________  _____________________________  
Graduate Counseling Intern’s Signature  Internship Instructor’s Signature  Date

Reviewed and approved by the Practicum/Internship Coordinator on: ___/___/____(Date)

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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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DIRECT SERVICES</td>
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<tr>
<td>Adults/Teens</td>
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<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Couples/Family (CMHC only)</td>
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<td>Play Therapy</td>
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<tr>
<td>Parent Meeting</td>
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<tr>
<td>Classroom Counseling Lessons (School Only)</td>
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<tr>
<td>Other (obtain preapproval and attach explanation)</td>
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<tr>
<td>INDIRECT SERVICES</td>
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<tr>
<td>Supervision: (1/week) Individual or Triadc Specify (I/T)</td>
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<tr>
<td>Group Supervision 1.5/week</td>
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<tr>
<td>Reports, case notes, team meetings, lesson planning</td>
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<tr>
<td>Professional Development</td>
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<td>Video Review</td>
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<tr>
<td>Observations, shadowing</td>
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<tr>
<td>Totals</td>
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<td></td>
<td>WEEKLY TOTAL</td>
</tr>
</tbody>
</table>

Comments:

Student Intern Signature: ____________________________ Date: ______________

Supervisor Signature: ____________________________ Date: ______________

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# Professional Development Log

## Professional Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>APA Format (author, title, date, publisher, etc.)</th>
<th>Time Spent (Recorded in ( \frac{1}{4} ) hours)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## Professional Counseling Conferences Attended

<table>
<thead>
<tr>
<th>Date</th>
<th>Title, Presenter, Location, etc.</th>
<th>Time Spent (Recorded in ( \frac{1}{4} ) hours)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

## Professional Presentations Conducted

<table>
<thead>
<tr>
<th>Date</th>
<th>Title, Location, etc.</th>
<th>Time Spent (Recorded in ( \frac{1}{4} ) hours)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

## Counseling Research Conducted

<table>
<thead>
<tr>
<th>Date</th>
<th>Title, Research Team Members/Supervisor, etc.</th>
<th>Time Spent (Recorded in ( \frac{1}{4} ) hours)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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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 _______

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:

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?

9. The Counselor-trainee has conducted the following this week:
   o Individual counseling sessions #_________
   o Couples/Family counseling sessions #_________
   o Group counseling sessions #_________
   o 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_________

Week # _______ Dates: ___________ to ___________

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

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:

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?

9. The Counselor-trainee has conducted the following this week:
   o Individual counseling sessions #_________
   o Couples/Family counseling sessions #_________
   o Group counseling sessions #_________
   o 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_________

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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 place 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.

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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? Y N
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?  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?

revised 01/2018 rjs
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.

<table>
<thead>
<tr>
<th>Time &amp; Activity/Task</th>
<th>CC</th>
<th>IP</th>
<th>RS</th>
<th>SS</th>
<th># Direct Hours</th>
<th># Indirect Hours</th>
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</table>

**TOTAL for Day**

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

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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 this week:

<table>
<thead>
<tr>
<th>Direct Hours On-Site</th>
<th>Indirect Hours On-Site</th>
<th>Weekly Total On-Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Indirect Hours Off-Site</td>
<td>Weekly Total Off-Site</td>
<td></td>
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<tr>
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</tbody>
</table>

**Class Time (this week)**

<table>
<thead>
<tr>
<th>Weekly Total Direct</th>
<th>Weekly Total Indirect</th>
<th>Final Weekly Total</th>
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</thead>
<tbody>
<tr>
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</table>

In the section below, include information to figure your semester running total of hours:

<table>
<thead>
<tr>
<th>This Week Total Direct (from above)</th>
<th>This Week Total Indirect (from above)</th>
<th>This Week Total Overall (from above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Week Direct Hours</td>
<td>Previous Week Indirect Total</td>
<td>Previous Week Total Overall</td>
</tr>
<tr>
<td>Semester Running Total Direct</td>
<td>Semester Running Total Indirect</td>
<td>Semester Overall Running Total</td>
</tr>
</tbody>
</table>

*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.*

### Individual Supervision

<table>
<thead>
<tr>
<th>on-site this week</th>
<th>In-Class Group Supervision this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Individual Supervision</td>
<td>Previous Total In-Class Group Supervision</td>
</tr>
<tr>
<td>Semester Running Total of Individual Supervision</td>
<td>Semester Running Total of Group Supervision</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>Counseling Curriculum</th>
<th>Individual Planning</th>
<th>Responsive Services</th>
<th>System Support</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>7-9 hours, 35-45%</td>
<td>1-2 hours, 5-10%</td>
<td>6-8 hours, 30-40%</td>
<td>2-3 hours, 10-15%</td>
<td>20 hours, 100%</td>
<td>4 hours, 20%</td>
<td>20 hours, 100%</td>
</tr>
<tr>
<td>MS</td>
<td>5-7 hours, 25-35%</td>
<td>2-5 hours, 15-25%</td>
<td>6-8 hours, 30-40%</td>
<td>3-4 hours, 15-20%</td>
<td>20 hours, 100%</td>
<td>4 hours, 20%</td>
<td>20 hours, 100%</td>
</tr>
<tr>
<td>HS</td>
<td>3-5 hours, 15-25%</td>
<td>5-7 hours, 25-35%</td>
<td>5-7 hours, 25-35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
   _____ Missouri Model Guidance Program
   _____ Classroom Counseling lessons
   _____ Crisis Response or Planning
   _____ Discipline/Classroom Management
   _____ Rapport with students
   _____ Rapport with staff
   _____ Barriers to Implementations
   _____ Confidentiality
   _____ Hotline calls/Mandated Reporting
   _____ Special Education meetings/concerns
   _____ Suicide Risk Assessment
   _____ Parent Conferences
   _____ Other:
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.
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.

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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. Conferr 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
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:

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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.

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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.