Counselor Education

STUDENT HANDBOOK
AND
PRACTICUM/INTERNSHIP HANDBOOK

2016-2018

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TABLE OF CONTENTS

Introduction 5
Overview and Mission 5
Professional Education Programs 6

   Accreditation 6
   Statement of Student Responsibilities 6
   Statement of Sanctions 7
       Warning 7
       Suspension 7
       Dismissal 7
   Appeals Process 7

Counselor Education Program 8
Counselor Education Knowledge Base 9
Course Prerequisites 10
Counselor Education Program Mission and Objectives 12
Counselor Licensure 14
Professional Organizations 15
Counselor Education Program Student Assessment Plan 16

Part I

   General Information 21
   Admission Procedure 22
Admission Requirements to the Master's Degree Programs (M. Ed. / M.A.) 23

General Requirements for the Master's Degrees (M. Ed. / M.A.) 24

Advisors 25
Counseling Services 25
Special Needs 25
Financial Aid 25

School Counseling: The Master of Education Degree Program 26

General Objectives 26
Specific Objectives 26
Course Requirements 26

Clinical Mental Health Counseling: The Master of Arts Degree Program 29

General Objectives 29
Specific Objectives 29
Course Requirements 30

Part I:

Practicum/Internship Handbook 32
Practicum/Internship Handbook Requirements 33
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Practicum/Internship Supervisor Responsibilities</td>
<td>34</td>
</tr>
<tr>
<td>Field Supervisor’s Responsibilities for Practicum/Internship</td>
<td>34</td>
</tr>
<tr>
<td>Practicum in Counseling Syllabus (CEDU 690)</td>
<td>36</td>
</tr>
<tr>
<td>Internship in Counseling Syllabus (CEDU 695)</td>
<td>43</td>
</tr>
<tr>
<td><strong>Part III</strong></td>
<td>51</td>
</tr>
<tr>
<td>Forms</td>
<td>51</td>
</tr>
<tr>
<td>Counselor Practicum/Internship Application</td>
<td>52</td>
</tr>
<tr>
<td>Practicum Checklist Form</td>
<td>53</td>
</tr>
<tr>
<td>Internship Checklist Form</td>
<td>54</td>
</tr>
<tr>
<td>Activity/Time Log</td>
<td>55</td>
</tr>
<tr>
<td>Counseling Consent Form-Audio and Video Tapes</td>
<td>57</td>
</tr>
<tr>
<td>Daily Log of Activity Form</td>
<td>58</td>
</tr>
<tr>
<td>Counselor Response Categories for Transcription</td>
<td>59</td>
</tr>
<tr>
<td>School Counseling Intake Form</td>
<td>60</td>
</tr>
<tr>
<td>Clinical Mental Health Initial Intake Form</td>
<td>62</td>
</tr>
<tr>
<td>Self-Rating by Student Counselor Form</td>
<td>64</td>
</tr>
<tr>
<td>Practicum Student Evaluation</td>
<td>67</td>
</tr>
<tr>
<td>Internship Student Evaluation</td>
<td>72</td>
</tr>
<tr>
<td>Student Evaluation of Field Experience</td>
<td>77</td>
</tr>
</tbody>
</table>
THE SCHOOL OF EDUCATION

Introduction
The student manual has been prepared to introduce students to the Campbell University graduate programs in Counseling. The manual includes Campbell’s mission and purpose, programs offered, admission requirements, student appeals process, student responsibilities, practicum and internship requirements and responsibilities. Faculty for the counseling programs have extensive backgrounds in several areas of the counseling profession. Two faculty members are Nationally Certified Counselors, two certified in School Counseling and all are Licensed Professional Counselors.

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OVERVIEW AND MISSION
The Campbell University School of Education, formally established in December of 1985, is an integral part of the university community. It provides coherence and administrative integrity to Professional Education and three other service-oriented professional programs: family and consumer sciences, psychology, and social work. Fully consistent with the mission of the University, the School of Education's mission is to provide a developmental sequence of educational experiences that blends the theoretical, the professional, and the practical for those who plan to work primarily in rural settings. The first part of the sequence prepares students for entry into education, social work, family and consumer sciences, and applied fields of psychology.
Students with undergraduate degrees in education and related areas may continue their studies through the master's level. The overall goal of the advanced programs is to provide a progressively more sophisticated sequence of opportunities to develop theoretical insights, specialized knowledge and skills, and an understanding of the best professional practices in teaching, counseling, and school administration.

PROFESSIONAL EDUCATION PROGRAMS

Accreditation:
For information regarding Campbell University accreditations, please visit www.campbell.edu/accreditation

Statement of Student Responsibilities
Students enrolled in any graduate program in the School of Education have the following responsibilities:

- To assume the primary responsibility for directing and monitoring his or her educational program. This includes seeking out information, advice, and experiences needed to meet personal educational goals. Although professors, advisors, and staff members are expected to provide guidance, the student is normally expected to take the initiative in seeking out such information and assistance.

- To become familiar with the content of the official bulletin that describes their contract with the University and specifically the School of Education. They must also attend to the manual(s), memoranda, and forms pertinent to their programs. They should also seek out ways to remedy any personal or academic deficiencies and weaknesses. In addition, they should take the initiative in setting up conferences for academic program and career planning. It is strongly recommended that students maintain their own records that, to the degree possible, duplicate the files maintained in the Dean's office.

- To be aware of the rules and regulations concerning the use of University computing, library, and other facilities, as set out in published material.

- To meet deadlines for work to be submitted.

- To submit original work for assessment without plagiarizing or cheating. The honor code for the School of Education graduate students defines cheating on exams and plagiarism and describes the consequences of such infractions.
being dropped from the class, (2) receiving an “F” for the course, (3) being removed from the graduate program, (4) having the matter referred to the Dean and the Executive Council, and (5) having a report inserted in the cumulative file.

**Statement of Sanctions**
(Applicable to degree and non-degree students)

**Warning:**
Notification of the student by the Dean of the School of Education that continuation or repetition of specified conduct may be cause for other disciplinary action. A warning is not appealable.

**Suspension:**
Forced withdrawal from the University for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities, and exclusion from the campus if set forth in the notice of suspension. If a student, while on suspension, violates any of the terms set forth in the notice of suspension, the student shall be subject to further discipline in the form of dismissal.

**Dismissal:**
Dismissal is the exclusion from the campus and termination of student status for an indefinite period. The conditions for reconsideration for readmission will be specified at the time of dismissal. The student may be readmitted to the University only with the specified approval of the Dean of the School of Education upon the recommendation of the Area Coordinator of the program in which the student was enrolled.

**Appeals Process**
(Applicable to degree and non-degree students)

**Academic Cases and Academic Violations**
Dean of the School of Education

↑
Education Council

↑
Area Coordinator

↑
Graduate Student's Appeal

Student appeals on academic issues are first taken to the instructor if the matter is one concerning a course. Next, the area coordinator should be consulted. If the matter cannot be resolved at these levels, it must be taken to the Dean. If the appeal is complex in nature or falls outside the established rules and procedures of the School of Education, the Dean refers the appeal to the Education Council, which is composed of the Dean, program area representatives, chairs of the major School of Education committees, and a representative from the College of Arts and Sciences.

The advisor may serve as a resource for resolving academic issues and may be utilized by the student, instructor, coordinator, and/or Dean as appropriate. Student appeals on admission are heard by the appropriate admissions committee, which is made up of the Dean, the Director of Graduate Admissions, and a representative from the student's program area.

COUNSELOR EDUCATION PROGRAM

The counselor education program at Campbell University serves a diverse group of graduate students, the majority of who are interested in becoming professional counselors. A masters-level program only is offered. The counseling program is premised on the same set of basic principles that guide all of Campbell’s education programs:

A. A knowledge base that comprises ten domains-

   - Theoretical Foundations
   - Research and Evaluation Methods
   - Contexts
   - Practice
   - Ethics
   - Professional Skills
   - Curriculum
   - Content Disciplines;
   - Diversity
   - Technology

B. A commitment to the concept of the counseling professional as problem solver; and

C. A developmental remedial approach to designing and implementing counseling programs.

Figure 1, which appears on the next page, illustrates how the knowledge base model applies to the counselor education program. The theoretical foundations domain, for
example, is addressed by five required courses. By contrast, the content disciplines domain is not applicable because all students enter the program with at least a B.A. or B.S. degree and also because the counselor education program is not oriented to further development of content discipline knowledge for teaching or supervision.
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>REQUIRED: 15-18 Courses</th>
<th>ELECTIVES</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Theoretical Foundations</td>
<td>Professional Orientation and Ethics in Counseling 626</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Life-span Development 641</td>
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<td></td>
<td>Counseling Theories and Techniques 624</td>
<td></td>
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<tr>
<td></td>
<td>Counseling in the Schools 636</td>
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<tr>
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<td>Cognitive Behavior Therapy 677</td>
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<td></td>
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<tr>
<td>Research and Evaluation Methods</td>
<td>Research Design and Methodology 623</td>
<td></td>
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<td></td>
<td>Assessment in Counseling 638</td>
<td></td>
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<td>Contexts</td>
<td>Special Needs 643</td>
<td>Substance Abuse 683</td>
<td>*Content of 689 may vary</td>
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<td></td>
<td>Counseling in the Schools 636</td>
<td>Crisis Intervention 684</td>
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<td></td>
<td>Abnormal Psychology 664</td>
<td>Special Topics 689</td>
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<tr>
<td></td>
<td>Diversity, Spirituality, &amp; Religion 685</td>
<td>Family Therapy 544</td>
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<td></td>
<td>Drug Treatment of Psychological Disorders 526</td>
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<td>Child Psychopathology 679</td>
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<td></td>
<td>Families and Addiction 680</td>
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<tr>
<td>Practice</td>
<td>Practicum 690</td>
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<td>Internship 695</td>
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<td>Ethics</td>
<td>Spirituality, Religion, and Diversity 685</td>
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<td>Group Counseling 646</td>
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<td>Clinical Supervision/Advanced Skills 687</td>
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<td>Counseling in the Schools 636</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Assessment in Counseling 638</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Professional Orientation and Ethics in Coun. 626</td>
<td></td>
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<td>Career Counseling 644</td>
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<td>Group Counseling 646</td>
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Since students may enter the program at any given semester, there is no tightly structured sequence of courses they must follow. There are, however, a few prerequisites.

For the MEd School Counseling Program:

A minimum of 30 semester hours, which is to include:
- CEDU 645, Counseling Skills is a prerequisite to CEDU 646, Group Counseling
- CEDU 636 Counseling in the Schools, CEDU 646 Group Counseling and CEDU 645, Counseling Skills, are prerequisites to CEDU 690, Practicum in Counseling,
- CEDU 690 Practicum in Counseling is a prerequisite to CEDU 695, Internship in Counseling.

For the MA Clinical Mental Health Program:

A minimum of 43 semester hours, which is to include:
- CEDU 645, Counseling Skills is a prerequisite to CEDU 646, Group Counseling
- CEDU 646 Group Counseling, and CEDU 645, Counseling Skills are prerequisites to CEDU 690 Practicum in Counseling,
- CEDU 690 Practicum in Counseling is a prerequisite to CEDU 695 Internship in Counseling.
- CEDU 687 Clinical Supervision and Advanced Skills is taken in conjunction with CEDU 695, Internship in Counseling.

The design of the program is intended to meet the specific course guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as well as the requirements of the North Carolina State Department of Public Instruction (NCSDPI).
Counseling Program Mission and Objectives

PROGRAM MISSION

The comprehensive mission of the Program in Counselor Education at Campbell University is to serve a diverse population of students representing a variety of cultural dimensions, lifestyles, and capabilities. The priority of the faculty is to train competent, ethical, and knowledgeable graduate practitioners and educators with oversight in the areas of School Counseling and Clinical Mental Health Counseling at the entry/Master’s-degree level.

PROGRAM OBJECTIVES

The Program in Counselor Education is committed to offering a quality program of teaching, research, and service for students enrolled in the program and ultimately for the benefit of the clients/individuals they serve. With a strong belief in the human dignity of the individual, program faculty in Counselor Education seek to offer students the opportunity to grow and develop to their fullest potential and to promote this attitude as the basis for their service to clients. This notion is a core principle for counseling.

The complexity of contemporary life requires that helpers be trained and specialized. This program acts on the assumption that skills and competencies of counseling can be taught and critically reviewed. In addition to teaching counseling skills, program faculty assumes responsibility to create opportunities for personal growth and development for students enrolled in the various programs of study. Through careful attention to ethical standards and professional acculturation, we act to model and facilitate the conceptualization of a professional role for program graduates. Finally, the program encourages students to develop attitudes, values, and beliefs that enhance their abilities to work with others in the helping process.

The specific objectives identified by the Program in Counselor Education are to:

1. Recruit and select qualified graduate students, with attention given to the inclusion of candidates from culturally diverse and underrepresented populations;

2. Offer a graduate curriculum of didactic courses, practicum and other clinical experiences, and internships which reflect the preparation standards of the profession;
3. Teach graduate level counselors, supervisors, and educators the knowledge, skills, practices, attitudes, and philosophical orientation to facilitate their working effectively in a pluralistic society and with culturally diverse populations;

4. Use outcomes-based standards across program areas, with an overall comprehensive assessment plan in place to assess student learning;

5. Provide specialized programs for the preparation of professional counselors for a wide variety of public and private educational and human service settings;

6. Collaborate with schools and service agencies in planning, in evaluating, and in providing experiential opportunities for counseling students;

7. Provide students with research skills reflecting their levels of preparation and instilling commitment to the pursuit of scholarly research;

8. Provide students with a framework for understanding and addressing professional, ethical, and legal issues, and using appropriate decision-making processes;

9. Promote students’ knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;

10. Assist graduates and employers in the identification of appropriate placement opportunities;

11. Gauge the mission of the program by developing and implementing planned procedures for the systematic evaluation of program outcomes, and program evaluation;

12. Require the use of technology to assist in counseling, program delivery, and technology’s impact on the counseling profession;

13. Employ an overall comprehensive assessment plan for the master’s degree;

14. Infuse current knowledge and skills for highly competent counseling practice in a multicultural and pluralistic society;

15. Use measurable outcomes to evaluate work with clients and to evaluate counseling services and programs;
16. Promote knowledge and skills for working with individuals experiencing crises and traumatic events and circumstances;

17. Provide common core curricular experiences and demonstrate knowledge in all eight CACREP common core curricular areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation; and

18. Provide curricular experiences and demonstrate knowledge in the ten CORE curriculum areas: professional identity and ethical behavior; psychosocial aspects of disability and cultural diversity; human growth and development; employment and career development; counseling approaches and principles; group work and family dynamics; assessment; research and program evaluation; medical, functional, and environmental aspects of disability; and rehabilitation services, case management, and related services.

COUNSELOR LICENSURE:

Students entering the counseling programs need to understand the North Carolina statutes as they apply to the field of counseling. There are two official state bodies, which control the practice of counseling.

1. School Counselor Licensure. Licensure as a school counselor may be obtained by: (a) completing Campbell University's school counseling program, (b) satisfactory performance on the Praxis II Specialty Area test in Professional School Counseling, and (c) official verification from Campbell University. Information can be found at NCDPI.

2. Professional Counselor Licensure. To become a Licensed Professional Counselor (LPC) in North Carolina the student must complete a Master's degree in counseling, (b) obtain a satisfactory score on the National Counseling Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE), (c) the jurisprudence exam is required for licensure application and must be taken within six months prior to application to the Board; (d) submit application to become an LPCA in order to complete required supervised hours totaling 3,000. Please be aware that currently, each state has its own specific requirements for licensure.
Students should contact the State Licensing Board in the State in which they plan to seek licensure after graduation for specific details. Information about pursuing the LPC in North Carolina can be found at http://www.ncblpc.org.

Campbell counselor education students are offered the opportunity to take the National Counselor Examination for Licensure and Certification (NCE). Most states use the NCE as part of their credentialing or licensure process. NCE results are used as criteria for evaluating counselors who desire to become National Certified Counselors (NCCs).

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and to become active in professional organizations or associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

1. Receives the most recent publications.

2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops.

3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.

4. Has a method of direct involvement with activities and issues pertinent to the profession?

5. Is affiliated with other professionals having interests and areas of similar expertise.

6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

American Counseling Association (ACA)

The American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted due
rate is available to graduate students enrolled half-time or more in a counseling program. Information on membership is available at www.counseling.org.

American School Counselor Association (ASCA)

ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. ASCA is a division of the American Counseling Association. ASCA’s mission is to represent professional school counselors and to promote professionalism and ethical practices. A student membership is available to students enrolled in a Master’s program that prepares school counselors and who do not hold a full-time position in school counseling. Information on membership is available at www.schoolcounselor.org.

North Carolina Counseling Association (NCCA)

The North Carolina Counseling Association represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees. The fundamental purposes of the North Carolina Counseling Association shall be: (1) To provide a united organization though which all persons engaged or interested in any phase of the counseling profession can exchange ideas, seek solutions to common problems, and stimulate their professional growth; (2) To promote professional standards and advocacy for the counseling profession; (3) To conduct professional, educational, and scientific meetings and conferences for counselors; and (4) To become an effective voice for professional counseling by disseminating information on, and promoting legislation affecting counseling. Student memberships are available and are very reasonable. Information on membership is available at https://nccounselingassociation.org.

North Carolina School Counseling Association (NCSCA)

The North Carolina School Counselor Association (NCSCA) promotes professionalism and ethical practices in school counseling while providing resources, knowledge and networking opportunities to promote student success in school, home and the community. The mission of NCSCA is to promote excellence in the profession of school counseling and through/in practice, the academic, career, and personal/social development of all students. Student memberships are available and are very reasonable. Information on membership is available at http://ncschoolcounselor.org.
Licensed Professional Counselors Association of North Carolina

Licensed Professional Counselors serve a vital role in the mental health and wellbeing of the citizens of NC, the Licensed Professional Counselors Association of North Carolina (LPCANC) promotes the development of LPCs through professional excellence and advocacy. LPCANC provides a voice for public policy, directs the activities of our professional lobbyist, and responds to the continuing education needs of LPCs in North Carolina. Student memberships are available and are very reasonable. Information on membership is available at [http://www.lpcanc.org](http://www.lpcanc.org).

Campbell University Student Assessment Plan

**Tier/Transition One - Entrance to Student**

1. Admissions criteria: Application/nominal fee, 3 References, GRE scores, undergrad transcripts/GPA
   - Interview
   - Enrollment/Registration
   - New Student Orientation
   - Faculty Advising (beginning of first semester)

2. Maintain a 3.0 GPA with no more than 2 “C’s” throughout tenure in program; 3 “C’s” and the student is dismissed from the program and can reapply after 1 year.

**Tier/Transition Two – Student to Candidate**

For each activity in Tier Two, Student X is evaluated by faculty and/or site supervisors using a rubric on a 4-point Likert scale (1= deficient; 4= exceptional). This allows quantitative data to be entered into the assessment system (TK20) to track individual student learning outcomes.
1. A Student Competency Progress Assessment will take place during the counseling skills course (CEDU 645). Students meet with the professor to discuss progress in three different areas: completion and quality of academic assignments; professional growth and development; and counseling competencies. The professor shares strengths and areas for growth with the student. This is done once at mid-term and at the end of the course. A student cannot receive below a “B.” Receiving below a “B” results in the student retaking the course before moving into Practicum.

2. Advancement to Practicum (Candidacy) application is/can be completed after 30 credit hours for School Counseling Students and 43 credit hours for Clinical Mental Health Counseling students in addition to course prerequisites. This application consists of the student completing a one-page reflective paper on three areas: academic progress, personal progress, and professional progress. The student is also required to complete a practicum/internship proposal.

3. Students are held to high academic and professional standards within the program. These standards are guided by the university academic requirements, Performance Standards and the Code of Ethics for their respective professional associations (ACA, ASCA). At each faculty meeting, a portion of the meeting is set aside to discuss any faculty member’s student concerns. If a persistent problem arises, the faculty member meets with the student to discuss the concern, and the student has the opportunity to address the concerns raised. There are times when the instructor may have specific additional outcomes for the student to complete, such as:

- Referral for student services: writing center, tutoring, study skills, and other academic support;
- Additional coursework/assignments, such as practicum and internship hours;
- Referral for counseling;
- Leave of absence for a specified period of time for student to handle concerns;
- Advisement to assist client toward another area of focus that meets student;
- Dismissal from the counselor education program.

The student may be given a timeline in which to complete these outcomes before continuing in the program. Follow-up with the student takes place through the faculty advisor.

In addition, at the end of each Fall and Spring Semester, faculty meet to discuss each student’s academic and professional performance using the Professional Performance form. These reviews are informed by in and outside of class interactions, as well as performance in the field. Upon completion of the review, each students’ scores are entered into TK20 and all concerns are addressed by the appropriate faculty member or student advisor following the procedures listed above.
4. Once the student advances to Practicum (CEDU 690), counseling skill evaluation begins outside the purview of the faculty. The site must be approved by the faculty before the student begins. Supervisors working with CMHC students must hold the requisite license (e.g., LPC, CMHC, LMFT, LCSW or Licensed Psychologist). School counseling students are supervised by state certified school counselors. All site supervisors must meet CACREP standards (III.C.) The University site supervisor meets with the on-site supervisor to discuss Practicum requirements and to determine if the site is an appropriate fit for the student. Once the site is deemed appropriate, the student must go through any training or other requirements (e.g., fingerprinting, background checks, etc.) before beginning. **Students are required to complete the 100-hour Practicum within the semester registered.**

5. On-site supervisors communicate regularly with university supervisors, whether by phone, on-line or in-person to discuss the student’s progress. University site supervisors visit the site at least two times during each semester to observe the student’s progress. The site supervisor and student each fill out an evaluation discussing the physical site, the supervision process, and advancement of skills. It is asked that this be done collaboratively so that both the student and the faculty member can learn from the process. Not all sites are successful, but through this type of collaboration (both with students and site supervisors) is where parties learn whether or not the site will provide the necessary direct and indirect clinical hours as well as clinical supervision. Standard grading (A, B, C, and F) applies. A student must receive an A or B in practicum in order to advance to Internship. Counseling faculty advisement will take place if student receives below a B.

6. As the student successfully completes Practicum, they go through similar processes for Internship (CEDU 695). Depending upon the site (e.g., school or agency setting), the student will move or stay at the particular site. Standard grading (A, B, C, and F) is given for both the Practicum and Internship field experience. Counseling faculty advisement will take place if student receives below a B.

**Tier/Transition Three – Candidacy to Exit/Graduate**

1. Students must apply for graduation and pay a nominal fee.

2. Students must successfully pass the Counselor Education Comprehensive Examination specific to their degree track (CMHC or School). Scores of “Pass/Fail” are determined after each administration. To achieve a passing score, a student needs to pass the majority of each question, passing 4/5 questions for School Counseling and 6/7 questions for Clinical Mental Health Counseling. Students are given three opportunities to succeed, with opportunities for remediation with the faculty member of the curriculum areas they have previously failed.
3. After successfully passing the Comprehensive Exams, the student is asked to fill out an anonymous exit survey on their experience in the counselor education program. This is the final piece of information entered into the assessment system.

It is through this systematic gatekeeping process that a student’s progress can be measured as they meet the different student learning outcomes designed by faculty members. If unsuccessful at any point, the student can be remediated; however, there are specific outcomes that must be met in order to progress to the next tier/transition point. These outcomes are clearly delineated, and, if unsuccessful, the student has the option to self-select out of the program or be removed by faculty and/or administration. It is only through careful and thorough examination that counselor education programs can learn how to better monitor program and student progress.
PART I:

GENERAL INFORMATION
ADMISSION PROCEDURE

Initial Admission

1. An application form and reference forms may be obtained from the Director of Graduate Admissions and should be returned to that office along with a $25.00 application fee. The application fee is nonrefundable. (An application form can be found on the last page of the Graduate Program bulletin.)

2. Reference forms should be distributed to three professional persons who have been directly involved in the applicant’s academic or professional work. These forms are mailed directly to the Graduate Admissions Office by the recommending persons.

3. The applicant must take the Graduate Record Exam (GRE) and request that a copy of the score be sent to the Director of Graduate Admissions. Students must also take the GRE Writing Assessment.

4. The applicant needs to request that official transcripts of all college work be mailed to the Graduate Admissions Office.

5. Prospective counseling students must schedule an interview, to be held on the Buies Creek campus, as part of the admissions process.

6. After appropriate decisions have been made in the Graduate Admissions Office, the major department, and the graduate committee, the applicant will be notified of his/her status by the Graduate Admissions Office.
ADMISSION REQUIREMENTS TO THE MASTER'S DEGREE PROGRAMS (M. Ed. / M. A.) IN COUNSELOR EDUCATION

Applicants to the master's degree programs in education are admitted into one of two categories:

A. Full standing, which requires the following:

1. A bachelor's degree from an accredited institution of higher education.
2. A grade point average of at least 3.0 on a 4.0 scale on all undergraduate work.
3. Sufficient courses or work in the chosen area to qualify for graduate study in that area.
4. A satisfactory score on the Graduate Record Exam (GRE).
5. An interview for counselor education students

B. Provisional admission for those who do not meet the requirements for full standing. They must have the following:

1. A bachelor's degree from an accredited institution of higher education.
2. A grade point average of at least 2.7 on a 4.0 scale on all undergraduate work.
3. Sufficient coursework in the chosen area to pursue graduate study in that area.
4. A satisfactory score on the Graduate Record Exam (GRE).
5. An interview for counselor education students

An applicant who has been accepted (either as a candidate in full standing or as a provisional candidate) may be required to complete specified upper-level (undergraduate) course work if the Director of Graduate Studies determines that such course work is needed to increase the applicant's readiness for successful graduate study in the proposed area.

Upon satisfactory completion of nine semester hours of graduate study, a provisional candidate may apply for full standing. If more than nine semester hours have been earned, evaluation will be made on all graduate work completed. Acceptance into full standing rests with the Graduate Council; the concurrence of the advisor in the major area is also required.

Students with a bachelor's degree who have not been formally admitted to the Counselor Education Program may be enrolled as special students. Enrollment in this category requires approval of the department concerned. A maximum of six (6) semester hours may be taken under the Special Student Status. Courses taken as a special student will need approval for transfer into the Counselor Education program.

Students in good standing in other graduate schools may enroll for graduate study at Campbell University, provided they have permission of the Director of Graduate Study at Campbell University.
GENERAL REQUIREMENTS FOR THE MASTER’S (M. Ed. / M. A.) DEGREES IN COUNSELOR EDUCATION

A. Admission to graduate study*

Students must meet the requirements of the catalog in effect at the time of their first enrollment in a graduate course or their application to the graduate program, whichever is later.

B. A minimum of 49 semester hours in the M.Ed. Program or 61 semester hours in the M.A. Program is required for graduation. Campbell University will accept no more than six hours of transfer credit.

C. The completion of the required course of study, with at least a B average and with no more than two grades of C.

D. Satisfactory performance on a comprehensive examination. Please refer to the graduate catalog for more specific information regarding the masters’ comprehensive examination.

An application to take the comprehensive examination should be filed at least 60 DAYS prior to the examination date. Students should have no more than six semester hours remaining in their programs after the semester of the comprehensive to be allowed to take the comprehensive. Any exceptions to this will be by special permission of the Dean. The dates for the comprehensive examination are the second Saturday in November and the third Saturday in March.

E. Completion of all requirements within a five-calendar-year period of time.

F. Students who are interested in changing from an M.Ed program to an M.A. program or from an M.A. program to an M.Ed. program should:

1. Notify their advisor

2. Develop a mutually agreed upon Plan of Study with the advisor.

3. Submit a written Change of Degree Program Form.

*Applicants for the counseling program are required to have an initial screening interview which will take place at Campbell University on the Buies Creek campus.
**Advisors:**

Advisors will be assigned by the department after the student has been admitted to the program. Any counseling professor or the dean may sign the initial registration permit.

**Counseling Services:**

Personal counseling services and referrals for students in the Clinical Mental Health Counseling, School Counseling, and all other programs are available through Dr. Dan Marlowe, Director of Behavioral Health for the School of Osteopathic Medicine. Graduate and professional students interested in scheduling an appointment with Dr. Marlowe should contact him directly via email at marlowed@campbell.edu.

**Special Needs:**

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services studentservices@campbell.edu, 800-334-411 ext. 4364, or 910-814-4364. 227 Main Street, Buies Creek, NC, 27506, between Wallace Student Center and Carter Gymnasium.

**Financial Aid:**

Students should contact the Campbell University financial aid office for information on scholarships, grants, and loans available at the graduate level. financialaid@campbell.edu, 800-334-411 ext. 1310, or 910-893-1310.

Students should contact Dr. Christopher Godwin, Director of Teacher Education for information on scholarships. godwinc@campbell.edu, 910-814-4331.
SCHOOL COUNSELING (K-12)

The Master of Education Degree Program

**General Objectives:**
The school counseling student at the master's degree level
* Studies a common core of knowledge in the areas of educational foundations, educational psychology, research methods, behavioral sciences and ethics.
* Works to attain growth toward personal-social goals.
* Develops specific competencies that will aid in carrying out his/her various roles as counselor, coordinator, and consultant.
* Refines those personal qualities that are basic for effective counseling.

**Specific Objectives:**
The school counseling student at the master's degree level
* Develops the competencies needed to organize, administer, and supervise a guidance and counseling program.
* Learns to apply group, individual, and vocational counseling techniques.
* Develops knowledge of career information sources for educational, vocational, and personal-social counseling.
* Studies methods of student assessment including the use of standardized tests.
* Studies methods of consultation and learns to apply the principles involved.
* Develops the ability to engage in student referral, placement, and follow-up - activities.
* Develops understanding of abnormal behaviors and the social-cultural systems, which contribute to the development of such dysfunctions.
SCHOOL COUNSELING

Candidates for the Master of Education (M.Ed.) degree in School Counseling must complete the following core courses (46 semester hours) for this program, which is designed to allow students to meet North Carolina School Counselor license requirements:

Course Requirements:
1. CEDU 626: Professional Orientation and Ethics in Counseling (3)
2. EDUC 623: Research Design and Methodology for the Counseling Profession (3)
3. CEDU 624: Counseling Theories and Techniques for Professional Counselors (3)
4. CEDU 636: Counseling in the Schools (3)
5. CEDU 638: Assessment in Counseling (3)
6. CEDU 641: Life Span Development for Professional Counselors (3)
7. EDUC 643: Special Needs (3)
8. CEDU 644: Career Counseling (3)
9. CEDU 645: Counseling Skills for the Counseling Profession (3)
10. CEDU 646: Group Counseling (3)
11. CEDU 664: Abnormal Psychology for the Counseling Profession (3)
12. CEDU 685: Spirituality, Religion, and Diversity for the Counseling Profession (3)
13. CEDU 526: Drug Treatment for Mental Health Disorders (1)
14. CEDU 690: Practicum in Counseling (3)
15. CEDU 695: Internship in counseling (6)

46 hours

In addition, candidates must select three semester hours of an elective. Among the choices available are the following:

1. CEDU 544: Family Therapy (3)
2. CEDU 683: Substance Abuse Seminar for Professional Counselors (3)
3. CEDU 684: Crisis Intervention Seminar for Professional Counselors (3)
4. CEDU 689: Special Topics in Counseling (3)
5. CEDU 677: Cognitive Behavior Therapy (3)
6. CEDU 680: Families and Addiction for Professional Counselors (3)
7. CEDU 679: Child Psychopathology for Professional Counselors (3)

CEDU 689: Special Topics in Counseling – This course is not required of most students and is only utilized in rare instances for Independent Study and especially for those individual who completed PSYCH 526 as an undergraduate and as a graduate student must complete a different one-hour course.

3 hours

TOTAL: 49 hours

Students who are seeking North Carolina Public School Counselor “Master” licensure but do not presently hold North Carolina teacher licensure must complete two additional courses:
All students wishing North Carolina school counselor licensure must take and pass the appropriate Praxis II examination required for licensure. For further information, consult the program handbook or an advisor.

It is recommended that students take CEDU 626, Professional Orientation and Ethics in Counseling as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

For the MEd School Counseling Program:

A minimum of 30 semester hours, which is to include:

- CEDU 645, Counseling Skills is a prerequisite to CEDU 646, Group Counseling
- CEDU 636 Counseling in the Schools, CEDU 646 Group Counseling and CEDU 645, Counseling Skills, are prerequisites to CEDU 690, Practicum in Counseling.
- CEDU 690 Practicum in Counseling is a prerequisite to CEDU 695, Internship in Counseling.

It is recommended that students take CEDU 626, Professional Orientation and Ethics in Counseling as the first course in the program; if this cannot be arranged, it should be taken as early as possible.

- CEDU 645 Counseling Skills is a prerequisite to CEDU 646 Group Counseling
- CEDU 636 Counseling in the Schools and CEDU 645, Counseling Skills are prerequisites for CEDU 690 Practicum in Counseling.
- CEDU 690, Practicum in Counseling is a prerequisite for CEDU 695, Internship in Counseling.
Clinical Mental Health Counseling
Masters of Arts degree program

General Objectives:

The clinical mental health counseling student at the master's degree level
* Studies a common core of knowledge in the areas of behavioral sciences, counseling theories and techniques, ethics, assessment diagnosis and research methods.
* Works to attain growth toward personal-social goals.
* Develops specific competencies that will aid in carrying out his/her various roles as counselor, coordinator, and consultant.
* Refines those personal qualities that are basic for effective counseling.

Specific Objectives

The clinical mental health counseling student at the master's degree level
* Develops the competencies needed to organize, administer, and supervise a guidance and counseling program.
* Learns to apply group, individual, and vocational counseling techniques.
* Develops knowledge of career information sources for educational, vocational, and personal-social counseling.
* Studies methods of client assessment diagnosis including the use of standardized tests.
* Studies methods of consultation and learns to apply the principles involved.
* Develops the ability to engage in client referral, placement, and follow-up activities.
* Develops understanding of abnormal behaviors and the social-cultural systems which contribute to the development of such dysfunctions
CLINICAL MENTAL HEALTH COUNSELING

Candidates for the Master of Arts (M.A.) degree in Clinical Mental Health Counseling must complete the following courses (61 semester hours). This program is not designed to allow students to meet North Carolina School Counselor licensure requirements. This will allow students to be eligible to become licensed professional counselors in North Carolina.

Course Requirements
1. EDUC 623: Research Design and Methodology for the Counseling Profession (3)
2. CEDU 624: Counseling Theories and Techniques (3)
3. CEDU 626: Professional Orientation and Ethics in Counseling (3)
4. CEDU 638: Assessment in Counseling (3)
5. CEDU 641: Life-span Development for Counselors (3)
6. CEDU 644: Career Counseling (3)
7. CEDU 645: Counseling Skills (3)
8. CEDU 646: Group Counseling (3)
9. CEDU 647: Abnormal Psychology for the Counseling Profession (3)
10. CEDU 658: Diversity, Spirituality, & Religion for the Counseling Profession (3)
11. CEDU 659: Practicum in Counseling (3)
12. CEDU 665: Internship in Counseling (6)
13. CEDU 526: Drug Treatment for Mental Health Disorders (1)
14. CEDU 544: Family Therapy (3)
15. CEDU 633: Substance Abuse Seminar for Professional Counselors (3)
16. CEDU 648: Crisis Intervention Seminar for Professional Counselors (3)
17. CEDU 677: Cognitive Behavior Therapy (3)
18. CEDU 679: Child Psychopathology for Professional Counselors (3)
19. CEDU 680: Addiction and the Family (3)
20. CEDU 683: Clinical Supervision/Advanced Skills (3)
21. CEDU 689: Special Topics in Counseling – This course is not required of most students and is only utilized in rare instances for Independent Study and especially for those individuals who completed PSYCH 526 as an undergraduate and as a graduate student must complete a different one-hour course.

TOTAL 61 hours

Students, who wish to add School Counselor licensure to the M.A. in Clinical Mental Health Counseling must first complete the M.A. program (61 hours), then take the following courses:

1. EDUC 620: Survey of Educational Psychology (3)
2. EDUC 633: Learning and Teaching in a Global Society (3)
3. CEDU 636: Counseling in the Schools (3)
4. EDUC 643: Special Needs (3)
5. CEDU 695: Internship in Counseling (6)

• EDUC 620 and EDUC 633 are not required of students who hold a current NC
teaching license.

For the MA Clinical Mental Health Program:

A minimum of 43 semester hours, which is to include:

- CEDU 645, Counseling Skills is a prerequisite to CEDU 646. Group Counseling
- CEDU 646 Group Counseling, and CEDU 645, Counseling Skills are prerequisites to CEDU 690 Practicum in Counseling.
- CEDU 690 Practicum in Counseling is a prerequisite to CEDU 695 Internship in Counseling.
- CEDU 687 Clinical Supervision and Advanced Skills is taken in conjunction with CEDU 695, Internship in Counseling.

Note 6: Any counselor education student who was a graduate of Campbell University’s UG psychology program and took PSYC 526 as part of that undergraduate curriculum may not take CEDU 526 as a graduate student. For these students, the counselor education program will offer a one-hour, “Special Topics in Counseling” course, CEDU 689.
PART II
Practicum and Internship Handbook
REQUIREMENTS

A. Please put your final choice on your practicum/internship application, not a tentative one.

B. Practicums/internships, because of their brevity, should be completed in one location (one school, community agency, etc.)

C. A practicum and an internship cannot be completed in the same semester in the same school/agency.

D. Students should apply for practicum/internship on or before October 15 or March 15 or the semester prior to the semester of the planned practicum or internship.

https://docs.google.com/forms/d/e/1FAIpQLScEvNYtbi7dOIfTy9R4drom5e157kjcphxz3BPVQ3035GAe/viewform

E. Students must find their own practicum or internship site, subject to the approval of the university practicum/internship field experience coordinator. Applications should state the proposed site of the practicum or internship, the proposed field supervisor at the site, and the proposed dates of involvement in the experience. The name, title, address, and phone number of the official who must give final approval of the site and the name of the Campbell University supervisor must be included. A letter of request should be mailed to the Counselor Education Program Field Experience Coordinator at Campbell University, P.O. Box 369, Buies Creek, N. C. 27506. In certain instances, specific school districts will make assignments.

F. Students are required to obtain malpractice insurance prior to practicum/internship participation. Evidence of insurance coverage must be provided. (This may be obtained by joining the American Counseling Association - ACA.)

G. On-site supervisors within the public schools must have a master’s degree and certified with at least three years of counseling experience. Community agency, on-site supervisors must be masters prepared in counseling or a closely related field and have three years of counseling experience.

H. Internships should be completed during the final stages of a student's program. At a minimum, forty-three hours for Clinical and thirty hours for School Counseling must have been completed including Professional Orientation and Ethics (CEDU 626); Counseling Skills (CEDU 645); Group Counseling (CEDU 646); and Counseling in the Schools (CEDU 636- for school counseling students). Practicum (CEDU 690) precedes Internship (CEDU 695).
University Practicum/Internship Supervisor Responsibilities:

1. Monitor and supervise students in the field according to program standards.

2. Provide coordination and oversight to field supervisors.

3. Evaluate the quality of the field experiences for individual students.

4. Assist students in integrating counseling theory into professional practice.

5. Provide continued awareness of multicultural, ethical and legal issues.

6. Provide continuous individual evaluation on student progress.

7. Provide practicum/internship seminar group work to enhance student performance.

Practicum/Internship Field Supervisor's Responsibilities:

1. At the practicum/Internship site the field supervisor will serve as a “mentor” to the counseling student.

2. The field supervisor will spend a minimum of one hour per week providing feedback on student performance. This does not imply that this one-hour period must be completed in a single block of time.

3. The field supervisor will be actively involved in assigning responsibilities to include:
   
   a. Individual counseling
   
   b. Small group work
   
   c. Committee assignments
   
   d. Assessment responsibilities
   
   e. Consultation and coordination duties

4. The field supervisor will observe students engaged in professional counseling activities and provide feedback. Final impressions will be reflected on a student evaluation that the field supervisor will complete.
5. Daily activities and work hour totals will be reflected on time and activity logs completed by the students. These must be signed by the field supervisor in order to be accepted by the university supervisor.

6. The field supervisor will meet with the student and university supervisor at least twice during the practicum and twice during the internship experience. If only a practicum or internship is being completed at a given site, the university supervisor will make two visits. If a problem arises during the practicum/internship experience, the university supervisor will come to the site as needed.

7. If problems arise with the counseling student’s professional performance, the field supervisor is expected to inform the university supervisor promptly.
Counselor Education (CEDU) 690

Practicum in Counseling

Syllabus/Contract
CEDU 690  
Practicum in Counseling

INSTRUCTORS:  
Dr. Harriet Enzor – enzor@campbell.edu  
Nick DeJesus – dejesusn@campbell.edu  
Dr. Ron Kendrick - kendrick@campbell.edu  
Dr. Kristen Moran – kmoran@campbell.edu

COURSE DESCRIPTION:  
A course designed for counseling majors. Provision is made for practical application of counseling skills in settings that approximate a student’s employment expectations. Requirements will be met through a combination of lab and field-based experiences. Seminars and individual conferences are required. Applications must be made before October 15 or March 15. A minimum of 100 hours in the field is required. Three hours of academic credit is received.

CACREP CORE STANDARDS MET IN THIS COURSE  
CACREP Core Curricular Standards:  
II.G. Common core curricular experiences and demonstrated knowledge in each of the either common core curricular areas are required of all students in the program.  
1c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;  
1e. Counseling supervision models, practices, and processes;  
3c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;  
5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

III.E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.  
III.F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:  
1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.  
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.  
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.  
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

Clinical Mental Health Area Standards:
D.3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
D.4 Applies effective strategies to promote client understanding of and access to a variety of different community resources.
D.5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating.
D.7 Applies current record-keeping standards related to CMHC.
D.9 Demonstrates the ability to recognize his or her own limitations as a CMHC and to seek supervision or refer clients when appropriate.
F.1 Maintains information regarding community resources to make appropriate referrals.
F.2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
H.1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
H.2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a MH history, and a psychological assessment for treatment planning and caseload management.

School Counseling Program Area Standards:

B.2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
F.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
F.2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural students.
F.4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
H.1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H.2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
H.3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
H.4 Makes appropriate referrals to school and/or community resources.
H.5 Assesses barriers that impede students’ academic, career, and personal/social development.
L.1 Conducts programs designed to enhance student academic development.
L.2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

L.3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

N.1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

N.2 Locates resources in the community that can be used in the school to improve student achievement and success.

N.3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N.4 Uses peer helping strategies in the school counseling program.

N.5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

P.1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P.2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent educational programs, materials used in classroom guidance and advisor/advisee programs for teachers).

COURSE OBJECTIVES:
1. To develop and refine counseling/communication skills.
2. To provide an initial supervised clinical experience in a setting commensurate with an individual’s career goals.

UNIVERSITY PRACTICUM SUPERVISOR RESPONSIBILITIES
1. Monitor and supervise students in the field according to program standards.
2. Provide coordinator and oversight to field supervisors.
3. Evaluate the quality of the field experiences for individual students.
4. Assist students in integrating counseling theory into professional practice.
5. Provide continued awareness of multicultural, ethical and legal issues.
6. Provide continuous individual evaluation on student progress.
7. Provide practicum seminar group work to enhance student performance.

PRACTICUM FIELD SUPERVISOR RESPONSIBILITIES
1. At the practicum/internship site the field supervisor will serve as a “mentor” to the counseling student.
2. The field supervisor will spend a minimum of one hour per week providing feedback on student performance. This does not imply that this one-hour period must be completed in a single block of time.
3. The field supervisor will be actively involved in assigning responsibilities to include:
   a. Individual counseling
   b. Small group work
   c. Committee assignments
   d. Assessment responsibilities
   e. Consultation and coordinator duties
4. The field supervisor will observe students engaged in professional counseling activities and provide feedback. Final impressions will be reflected on a student evaluation that the field supervisor will complete.
5. Daily activities and work hour totals will be reflected on time and activity logs completed by the students. These must be signed by the field supervisor in order to be accepted by the university supervisor.

6. The field supervisor will meet with the student and university supervisor at least three times during the practicum and internship experience. If only a practicum or internship is being completed at a given site, the university supervisor will make two visits. If a problem arises during the practicum/internship experience, the university supervisor will come to the site as needed.

7. If problems arise with the counseling student’s professional performance, the field supervisor is expected to inform the university supervisor promptly.

COURSE REQUIREMENTS (Student Responsibilities):
This course is an initial, clinical field experience. Students work with widely diverse groups of students and/or clients, as they are exposed to the real-life world of clinical practice. Sensitivity to diversity issues is encouraged:

1. **All practicum course requirements will be included in a professional portfolio to be turned in to the University Supervisor at the conclusion of the initial field experience.**

2. Students will submit a practicum application requesting participation in Counselor Education (CEDU 690). Students are required to submit this application the semester prior to the field experience semester. This is to be sent to Nick DeJesus, B-17, Taylor Hall.
   a. Identification of the school/agency selected for the practicum (must be approved by the University).
   b. A request to be placed under the direct supervision of a certified school counselor or a masters-level agency counselor.

3. A proposal is to be presented at the first class meeting. Hours cannot be accrued toward the practicum until this proposal is submitted and approved by the university supervisor. The proposal will include:
   a. Identification of the school, college, or agency selected for providing the practicum experience. Include a brief history of the setting.
   b. A description (a paragraph or two for each activity) of how the student will be involved in the following activities:
      i. Counseling (group and individual)
      ii. Career and Vocational development (schools, typically)
      iii. Assessment and Appraisal (includes standardized testing, treatment team meetings, intake interviews, etc.)
      iv. Small Groups/Classroom Lessons
      v. Consultation services
      vi. Case Management/Coordination Services
      vii. Family Counseling
      viii. Placement Services (Schools Only)
      ix. Research, Evaluation, and Follow Up
c. Identify the field supervisor for this practicum. Provide the name of the person, the position held, the name of the school or agency, the telephone number, and mailing address of this supervisor. Direct supervision must be under one of the following:
   i. A certified public school counselor with three years experience
   ii. An agency supervisor who is a master’s level counselor or the equivalent with three years experience.

d. A time plan that describes the days of the week and the hours that practicum hours are to be accrued.

e. The proposal must be signed by the on-site supervisor, the university supervisor and the student counselor. Students are not allowed to begin the practicum experience until this proposal is approved and signed by the university supervisor at the first class meeting.

4. Students will be asked to maintain time/activity logs during the practicum experience in the field. Copies of these logs will be turned in weekly.

5. Students will be required to complete intakes (at least one per week) and self-evaluations (at least one per week).

6. A critique of the practicum site will be completed by the student (per instructions from the counseling supervisor).

7. The on-site supervisor will complete an evaluation indicating the extent and quality of the counselor candidate’s work during the practicum.

8. The field component will require a minimum of one hundred hours in a counseling setting. Forty hours of this total 100 hours must be in direct service delivery (i.e. individual or group counseling).

9. The audio taping of two clients for three consecutive sessions per client is required. Each tape must be at least thirty minutes in length. Written permission to tape must be obtained from each client or parent (if client is a minor). These tapes will be reviewed and critiqued by a University supervisor. A complete written transcription of a thirty minute segment of one audio tape will be required. Instructions will be given at the first class meeting.

10. Students will be required to participate/observe in a small group experience for a minimum of three sessions. Students will provide a reflective written summary of each group session experience. The University supervisor will critique these summaries. Students are also required to develop a 6-session group unit that states goals, objectives, and activities that will be covered in a 6-group session unit. This 6-session unit may be applied to the Internship group assignment. More information about this assignment will be discussed at the first meeting.

11. Students will be provided a thorough familiarization with the counseling setting in which they are placed.
12. Students will participate in university simulated counseling settings within the counseling laboratory. Sessions will be videotaped, critiqued, and reviewed by university supervisors.

13. Visits will be made to the counseling practicum site by the university supervisors.

14. Professional liability insurance coverage will be required to participate in practicum. Verification is required.

GRADING SYSTEM:
A = Excellent
B = Good
C = Passing
F = Failure and removal from the program
IC = Incomplete

Should a student be unable to complete his/her practicum during the semester in which he/she is enrolled, a grade of IC will be assigned. In any situation in which an IC is to be considered, the student must consult with the university supervisor prior to the end of the semester of enrollment. A grade of IC must be removed from the student's record within a time frame agreeable to the university supervisor.

CONFIDENTIALITY STATEMENT:
A client’s right to confidentiality is a cardinal principle of the counselor’s professional ethical guidelines. In the course of the semester, information of a personal nature may be divulged either in practice counseling sessions done in the lab, or in audio/video tapes completed in the field. For that reason, our students and those worked with in the field, must be afforded the right to confidentiality. Please remember this during the course of the semester.

THIS SYLLABUS SERVES AS THE STUDENT AND SUPERVISORY CONTRACT. PLEASE SIGN BELOW THAT YOU UNDERSTAND ALL REQUIREMENTS:

STUDENT SIGNATURE: _________________________________________________

SITE SUPERVISOR SIGNATURE: _________________________________________

UNIVERSITY SUPERVISOR SIGNATURE: _________________________________
Counselor Education (CEDU) 695
Internship in Counseling
Syllabus/Contract
CEDU 695 (6 hours)
Internship in Counseling

INSTRUCTORS:
Dr. Harriet Enzor – enzor@campbell.edu
Nick DeJesus – dejesusn@campbell.edu
Dr. Ron Kendrick - kendrick@campbell.edu
Dr. Kristen Moran – kmoran@campbell.edu

COURSE DESCRIPTION:
A course designed solely for counseling majors. There is a practical application of counseling skills and techniques in a setting approximating the student's employment expectations under the joint supervision of a university faculty member and either a certified public school counselor or agency counselor, as appropriate. A minimum of six hundred hours in the field is required. Approval prior to enrollment is required. Application must be made before October 15 or the spring semester and prior to March 15 for the fall semester. Internship may be taken for one-three hours credit in a given semester. Six hours credit is required for graduation.

CACREP CORE STANDARDS MET IN THIS COURSE
CACREP Core Curricular Standards:
II.G. Common core curricular experiences and demonstrated knowledge in each of the either common core curricular areas are required of all students in the program.
   1c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
   1e. Counseling supervision models, practices, and processes;
   3c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;
   5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
III.E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.
III.G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. Each student's internship includes all of the following:
   1. At least 240 clock hours of direct service, including experience leading groups.
   2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
   3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
   4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

Clinical Mental Health Area Standards:
D.3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
D.4 Applies effective strategies to promote client understanding of and access to a variety of different community resources.
D.5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating.
D.7 Applies current record-keeping standards related to CMHC.
D.9 Demonstrates the ability to recognize his or her own limitations as a CMHC and to seek supervision or refer clients when appropriate.
F.1 Maintains information regarding community resources to make appropriate referrals.
F.2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
H.1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
H.2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a MH history, and a psychological assessment for treatment planning and caseload management.

School Counseling Program Area Standards:

B.2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
F.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
F.2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural students.
F.4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
H.1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H.2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
H.3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
H.4 Makes appropriate referrals to school and/or community resources.
H.5 Assesses barriers that impede students’ academic, career, and personal/social development.
L.1 Conducts programs designed to enhance student academic development.
L.2 Implements strategies and activities to prepare students for a full range of postsecondary
options and opportunities.

L.3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

N.1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

N.2 Locates resources in the community that can be used in the school to improve student achievement and success.

N.3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N.4 Uses peer helping strategies in the school counseling program.

N.5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

P.1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P.2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g. parent educational programs, materials used in classroom guidance and advisor/advisee programs for teachers).

GENERAL COURSE OBJECTIVES:

1. To learn to function as a member of a counseling staff in a setting commensurate with employment expectations.

2. To develop a higher level of competence in the field of school counseling or community agency counseling as it pertains to such competency areas as:
   a. Counseling (group and individual)
   b. Assessment and Appraisal
   c. Career and Vocational Development (schools, typically)
   d. Group Guidance/Classroom Guidance
   e. Consultation Services
   f. Case Management/Coordination Services
   g. Placement Services (schools only)
   h. Family Counseling
   i. Research, Evaluation, and Follow-up

3. To obtain experience in helping individuals translate educational, vocational, and personal-social information into goals, decisions, and actions.

UNIVERSITY INTERNSHIP SUPERVISOR RESPONSIBILITIES

8. Monitor and supervise students in the field according to program standards.

9. Provide coordinator and oversight to field supervisors.

10. Evaluate the quality of the field experiences for individual students.

11. Assist students in integrating counseling theory into professional practice.

12. Provide continued awareness of multicultural, ethical and legal issues.

13. Provide continuous individual evaluation on student progress.

14. Provide practicum seminar group work to enhance student performance.

INTERNSHIP FIELD SUPERVISOR RESPONSIBILITIES
8. At the practicum/internship site the field supervisor will serve as a “mentor” to the counseling student.

9. The field supervisor will spend a minimum of one hour per week providing feedback on student performance. This does not imply that this one-hour period must be completed in a single block of time.

10. The field supervisor will be actively involved in assigning responsibilities to include:
   a. Individual counseling
   b. Small group work
   c. Committee assignments
   d. Assessment responsibilities
   e. Consultation and coordinator duties

11. The field supervisor will observe students engaged in professional counseling activities and provide feedback. Final impressions will be reflected on a student evaluation that the field supervisor will complete.

12. Daily activities and work hour totals will be reflected on time and activity logs completed by the students. These must be signed by the field supervisor in order to be accepted by the university supervisor.

13. The field supervisor will meet with the student and university supervisor at least three times during the practicum and internship experience. If only a practicum or internship is being completed at a given site, the university supervisor will make two visits. If a problem arises during the practicum/internship experience, the university supervisor will come to the site as needed.

14. If problems arise with the counseling student’s professional performance, the field supervisor is expected to inform the university supervisor promptly.

COURSE REQUIREMENTS (Student Responsibilities):

1. All course requirements will be included in a professional portfolio to be turned in to the University Supervisor at the conclusion of the initial field experience.

2. A proposal is to be presented at the first class meeting. Hours cannot be accrued toward the internship until this proposal is submitted and approved by the university supervisor.

   a. Identification of the school, college, or agency selected for providing the internship experience. Include a brief history of the setting.

   b. A description of the desired activities to be undertaken which would address the following competency areas:

      1. Counseling (Individual and Group)
      2. Assessment and Appraisal
      3. Career and Vocational Development (schools, typically)
      4. Group Guidance/Classroom Guidance
      5. Consultations Services
6. Coordination Services

7. Placement Services (schools only)

8. Research, Evaluation, and Follow-up

c. Identify the field supervisor for this internship. Provide name of the person, the position held the name of the school or agency, the telephone number, and mailing address of this supervisor. Direct supervision must be under one of the following:

   1. A certified public school counselor with three years experience
   2. An agency supervisor who is a master's level counselor or the equivalent with three years experience

d. A statement of how you perceive the requested internship experience to be related to your future professional goal. Include a statement as to areas of particular interest to you as a future counselor.

e. A" time plan" with an indication of the probable starting and termination dates sufficient to assure a minimum of 600 hours of supervised institution experience; 240 of these hours must be in direct service provision (i.e. individual, small group work, etc.) Include the days of the week, hours within the day, and any important variations of time. Time frame must be approved by university faculty.

f. Include your name, address, phone number, and social security number.

2. The maintaining of an activity-time-log as it pertains to counseling activities during the internship.

3. Class meetings and attendance will be discussed and a schedule presented at the first class of the semester. Attendance at seminars is mandatory.

4. The audio taping of two clients for three consecutive sessions per client will be required. Each tape must be at least thirty minutes in length. Written permission to tape must be obtained from each client or parent (if client is a minor). These tapes will be reviewed and critiqued by a University supervisor.

5. Students will be required to lead or co-lead a small group experience with a minimum of 6 sessions. Students will provide one video tape of one entire group session. This video will be critiqued by the University supervisor. Students are required to turn in a group session unit of six group sessions indicating goals, objectives, and activities. Further instructions will be given at the first class meeting.

6. Personal liability insurance is required for participation in internship. Verification is required.

SPECIFIC COURSE OBJECTIVES:
This course meets the following competencies for counselor education programs as prescribed by the N.C. State Department of Public Instruction:

1. Competency Goal: The Person. The counselor as a person should be able to:
   a. Exhibit a high degree of awareness of self and others.
   b. Demonstrate the ability to perceive reality accurately.
   c. Be congruent and genuine, presenting self honestly and sincerely to others.
   d. Demonstrate the ability to communicate what is being experienced, exhibiting congruence between verbal and non-verbal behavior.
   e. Demonstrate the ability to relate constructively to people who hold different or opposing attitudes and values.

2. Competency Goal: Counseling. The counselor should be able to:
   a. Demonstrate the ability to communicate with others in ways that facilitate individual growth.
   b. Establish and maintain counseling relationships that are consistent with ethical standards of the profession.

3. Competency Goal: Assessment and Appraisal. The counselor should be able to:
   a. Interpret assessment data.
   b. Make effective use of assessment data in counseling and/or consulting situations.
   c. Demonstrate the knowledge of legal mandates and ethical standards concerning assessment data.

4. Competency Goal: Career and Vocational Development. The counselor should be able to:
   a. Demonstrate knowledge of the goals of career development and integrate them within the total counseling program.
   b. Demonstrate the ability to identify and utilize community or school resources available to the client.

5. Competency Goal: Group Guidance. The counselor should be able to: (school counseling only)
   a. Establish and maintain a cooperative relationship with teachers or other professionals by involving them in the planning and conducting of group guidance activities.
   b. Demonstrate the ability to conduct group guidance.

6. Competency Goal: Consultation Services. In order to serve as a resource person to colleagues and other helping professionals, the counselor should be able to demonstrate an awareness of his or her own skill level and to include limitations and strengths.
7. Competency Goal: **Coordination Services.** (Referral) The Counselor should be able to recognize a need for referral and demonstrate the ability to make appropriate referrals outside of their setting as required.

8. Competency Goal: **Placement Service.** In order to provide satisfying and appropriate placement for individuals, the counselor should demonstrate a familiarity with resources essential to placement in education, employment, and the armed forces. (school counseling only)

9. Competency Goal: **Research, Evaluation, and Follow-up.** In order to conduct research, evaluate the counseling program, and coordinate the follow-up services, the counselor should be able to demonstrate the ability to transform data from assessment into program objectives and determine appropriate outcome criteria.

Note: Because each work setting is different, it is unlikely that all of these will be equally explored during the Internship experience.

**THE GRADING SYSTEM**

A = Excellent  
B = Good  
C = Passing  
F = Failure and removal from the Program  
IC = Incomplete

Should a student be unable to complete his/her practicum during the semester in which he/she is enrolled, a grade of IC will be assigned. In any situation in which an IC is to be considered, the student must consult with the University supervisor prior to the end of the semester or enrollment. A grade of IC must be removed from the student’s record within a time from agreeable to the University supervisor.

**CONFIDENTIALITY STATEMENTS:**

A client’s right to confidentiality is a cardinal principle of the counselor’s professional ethical guidelines. In the course of the semester, information of a personal nature may be divulged, either in practice counseling sessions done in the lab, or in audio/video tapes completed in the field. For that reason, our students and those worked with in the field, must be afforded the right to confidentiality. Please remember this during the course of the semester.

**THIS SYLLABUS SERVES AS THE STUDENT AND SUPERVISORY CONTRACT. PLEASE SIGN BELOW THAT YOU UNDERSTAND ALL REQUIREMENTS:**

**STUDENT SIGNATURE:** ____________________________

**SITE SUPERVISOR SIGNATURE:** ____________________________

**UNIVERSITY SUPERVISOR SIGNATURE:** ____________________________
PART III.

Forms
Counselor Practicum/Internship Application

Date: Complete application by October 15 or March 15 of the semester prior to the practicum semester.

/ / 

Last Name First Middle

Cell: Work: Home:

Email:

Mailing Address: 

Semester in which practicum/internship is desired: Semester Year

Beginning date of reporting to field-site: 

Tentative “time plan” for completing practicum/internship: 

(Include days per week, hours per day, months involved)

Your choice of grade level or practicum/internship setting: (e.g. college, high school, middle grades, elementary, agency)

Condition of your health: (optional).

Have you been under a doctor’s care during the past two years, including psychiatric treatment? 

if yes, explain

(Wake County School System requires a health certificate)

Note your geographic preference, school, agency, and site supervisor. This preference should be a final choice of placement, not a tentative one.

Course status: CEDU 645 completed ; CEDU 646 completed ; CEDU 636 completed (School Counseling)

Total semester hours completed to date .

Signature

Return this form to: Nick DeJesus, Field Experience Coordinator, Campbell University, School of Education P.O. Box 369, Buies Creek, NC 27506.
PRACTICUM CEDU 690

Student’s Name ________________________________________________

Home: Cell: Work: Email:

Site: Site Supervisor: Phone: Email:

Proposal: _________

Signature of Site Supervisor on Proposal: _________

Signature of University Supervisor on Proposal: _________ Student Signature: _________

Letter of Acceptance from agency/school: _________

Liability Verification: _________

Permit to Audio tape: _________

Client #1: 1____ 2____ 3____

Client #2: 1____ 2____ 3____

Transcription: _________

Group Session Written summaries: 1. ________ 2. ________ 3. ________

Group Session Unit for six sessions: _________

Group Sessions: 1____ 2____ 3____ 4____ 5____ 6____

Experience Report: _________

Supervisor’s Evaluation: _________

Lab Videos: ________________

Intakes: ________________

Self-evaluations: _________

Portfolio: _________

Time/Activity logs: (computer generated excel)

Time:

Date: Direct: Indirect: Total:
INTERNSHIP – CEDU 695

Student’s Name ________________________________________________________

Numbers:

Home:  Cell:  Work:  Email:

Site:  Site Supervisor:  Phone:  Email:

Proposal: ________

Signature of Site Supervisor on Proposal ________

Signature of University Supervisor on Proposal______  Student’s Signature______

Letter of Acceptance: __________

Liability Verification: __________

Permit to Audio tape: __________  Client #1: 1 _____ 2 _____ 3 _____

Client #2: 1 _____ 2 _____ 3 _____

Permit to Video Tape Group session: ______  Video of Group Session_____

Group Session Unit for six (6) sessions_____

Conducted Group Sessions: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Experience Report: __________

Supervisor’s Evaluation: __________

Portfolio: __________

Time/Activity Logs:

Time:

Date: __________  Direct: __________  Indirect: __________  Total: __________
# PRACTICUM LOG

**RECORD HOURS IN .25 INTERVALS**

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<th>CLASSROOM GUIDANCE (SCHOOLS)</th>
<th>OTHER DIRECT HOURS</th>
<th>SITE SUPERVISION</th>
<th>CONSULTATION</th>
<th>CASE MANAGEMENT/COORDINATION</th>
<th>RESEARCH, EVALUATION, FOLLOW UP</th>
<th>OTHER DUTIES (e.g., meetings, paperwork)</th>
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# Internship Log

**Record Hours in .25 Intervals**

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### Daily Subtotal

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<th>INDIVIDUAL PLANNING (SCHOOLS)</th>
<th>CLASSROOM GUIDANCE (SCHOOLS)</th>
<th>OTHER DIRECT HOURS</th>
<th>SITE SUPERVISION</th>
<th>CONSULTATION</th>
<th>CASE MANAGEMENT/COORDINATION</th>
<th>RESEARCH, EVALUATION, FOLLOW UP</th>
<th>OTHER DUTIES (e.g., meetings, paperwork)</th>
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<th>TOTAL INDIRECT HOURS</th>
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To: ________________________________
    Counseling Practicum/Internship Student
    Campbell University

DATE: ________________________________

I __________________________ give permission to have Counseling session(s) audio/video taped. I understand that these tapes will be observed by and listened to by a counseling supervisor and possibly by other counseling students. During this process, however, persons' identities will not be revealed and information will remain confidential.
### Weekly Verification of Practicum/Internship Hours
**CEDU 690/695**

<table>
<thead>
<tr>
<th>Dates:</th>
<th>Total Direct Hours</th>
<th>Total Indirect Hours</th>
<th>Student Signature</th>
<th>Supervisor Signature</th>
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</tbody>
</table>
Counselor Response Categories

These categories are to be used when identifying counselor responses on the transcription requirement for practicum students.

1. **Primary Accurate Empathy** – involves understanding the experiences, behaviors, and feelings of others as they experience them. It means entering into the experience of clients in order to develop a feeling for their inner world and how they view both this inner world and things around them. Basic empathy gets at relevant surface (not to be confused with superficial) feelings and meanings.

2. **Advanced Accurate Empathy** – advanced empathetic listening deals with what the client is actually saying or expressing, however confusedly, not with interpretations of what the client is saying. It gets at feelings and meanings that are buried, hidden, or beyond the immediate reach of the client. This skill involves your sharing “hunches” with clients about their experiences, behaviors, and feelings. These hunches can help clients move beyond blind spots and develop needed new perspectives. Some of the forms your hunches take are:
   - Helping clients express clearly what they are implying.
   - Identifying themes in clients’ stories.
   - Connecting islands of experiences, behaviors, feelings.
   - Helping clients draw conclusions from premises.

3. **Probing** – Prompts and probes are verbal tactics for helping clients talk about themselves and define their problems more concretely and specifically.

4. **Simple Acceptance** – A response such as “M-hmm” or “I see” indicating simple agreement, understanding or assent. It does not imply approval or disapproval of counselee’s preceding response.

5. **Summarizing** – Summarizing, or inviting clients to summarize, challenges them to see central issues more clearly and to move toward action.

6. **Immediacy** – This skill enables you to discuss your relationship with your clients in two ways with a view to improving the working alliance.
   a. Relationship immediacy: This refers to your ability to discuss with a client your overall relationship with him or her with a view to managing whatever problems exist and maintaining strengths.
   b. Here-and-now immediacy: This refers to your ability to discuss with a client whatever is standing in the way of working together right now.

7. **Helper self-sharing** – This skill enables you to share your own experience with clients as a way of modeling non-defensive self-disclosure, of helping them move beyond blind spots, and of seeing possibilities for problem-managing action.

8. **Confrontation** – This skill takes two forms. First of all, challenging the discrepancies, distortions, smoke screens, and games clients use, knowingly or unknowingly, to keep themselves and others from seeing their problem situations and unused potential. Second, challenging clients to move beyond discussion to action.

9. **Goal Setting Response** – A counselor response that emphasizes mobilizing the client’s effort and energy towards setting several measurable alternative goals.

10. **Goal Strategy** – A counselor response helping the client identify, choose and implement realistic programs for achieving goals or objectives.

11. **Non-Classifiable** – A response that does not fit into one of the other categories.

12. **Four Attending Skills/Active Listening**: Reflecting, Paraphrasing, Clarifying, and Summarizing
Student Intake Form

Interview Date: ______________________

Student Name: ________________________ Age _____ Grade _____

Teacher Name: ________________________

Referral Source: SELF TEACHER PARENT ADMINISTRATION Other _________

Confidentiality covered with student. YES NO

FAMILY STRUCTURE/LIVING SITUATION

Student lives with (circle all that apply):
Both biological parents / Mother / Father / Stepmother / Stepfather / Other: ____________

Who else lives in the home? (siblings, relatives, significant others, etc.)

HOME ENVIRONMENT
Describe the relationships and communication within the home (conflicts, how people get along, etc).

What do you like to do at home?

SCHOOL / ACADEMICS, BEHAVIOR, SOCIAL

What is your favorite thing to do at school?

What is your least favorite thing to do at school?

How do you describe your relationships with your classmates like?

Are you having any problems at school?

Self-rating scale – How are you feeling right now? (Use How I Feel chart if needed)
COUNSELOR NOTES

Statement of Problem:

Brief Dialogue of Interview:

Treatment Suggestions / Classroom Interventions

Process for follow up

Would it benefit the student for any information from session to be shared with teacher and if so did you ask student for permission to do so? YES  NO  Comments: 

Data Collection / Evaluation

- Scaling
- Grades
- Behavioral Referrals
- Survey / Self-rating
- Parent feedback
- Teacher feedback
- Other

Referral to another source, specify

Parent contact required YES  NO
If yes contacted

Name

Date/Time
Clinical Mental Health
INITIAL INTAKE FORM

DIRECTIONS:

a) The front of this form is to be completed by the counselee before he or she is seen by the practicum counselor.
b) The back of this form is to be completed by the practicum counselor after the initial interview is concluded.

Practicum Counselor: ___________________________________________ Interview Date: ____________

Client/Student Name: _________________________ _________________________ MI: ______________________

Date of Birth: _________________________ Age: _________________________ Sex: M_____ F____

Address ________________________________________________________________

Cell: ___________________________ H: ___________________________ W: ___________________________

If Student, Name of School _____________________________________________ Grade: ____________

Marital Status: Married _____ Single _______ Divorced _______ Widowed ________

Employment _____________________________________________________________

Circle Last Educational Grade Level Completed   1  2  3  4  5  6  7  8  9  10  11  12     College 1  2  3  4

If you have had Trade School or Special Program, please specify
______________________________________________________________________________

Referral Source: Self _________ Other (please specify) ____________________________

Current Treatment (medical and/or psychological) (kind and by whom) ____________________________
______________________________________________________________________________

Are you currently on medication? Yes ______ No _________

Previous Treatment? Yes _______ No _________

If yes, please give location __________________________________________ Date __________________

Are you in good health? Yes ______ No ________

If not, please describe your condition _______________________________________________
______________________________________________________________________________

Family Data

<table>
<thead>
<tr>
<th>Names</th>
<th>Age</th>
<th>Living/Deceased</th>
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<tbody>
<tr>
<td>Parents/Guard.</td>
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<td></td>
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<tr>
<td>Brothers &amp;</td>
<td></td>
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<tr>
<td>Sisters</td>
<td></td>
<td></td>
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<tr>
<td>Children</td>
<td></td>
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</tbody>
</table>
This side to be completed by counselor.

Statement of Problem:

Brief Dialogue of Interview:

Treatment Suggestion:

Prognosis:

Recommendations:

Referral to another Source, Specify _______________________________________
To Be Seen By _______ Male or _______ Female Counselor

Type of Counseling

Individual __________________________
Group _____________________________
Multiple ___________________________
Play Therapy _______________________
Other, Specify ______________________

Testing, Specify _________________________________________________________

Next Appointment was made for Date ________________ Time ________________

Counselor Signature _____________________________________________
Self-Rating By the Student Counselor

Suggested Use: The practicum counselor may use this sheet as a self-evaluation form after a therapy session.

Date:

Client/Student: __________________________________________________

Practicum Counselor: ____________________________________________

Directions: The student counselor following a therapy session is to answer each question. The questions serve as a self-rating initiator and may enable the student counselor to determine means for improvement in his or her counseling.

Preparation for the Interview

1. Was I physically in good condition and mentally alert? YES ? NO

2. Did I schedule sufficient time for the interview? YES ? NO

3. Was there provision for privacy and reasonable freedom from interruption? YES ? NO

4. Did I have the physical space where we met arranged to as to suggest welcome and an atmosphere conductive to counseling? YES ? NO

5. Did I have a background of available data about the client that would help me to understand him or her better in the interview but would not bias me? YES ? NO

6. Did I have information about the educational and vocational opportunities and other facts that the client might need? YES ? NO

7. Had I previously established a reputation for seeing the client's point of view, being genuinely helpful, and not disclosing confidences? YES ? NO

Comments:
**Beginning the Interview**

1. Was I sensitive to the client and did I use an appropriate approach?  
   
2. Was I able to create a psychological atmosphere in which the client was stimulated to take the responsibility of thinking through the situation?  
   
3. Was I successful in maintaining free communication between us?  

---

**Development of the Interview**

1. Did the client feel free to express negative feelings?  
2. Did the client have the opportunity to release tension?  
3. Was my attitude one of reflecting objectivity while expressing caring?  
4. Was I sincere and did I show genuine respect for the client?  
5. Was my own attitude, so far as I know, free from bias?  
6. Did I follow the leads suggested by the client?  
7. Did I help the client to clarify and expand positive feelings?  
8. Did the client establish a more forward looking, positive hopeful attitude during the interview or series of interviews?  
9. Was I able to give the information needed when the client was ready to use it?  
10. Was information provided in a manner which caused the client to move forward realistically in his or her thinking?  

Comments:
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<th>Question</th>
<th>YES</th>
<th>?</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Was I able to identify areas with which to follow through for next session?</td>
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<tr>
<td>2. Was I able to help client identify things to do between this interview and the next one?</td>
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<tr>
<td>3. Was I able to help client gain a clear view of what might be done in the next session?</td>
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<td>4. Did I establish with the client a definite meeting time and place for next session?</td>
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<tr>
<td>5. Have I identified techniques that might be considered for the next session?</td>
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<tr>
<td>6. Have I identified the materials and/or preparation I will need for the next session?</td>
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Counseling Practicum (CEDU-690) Student Evaluation
Graduate Practicum

(Site Supervisors are to submit an electronic evaluation to TK20 for data collection purposes)

STUDENT: ________________________________

DATES OF PRACTICUM:  Beginning Date: _________ Ending Date: _________

UNIVERSITY: ______________________________

PROGRAM: M. Ed. ___ M.A. ___ Add on Cert. ___ M.Div/M.A. ___

SUPERVISOR: ________________________________

TITLE: ______________________________________

TOTAL NUMBER OF HOURS: _________

TYPE OF CLIENTELE SEEN: ________________________________

I.  PERSONAL CHARACTERISTICS

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<td>Unsatisfactory</td>
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<tr>
<td>4 3 2 1 0</td>
<td>A sensitive person</td>
<td></td>
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<tr>
<td>4 3 2 1 0</td>
<td>Personal appearance</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Degree of acceptance of other’s values</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td>Awareness of own strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td>Openness to growth and learning</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td>Conducts self in a professional manner</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td>Demonstrates appropriate counselor identity</td>
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COMMENTS:

II.  COMMUNICATION AND COORDINATION SKILLS

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<tr>
<td>Does Well</td>
<td>Unsatisfactory</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Ability to communicate with others</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td>Works cooperatively with others</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Ability to bring about changes in the setting</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Ability to communicate with family and staff while maintaining relationship with the client/student</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Ability to convey information orally and in written form</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Seeks consultation when relevant</td>
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<tr>
<td>4 3 2 1 0</td>
<td>Advocates for policies, programs, and services needed</td>
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COMMENTS:
### III. COUNSELING SKILLS

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<td>Ability to provide a theoretical rationale for procedures used</td>
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<td>Awareness of ethical standards and confidentiality</td>
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<tr>
<td>Awareness of own personal and professional limitations</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Ability to apply knowledge, research and theory from other disciplines</td>
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<td>3</td>
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<td>Awareness of the youth culture and its implications in areas of sex, drugs, and moral concerns</td>
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<td>3</td>
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<tr>
<td>Responds at the client’s/student’s level</td>
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<tr>
<td>Assumes leadership</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>Perceptive in handling the client’s/student’s cues</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Acceptance of the client/student</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Conveys a pleasant/relaxed mood/atmosphere</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Seem sincere in working with the client/student</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Understands the situation the client/student is trying to present</td>
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<td>3</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Develops rapport with the client/student</td>
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<tr>
<td>Is an active listener</td>
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<td>2</td>
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<td>Empathically able to bring the client/student to an affective level of awareness</td>
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<tr>
<td>Real and genuine in the relationship</td>
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<td>2</td>
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<tr>
<td>Able to facilitate the client’s/student’s resolution of concerns</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>Implements culturally appropriate interventions</td>
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<td>Accurately assesses student strengths and support</td>
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<tr>
<td>Ability to assess barriers affecting client progress</td>
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<td>2</td>
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<tr>
<td>Uses effective intervention strategies</td>
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<td>3</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Uses effective prevention strategies</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Promotes optimal human development, wellness, and mental health</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Applies current record-keeping strategies</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective individual counseling skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective individual planning/advising skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective group counseling skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective classroom guidance skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Uses peer helping strategies</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Effectiveness of this student as evaluated by clients/students</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Overall evaluation of this student’s ability as a counselor</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**COMMENTS:**

### IV. INFORMATION SERVICE SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
<th>Does Well</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of vocational development theories</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Familiar with current practices in the information service area</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Able to use current sources of information</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Able to assist teachers and administrators integrate various aspects and kinds of information into the curriculum</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Able to help students interpret and accumulate information in light of personal needs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Able to help staff, parents and others interpret and accumulate</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
information in light of personal needs

**COMMENTS:**

### V. ASSESSMENT AND APPRAISAL SKILLS

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Well</td>
<td>Un satisfactory</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Able to help clients/students integrate and assimilate test/non-test data
- Able to help staff, parents, and others involved with client/student to assimilate test/non-test data
- Able to help other team members by providing case study materials
- Able to administer tests
- Able to interpret tests
- Able to conduct follow-up studies related to placement, and can use the results with patient

**COMMENTS:**

### VI. PLACEMENT SKILLS

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Well</td>
<td>Un satisfactory</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Knowledgeable of available placement referral sources
- Able to make reasonable and effective referrals
- Able to offer patients and others appropriate referral ideas
- Knowledgeable of referral sources in the following areas:
  - TRAINING
  - SPECIAL EDUCATION NEEDS
  - EMPLOYMENT SERVICES
  - PSYCHOLOGICAL SERVICES

**COMMENTS:**

### VII. ABILITY TO POSITIVELY AFFECT STUDENT LEARNING

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Well</td>
<td>Un satisfactory</td>
<td></td>
</tr>
<tr>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Able to assist parents, teachers, and administrators with student needs.
Effectively works with students in order to support academic achievement (i.e., effective time management, study skills, appropriate classroom behavior, and interpersonal skills.

**COMMENTS:**

**VIII. COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in the design of a Comprehensive SC Program</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Participates in the evaluation of a Comprehensive SC Program</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Participates in the management of a Comprehensive SC Program</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**COMMENTS:**

**IX. ABILITY TO USE CURRENT TECHNOLOGY TO SUPPORT THE ROLE OF THE SCHOOL COUNSELOR**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to use basic technological skills adequately (i.e., e-mail, word processing, etc.)</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**COMMENTS:**

**IX. THE PRACTICUM STUDENT’S POTENTIAL**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses potential for becoming an effective counselor</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Possesses potential for supervisory work in the area of guidance and counseling</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Over-all evaluation of this student’s effectiveness</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**COMMENTS:**
SUMMARY NOTES

STUDENT'S STRENGTHS:

STUDENT'S NEEDS FOR IMPROVEMENT:

WOULD YOU EMPLOY THIS STUDENT TO WORK FOR YOU?  ____ YES  ____ NO  ____UNCERTAIN

HAS THIS EVALUATION BEEN DISCUSSED WITH THE STUDENT?  ____ YES  ____ NO

GENERAL COMMENTS:

BASED ON THE PRECEDING INFORMATION I RECOMMEND A GRADE OF __________ FOR THIS STUDENT.

______________________________________________
RATER'S SIGNATURE

______________________________  __________________________
DATE
Counseling Internship (CEDU-695) Student Evaluation
Graduate Internship

(Site Supervisors are to submit an electronic evaluation to TK20 for data collection purposes)

STUDENT: ______________________________

DATES OF INTERNSHIP: Beginning Date: _________ Ending Date: _________

UNIVERSITY: ______________________________

PROGRAM: M. Ed. ___ M.A. ___ Add on Cert. ____ M.Div/M.A. ____

SUPERVISOR: ______________________________

TITLE: ______________________________

TOTAL NUMBER OF HOURS: _______

TYPE OF CLIENTELE SEEN: ______________________________

I. PERSONAL CHARACTERISTICS

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does Well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>A sensitive person</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal appearance</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of acceptance of other’s values</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of own strengths and weaknesses</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to growth and learning</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts self in a professional manner</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate counselor identity</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
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</tbody>
</table>

COMMENTS:

II. COMMUNICATION AND COORDINATION SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Ability to communicate with others</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works cooperatively with others</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to bring about changes in the setting</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to communicate with family and staff while maintaining relationship with the client/student</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to convey information orally and in written form</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks consultation when relevant</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocates for policies, programs, and services needed</td>
<td>4 3 2 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

72
### III. COUNSELING SKILLS

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
<th>Does Well</th>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Ability to provide a theoretical rationale for procedures used
- Awareness of ethical standards and confidentiality
- Awareness of own personal and professional limitations
- Ability to apply knowledge, research and theory from other disciplines
- Awareness of the youth culture and its implications in areas of sex, drugs, and moral concerns
- Responds at the client/student's level
- Assumes leadership
- Perceptive in handling the client/student's cues
- Acceptance of the client/student
- Conveys a pleasant relaxed mood/atmosphere
- Seeks sincere in working with the client/student
- Understands the situation the client/student is trying to present
- Develops rapport with the client/student
- Is an active listener
- Facilitative in specifying the problem in concrete terms
- Empathically able to bring the client/student to an affective level of awareness
- Real and genuine in the relationship
- Able to facilitate the client/student's resolution of concerns
- Implements culturally appropriate interventions
- Accurately assesses student strengths and support
- Ability to assess barriers affecting client progress
- Uses effective intervention strategies
- Uses effective prevention strategies
- Promotes optimal human development, wellness, and mental health
- Applies current record-keeping strategies
- Demonstrates effective individual counseling skills
- Demonstrates effective individual planning/advising skills
- Demonstrates effective group counseling skills
- Demonstrates effective classroom guidance skills
- Uses peer helping strategies
- Effectiveness of this student as evaluated by clients/students
- Overall evaluation of this student's ability as a counselor

### COMMENTS:

#### IV. INFORMATION SERVICE SKILLS

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
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<td>1</td>
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</tbody>
</table>

- Aware of vocational development theories
- Familiar with current practices in the information service area
- Able to use current sources of information
- Able to assist teachers and administrators integrate various aspects and kinds of information into the curriculum
Able to help students interpret and accumulate information in light of personal needs

Able to help staff, parents and others interpret and accumulate information in light of personal needs

**COMMENTS:**

### V. ASSESSMENT AND APPRAISAL SKILLS

<table>
<thead>
<tr>
<th>Does Well</th>
<th>Adequate</th>
<th>N/A</th>
<th>Outstanding</th>
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<td>3</td>
<td>2</td>
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<td>0</td>
<td></td>
<td></td>
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</tbody>
</table>

Able to help clients/students integrate and assimilate test/non-test data

Able to help staff, parents, and others involved with client/student to assimilate test/non-test data

Able to help other team members by providing case study materials

Able to administer tests

Able to interpret tests

Able to conduct follow-up studies related to placement, and can use the results with patient

**COMMENTS:**

### VI. PLACEMENT SKILLS

<table>
<thead>
<tr>
<th>Does Well</th>
<th>Adequate</th>
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<td></td>
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</tbody>
</table>

Knowledgeable of available placement referral sources

Able to make reasonable and effective referrals

Able to offer patients and others appropriate referral ideas

Knowledgeable of referral sources in the following areas:

- TRAINING
- SPECIAL EDUCATION NEEDS
- EMPLOYMENT SERVICES
- PSYCHOLOGICAL SERVICES

**COMMENTS:**

### VII. ABILITY TO POSITIVELY AFFECT STUDENT LEARNING

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
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</tr>
</thead>
</table>
Able to assist parents, teachers, and administrators with student needs.

Effectively works with students in order to support academic achievement (i.e., effective time management, study skills, appropriate classroom behavior, and interpersonal skills).

COMMENTS:

VIII. COMPREHENSIVE SCHOOL COUNSELING PROGRAM

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Adequate</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>4 3 2 1 0</td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

Participates in the design of a Comprehensive SC Program
Participates in the evaluation of a Comprehensive SC Program
Participates in the management of a Comprehensive SC Program

COMMENTS:

IX. ABILITY TO USE CURRENT TECHNOLOGY TO SUPPORT THE ROLE OF THE SCHOOL COUNSELOR

<table>
<thead>
<tr>
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Able to use basic technological skills adequately (i.e., e-mail, word processing, etc.)

COMMENTS:

IX. THE PRACTICUM STUDENT'S POTENTIAL

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</tbody>
</table>

Possesses potential for becoming an effective counselor
Possesses potential for supervisory work in the area of guidance and counseling
Over-all evaluation of this student's effectiveness

COMMENTS:
SUMMARY NOTES

STUDENT'S STRENGTHS:

STUDENT'S NEEDS FOR IMPROVEMENT:

WOULD YOU EMPLOY THIS STUDENT TO WORK FOR YOU?  ____ YES  ____ NO  ____ UNCERTAIN

HAS THIS EVALUATION BEEN DISCUSSED WITH THE STUDENT?  ____ YES  ____ NO

GENERAL COMMENTS:

BASED ON THE PRECEDING INFORMATION I RECOMMEND A GRADE OF __________ FOR THIS STUDENT.

______________________________________________
RATER'S SIGNATURE  __________

DATE
STUDENT EVALUATION OF FIELD EXPERIENCE

(Students will submit an electronic evaluation to tk20 for data collecting purposes)

Student: ________________________________ Circle one: Practicum/Internship

Program: M.Ed. ___ M.A. ___ Add on Certification ___ M.Div./MA ___

Dates of Practicum/Internship: Beginning date: ___________ Ending date: ___________

Field Experience Site: __________________________ Supervisor: __________________________

This narrative evaluation of the field experience site is intended to provide us with feedback about your program experience so that we can improve what we do. Your comments will not be considered in our evaluation of your performance. Please be as honest as possible.

1. What aspects of this field experience were most beneficial to you? Why?

2. What aspects of this field experience were least beneficial to you? Why?

3. What would you change or do differently if you were organizing this field experience?

4. What would you like to see added to the field experience for future students?

5. How has this field experience affected your sense of what you will do in counseling in the future?