

Practicum & Internship Handbook



University of
MOUNT OLIVE

**Master of Science
Clinical Mental Health Counseling**

2023-2024

(Revised 09/2023)

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Acknowledgment of Practicum & Internship Handbook

This manual is provided to students to help assist them in securing a practicum and internship site. All students are expected to read this manual and thoroughly understand its contents. Students should also be aware that they can discuss the handbook and direct questions and concerns to the Clinical Coordinator. Students agree to abide by all procedures, policies, and guidelines outlined in the handbook. Students understand that this handbook may be modified occasionally as University or Program policies, procedures, and guidelines are implemented or changed. Students must review the manual from time to time to remain current with its contents.

Welcome and Introduction

Congratulations on reaching this milestone in your educational journey! The practicum and internship experiences are some of the most crucial professional preparation activities in your educational journey. These experiences are meant to provide you with the opportunity to apply, evaluate, and refine your counseling skills by bridging the gap between theory and practice. You will also develop the personal qualities, characteristics, and behaviors of a professional counselor as you transition from “Counselor in Training” to “Professional Practitioner.”

This handbook is designed to help you prepare for and successfully complete the site-based experiences in clinical mental health counseling. As the knowledge in our profession evolves, you cannot learn everything you need to know about Professional Counseling during your coursework. Professional growth and development are ongoing processes, and key patterns for this growth are established during your supervised clinical training experiences. This is an exciting time in your journey to becoming a professional practitioner!

As you plan for your practicum and internship experience, you will begin to identify sites located in your community that will serve as a placement in the profession. You will need to find a place that can allow you to practice and develop the counseling skills used by professionals in your program. This includes having opportunities to act as a counselor or co-counselor in face-to-face meetings with clients. Your practicum/internship site will also need to provide you with enough direct client contact hours so you can meet the requirements of our program. The information in this packet will help you understand the practicum/internship requirements, locate a practicum/internship site, help with the initial contact, and assist in submitting the appropriate materials into our UMO system, Tevera.

Professional Experience Information

The Clinical Mental Health Counseling experience consists of three experiential learning opportunities: one Clinical Mental Health Practicum Experience and two Internship Experiences. Each professional experience provides a supervised clinical mental health opportunity emphasizing the knowledge and practice of counseling skills, theories, competencies, and best practices.

The **Clinical Coordinator, Dr. Raychelle Cassada Lohmann**, oversees the development of processes for managing the clinical placement activities, including the application, site approval for placement, and site and student evaluation, and manages the UMO online system through the Tevera software system. Tevera is a comprehensive student learning outcome assessment process via a software system. At UMO, we use Tevera to monitor and track student learning and progress on an individual and program basis, initiate and monitor the site-based placement process through evaluation, document internship hours at sites, and provide students with permanent access to their personal information.

Students applying to practicum or internship will work with the Clinical Coordinator to secure a supervised practice in an appropriate mental-health-related setting. Each student is responsible for collaborating with the clinical coordinator to ensure the site and supervisor meet appropriate requirements. **The clinical coordinator must approve the site and the site supervisor before the student can begin the practicum or internship. In addition, students must ensure that their site-based experiences meet their specific standards and requirements.**

Eligibility Requirements for the Professional Experience Practicum and Internship

Eligibility requirements for practicum and internship include master's-level status and department approval. Students must provide the required information about sites where they will complete hours before beginning practicum and internship experiences.

Practicum in Counseling (COUN591) is a 3- credit course requiring students to complete a minimum of 100 supervised hours, 40 of which must include direct counseling services. Internship I and II (COUN 691 and 692) are 3- credit courses requiring students to complete a minimum of 300 supervised hours, 120 of which must include direct service hours. Students must complete 600 hours of supervised practice for their internship, of which 240 include direct service. The site experience must consist of individual and group counseling opportunities.

Cohorts before Fall 2022 may have a different sequence of Internships. Please speak with your Faculty Mentor and OneStop Advisor regarding your Practicum and Internship sequence.

Student Initiative

Students are empowered to take charge of their site-based experiences. This handbook provides the necessary information for completing the steps of the placement and the actual counseling experiences and associated course requirements. The Counseling Department faculty and the Clinical Coordinator will be available to support student's growth throughout the site-based placements.

At the beginning of a clinical experience, the student should meet with the site supervisor to determine mutually agreeable goals and expectations that are in line with the requirements of the Practicum and the Internship. The Clinical Coordinator and the Counseling Program faculty will contact the on-site supervisor to ensure the value of the student's experience is maximized.

Students are expected to take the initiative to secure their own site placement and complete all the requirements specified for their professional experience with departmental support. The procedures and associated documentation are provided in this manual. Students must complete all preparatory paperwork, evaluations, logs, and approvals.

A site-based professional experience is an excellent opportunity for growth, but its value is very much dependent on the efforts expended by the students. Students are strongly encouraged to take the initiative to get involved in diverse situations and work with diverse clients in diverse counseling modalities. These rich experiences can shape counseling careers.

The on-site supervisor plays a vital role in the counseling student's professional experience and educational development. The supervisor serves as a professional role model and is often the student's first contact with professional counseling service delivery and the world of work. At UMO, we look to the On-Site Supervisor as a partner in the education of our students and therefore seek supervisors who are knowledgeable in theories and techniques of professional counseling, mental health, human development, and issues of diversity that are important to the developing counselor.

Before Selecting a Site

For a site to be approved for Practicum or Internship, the following criteria must be met:

- You must find your own site. You must begin the process by submitting your resume or curriculum vitae in TEVERA. After your resume is approved, you can enter your site information.
- The site must provide an opportunity for the counselor to train students to provide professional counseling services.
- The site must allow students to be supervised using audio/video recordings or live supervision of students' interactions with clients. Suppose a site does not enable students to make recordings that their university supervisors can view. In that case, students must have site supervisors sit in live sessions for observational feedback and submit a role-play tape with their site supervisor enacting a true-to-life client. Forms noting that recording is not allowed on-site are required for each assignment that requires a video recording.
- Have a professional on-site who is willing to oversee the work of the internship student while on-site and take responsibility for the creation of the internship student while on-site. The on-site supervisor must meet weekly with the counselor in training and must monitor their work while at the site.

Master's counseling students may have more than one site where they earn hours in an academic term. If students have more than one site, they must have a site supervisor responsible for their work at each site and maintain a Tevera log noting each site where they will earn hours.

Locating a Practicum or Internship Site

The relationship between the student, the site, and the supervisor is an important one. Therefore, students need to be carefully chose a site and supervisor. Remember that as a student, when you interview for a potential placement, you are not only being interviewed, but you are interviewing the site and supervisor to determine a good fit. The choice of an Internship site and supervisor should be a mutual one. Internship students are allowed a maximum of two sites and two supervisors at any time that have been approved by the Internship Office.

Please note that it takes time to locate a practicum and/or internship site. It is especially important to begin identifying prospective sites early. All UMO students are responsible for the initial contact with potential practicum and internship sites. As a first step, choose sites that are most interest to and then use the following tips for your initial contact.

Initial Contact Tips:

1. Contact the sites that you are interested in and request to speak with someone who coordinates practicum and internship placements or training experiences.
 - a. Verify whether the prospective site accepts interns.
 - b. Find out if the site requires an Affiliation Agreement or Memo of Understanding (MOU). If so, please let the Clinical Coordinator know as soon as possible.
 - c. Ask if additional forms or application materials are needed, aside from the university requirements. If so, ask about the due dates for submitting the extra materials.
 - d. Request a site visit and speak with someone about a prospective internship.
 - e. Ask if you can send your cover letter and resume. How would they like those sent electronically (if so, get an email) or via mail (request the mailing address)?
2. During your initial visit, share:
 - a. Date you will start your practicum and internship (this will be the first day of class).
 - b. Hours you will be working at the site (you can share how many hours you plan to work weekly.)
 - c. Number of direct contact hours you will need with clients (40 for practicum and 240 for internship).
 - d. Number of weekly site supervision hours (one hour per week is required).
 - e. Review the UMO application process with the site.
3. Talking points during your initial discussion:
 - a. How to access your site supervisor, especially if you need to consult outside the required weekly supervision time.
 - b. Clientele the agency or organization serves.
 - c. Experiences that your prospective supervisor has had in supervising interns.
 - d. Experiential learning activities that the site would be able to provide for you.
4. Be prepared to answer questions such as:
 - a. Why are you interested in completing your Practicum/Internship at the site?
 - b. What are your expectations for your Practicum/ Internship experience?
 - c. What are your strengths and areas to continue your growth?
 - d. What is your experience working with diverse populations?
 - e. What are your future career goals?

5. After you have decided the site is a good fit, begin working on UMO's required materials, verifying liability insurance, and completing any other documentation your site requires.
6. Send a thank you card, letter, or email acknowledging your appreciation for their time and consideration.

Sample Script

In the upcoming months, I will complete the coursework for my Master of Science degree in Clinical Mental Health Counseling from the University of Mount Olive. I am currently exploring practicum and internship opportunities and would like to explore doing my site experience at (name of site). I am interested in completing my internship at your (agency/organization) because (list reason for interest).

In addition to the work on my master's degree, I received (insert degrees, dates, and institutions). *Provide information about personal characteristics that will appeal to your prospective site supervisor. Insert leadership positions in the community and school and any professional development/organization membership. Insert a summary of why the site would want you to work for them. Also, discuss how you found out about the site.*

I have enclosed my resume for you to review. If you desire further information, I can be reached at (enter phone number and email here). Thank you for your time. I look forward to hearing from you soon.

Site Supervisor Requirements

Your practicum/internship site will need to provide you with a supervisor who can meet with you for at least one hour per week for face-to-face individual or triadic (supervisor and two interns) supervision. Your site supervisor will need to meet the following three requirements:

1. Have a minimum master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses to practice independently in a state of residence.
2. Hold appropriate professional licenses and/or certifications.
3. Have a minimum of two years of pertinent professional experience in the specialty area in which you are enrolled.
4. Demonstrate knowledge of the Counseling Department's expectations, requirements, and evaluation procedures for clinical experiences. This information will be shared during their training.
5. Have appropriate training or education in counseling supervision.
6. Provide documentation of these credentials by completing the Practicum/Internship Site Approval Form, Site Supervisor Information Form (both found in the Required Forms section of this packet), and the online Supervisor Training Survey (information will be forthcoming following site approval). This documentation can be done through Tevera.

7. Site supervisors must participate in the Counseling Department's online site supervisor orientation. At the beginning of the semester, site supervisors received an email from the faculty supervisor directing them to an online supervision training module accessible on our [Master of Science in Counseling Site Supervisor Resources](#) webpage. Site supervisors must acknowledge that they have reviewed the online supervision training in concert with their experience by submitting the *Site Supervisor Orientation Acknowledgement Form*.
8. **Examples of Approved Supervisors:**
 - Licensed Clinical Social Worker (LCSW)
 - Licensed Mental Health Counselor (LMHC)
 - Licensed Marriage and Family Therapist (LMFT)
 - Licensed Professional Counselor (LPC)
 - Licensed Psychologist (LP) – a Psychologist who earned a doctoral degree in Psychology (Psy.D.)
 - Ph.D. or Ed.D in Counselor Education and Supervision (from an accredited university)
 - Psychiatrist
9. **Examples of Supervisors Not Approved:**
 - Doctorate degrees that are not in the counseling field or are unaccredited
 - Licensed Master Social Worker (LMSW) – with only the exception of the macro- or clinical – designations in the state of Michigan.
 - Limited Licensed Professional Counselor (LLPC)
 - Master of Divinity
 - Pastoral Counselors
 - School Counselors
 - Licensed Clinical Addiction Specialist (LCAS) – *Only permitted for Addictions Degree, not Clinical Mental Health Counseling.*

Practicum and Internship Employment Policy Statement

Practicum and Internship students can perform their practicum or internship experiences at a different physical location than their current employment. The dual relationship between practicum/intern student and employee at a site violates professional Ethical Standards. Students can, however, apply to complete the practicum or internship in a different location within an agency or organization. Please consult with the Clinical Coordinator for questions or concerns about this policy.

Approved Site Placement

Once you find a site, begin to work on the placement process via Tevera. The first step is submitting your resume or curriculum vitae. All students must have a placement site approved by the Professional Experience Clinical Coordinator. **Students who do not have approved sites cannot continue in the site-based experiences.** Securing verification of site approval is the responsibility of the student.

When filling out the Tevera paperwork, **please put date of Practicum Experience to the date of graduation. For example 1-10-2026 to 12-23, 2026.** By extending the Practicum and Internship dates, students will not have to resubmit paperwork for remaining at the same site.

Once your site has been approved, the supervising faculty member at UMO will reach out to your site supervisor and provide consultation through the site-based process. Additionally, site supervisor professional development opportunities will be provided by the UMO counseling department faculty.

RECAP of Tevera Requirements:

Before site placement, students must upload a resume, proof of liability insurance, and proof of background check. Students will fill out the Practicum/Internship Agreement and the Site Supervisor Agreement and send it to the site supervisor for signature. Students also need to upload proof of licensure for the site supervisor. Students will be provided with a video tutorial on completing the site process.

Accreditation Standards

The UMO Counseling Clinical Mental Health Counseling has been developed to meet or exceed the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP competencies can be found in Appendix A and Appendix B.

Student Requirements

Professionalism

Students must make time in their schedules for the practicum and internship experience. This includes time to participate in site training and experiences, weekly supervision with your site supervisor, and weekly attendance at group supervision meetings (via Zoom) with your UMO practicum and internship courses. Students are expected to behave professionally and adhere to policies outlined in the site and supervision agreements. Both site and university supervisors will also evaluate students on professional dispositions.

A copy of the Professional Dispositions is available in the student handbook and the appendices of this handbook. **Students are responsible for reviewing the dispositions, which will be evaluated based on both skills and dispositions.**

Student Liability Insurance

Professional Student Liability Insurance is required for all practicum and internship students. All students are required to have professional liability insurance throughout their supervised counseling experiences. This expectation is communicated to students in the Practicum and Internship Handbook [p. 11] and in, the Site Supervisor Information Handbook [p. 14], and in the Counseling Practicum and Internship master syllabi [p. 14]

Proof of relevant and current liability insurance documentation must be submitted with practicum and internship applications. Some students obtain insurance from the American Counseling Association (www.counseling.org; liability information on ACA's site: <https://www.counseling.org/membership/membership-savings/liability-insurance>) via Healthcare Provider Services Organization (www.hpsso.com/). Students must secure and maintain professional liability coverage of at least \$1,000,000 per occurrence and \$3,000,000 aggregate.

Liability insurance is available free of charge with a student membership in one of the following professional organizations. Information about student membership and liability insurance coverage may be obtained from the following websites:

- ACA www.counseling.org
- AMHCA www.amhca.org

Students who do not have liability insurance will not be allowed to continue in practicum or internship. Insurance must be renewed annually, and a current certificate must be on file with UMO for registration in practicum and internship. Proof of insurance includes the policy's Declarations (or cover) page, detailing coverage, and effective coverage dates. Student Certificate of Insurance is uploaded and verified by the Practicum Coordinator via [Tevera](#). Additionally, students must provide faculty supervisors with proof of insurance before they can begin their internships.

Students who do not have liability insurance will not be allowed to continue in practicum. Insurance must be renewed annually, and a current certificate must be on file with UMO for registration in practicum and internship. Proof of insurance includes the policy's Declarations (or cover) page, detailing coverage, and effective coverage dates. Student Certificate of insurance will be uploaded via [Tevera](#).

Criminal Background Check

The criminal background check (CBC) policy is a requirement for students entering the practicum/internship phase of the University of Mount Olive's Graduate Counseling degree programs. Background checks have become a requirement in our partnerships and affiliation agreements with practicum/internship sites. Background check receipts from CastleBranch will now be a required part of the application process for the practicum and internship.

To be eligible for practicum or internship, you will submit your application to CastleBranch. Additionally, some state licensure boards require background checks and have stringent background requirements that determine an individual's eligibility for licensure. In most cases, you must clear a criminal background check before entering your professional experience courses (practicum and internship). This requirement is agency specific; however, you should assume this will be necessary as most agencies will require it.

The average cost is \$50 or less and will be paid directly to CastleBranch at the time of applying for a background check. You must complete the background check before starting your practicum/internship experiences and submit the results to the clinical coordinator and your practicum/internship application materials.

UMO CastleBranch Page:
<https://portal.castlebranch.com/VG65>

Faculty Group Supervision

During practicum and internship, you will also participate in regular, scheduled group supervision sessions in a classroom format. Group supervision involves “a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students” (CACREP, 2016, p. 41). Group Supervision in the classroom cannot exceed 12 students per faculty member or teaching assistant. Internship students can count one and a half (1.5) hours of faculty group supervision every week towards group supervision via Zoom. Because we will discuss client-related materials, you must be in a private location. You are not permitted to miss more than 1 group supervision meeting. You will be excused from one absence. A second absence must be made up during the optional Zoom session at the end of the semester. Students who miss more than two Zoom supervision sessions will be subject to remediation and may have to repeat the course. This requirement is part of our program’s commitment to meeting or exceeding the CACREP master’s level standards and guidelines. CACREP competencies can be found in Appendix A and Appendix B.

Participation in this weekly course is required. Students must be prepared to attend this class privately, with cameras and microphones in use. Students who do not abide by this policy will be marked absent.

Required Site Hours





Students must complete a total of 100 hours of clinical practice for practicum; and 600 hours of clinical practice for internship (approximately 300 hours each of two semesters). Practicum students must complete at least 40 of the 100 clock hours of direct service with clients at their respective sites. Internship students must complete at least 240 of the 600 clock hours of direct service with clients at their respective sites. Students entering the program before Fall 2022 may have a different pathway with Internship. Please speak with your program mentor and academic advisor about your path if you need clarification.

Additionally, during internship, you must gain at least ten hours of experience leading or co-leading a counseling group. A counseling group consists of at least three clients or students who meet three or more times to discuss personal issues.

Direct Contact Hours

Direct client contact/hours, defined by CACREP, are the interaction with clients that includes the application of counseling, consultation, or human development skills. It is the time spent by Practicum or Internship students working directly with clients.

Examples of direct client contact are:

-  individual counseling
-  group counseling
-  psychoeducation groups or workshops
-  parent or family meetings/counseling

All activities not applications of counseling, consultation, or human development skills will be counted as **indirect or non-direct contact hours/service. This includes group and individual supervision hours.**

Recording Sessions

HIPAA Secure Technology Fee

A one-time fee of \$40.00 is required when enrolling in the COUN 591: Practicum course. This fee covers the cost of using the HIPAA secure video recording platform provided through Tevera for recording counseling sessions with clients during the professional experience courses. This fee will be billed through UMO and charged directly to your account.

At least six (3) video/audio recordings are required during your site-based experience (one during practicum and one during each internship semester). Other options are available if you are in a placement that does not allow recordings.

Examples of other options:

- You will only record and share a session with your site supervisor.
- Your site supervisor will observe a live session and provide feedback following the session. (Feedback form in Tevera).
- Your site supervisor will role-play a client, and you will tape the role-play session.

In compliance with the CACREP standards, students cannot accumulate practicum/internship hours during semester breaks as the academic programs cannot provide required group supervision. Students cannot get internship hours until they have successfully passed practicum.

Evaluations

Evaluations are conducted during each semester of practicum and internship. The first Site Supervisor evaluation is completed at the mid-point of the course and again at each academic term's end. The Student Self-evaluation and Faculty Evaluation are conducted at the end of each semester. Grades for practicum and internship are either Pass (P) or Fail (F). Students who earn an F grade are automatically withdrawn from the Counseling Program and the University and must reapply to the Program. Readmission to the program is at the discretion of the Counseling Program Faculty.

The UMO Counseling Program uses the CCS-R as the primary evaluative tool for evaluating students' progress in practicum and internship courses. Students must understand that the primary evaluation of student progress and final grades in practicum/internship courses is the evaluation site supervisors will provide at the mid and end of the term. This evaluation supersedes course room academic assignment grades in the event a student receives unsatisfactory scores (1s & 2s) on any part of the CCS-R assessment and at any point in the practicum/internship experience.

Counselor Competencies Scale – Revised (CCS-R)

The Counselor Competencies Scale – Revised (CCS-R) is a research-based rating scale that many graduate counseling programs use to evaluate counseling students' progress in their programs and practicum/internship placements. The University of Mount Olive Counseling Department uses this scale to assess students' progress in their professional experience courses (practicum/internship). Site Supervisors access and fill out the CCS-R in students' Tevera accounts twice (mid-term evaluation and final evaluation) during each semester they are enrolled in practicum and internship courses. Students must receive a combined score of **no less than 48/60** on the ***Part 1: Counseling Skills & Therapeutic Conditions*** portion of the scale and a combined score of **no less than 44/55** on the ***Part 2: Counseling Dispositions & Behaviors portion of the scale*** to pass clinical courses, regardless of course assignment grades. Any rating of **Below Expectations/Unacceptable (2)** or **Harmful (1)** on any portion of the CCS-R on either a mid-term or final evaluation will result in the formation of a remediation plan to address strategies for improvement. Should the student deny or refuse remedial measures, they will receive a grade of "F" for the course and be withdrawn from the program and the university.

A copy of the CCS-R can be found in the Appendix F of this manual.

Faculty Instructor/Supervisor & Site Supervisor Engagement

During professional experience courses (practicum & internship) students will be working under the supervision of both a site supervisor and a faculty supervisor who is the assigned instructor for the practicum or internship course. The faculty supervisor will reach out to the site supervisor several times throughout the semester when a student is enrolled in practicum/internship for verbal feedback on the student's progress. These may be formal or informal contacts with or without the student present. Site supervisors may reach out to the faculty supervisor at any time for any reason concerning the student's progress.

Removal from a Site Placement

At any point in the professional experience a student may be removed from an assigned site placement by the faculty supervisor, clinical coordinator or department chair. Removal from a site may also occur upon the site supervisor's request and/or the student's request depending on the concern(s). Removal from a site may occur for reasons deemed necessary for public safety, the well-being of the student, the well-being of the placement site, or site placement-supervisor/student mismatch. Should removal for any reason not requested by the student occur, the student will be notified immediately by any of the above-mentioned professionals. If the removal is due to clinical competency or professional dispositional concerns, remedial measures will be implemented to address them before the student returns to professional experience courses. Should removal result from a "poor fit" or "mismatch" between the student and the practicum site/supervisor, the student will be required to find a new, appropriate site before continuing in the professional experience course. Depending on the timing, a grade of "incomplete" or "withdrawal" may be assigned for the practicum/internship course in which the student is enrolled.

Emergency Procedures

In case of emergency please contact your site supervisor immediately. After consulting with your site supervisor (or if you are unable to reach your site supervisor), call your course instructor. The Professional Experience Clinical Coordinator may also be consulted during this process.


Practicum and Internship Application Deadlines









- Enrolling in the **Fall Semester** deadline for application materials is **June 20th**.
- Enrolling in the **Spring Semester** deadline for application materials is **November 20th**.
- Enrolling **Summer Semester** deadline for application materials is **March 20th**.

Services

Tevera

Please note that the Department of Counseling uses a comprehensive student learning outcome assessment process via a software system called [Tevera](#). Tevera monitors and tracks student learning and progress on an individual and program basis, initiates and monitors the field placement process, documents internship hours at sites, and provides students with permanent access to their personal information. Our evaluation process is also an essential element of accreditation and key to expediting the licensing process post-graduation.

Once you begin the site approval process, you and your site supervisor must work together to submit the following information. Please note you will not be able to work on the application until you have uploaded your CV (Curriculum Vitas) or Resume, and it has been approved. Once a category has been approved a  will appear in the right-hand column. When filling out the Tevera paperwork, **please put date of Practicum Experience to the date of graduation. For example 1-10-2026 to 12-23, 2026.** By extending the Practicum and Internship dates, you will not have to resubmit paperwork to remain at the same site.

Pre-Application	
Upload CV or Resume	This step must be completed first or you will not see the site application.
Site Application	
 Site Profile Form	
 Site Partnership Agreement	
 Proof of Liability Insurance	
 Proof of Criminal Background Check	
Site Supervisor Application	
 Supervision Information Form	
 to Upload Resume and Proof of License	
 Site Supervisor Orientation Form	
 Supervision Agreement	
Final Review	

Information about Tevera can be found in both Appendix C and D.

You can learn more about Tevera here: <https://vimeo.com/246819351> and <https://knowledge.tevera.com/page/knowledgehub-onboarding>

CastleBranch

The criminal background check (CBC) policy is a requirement for students entering the practicum/internship phase of the University of Mount Olive's Graduate Counseling degree programs. Background checks have become a requirement in our partnerships and affiliation agreements with practicum/internship sites. Because of this change in climate, background check receipts from CastleBranch will now be a required part of the application process for the practicum and internship. To be eligible for a practicum or internship application, you will submit your application to CastleBranch. Additionally, some state licensure boards require background checks and have stringent background requirements that determine an individual's eligibility for licensure.

- For practicum/internship application, students must submit a copy of the receipt from CastleBranch as proof of purchase of the background check package. The criminal background check portion of the package must have been completed within one calendar year of the first day of the academic semester in which the student is applying for practicum or internship.
- Candidates are responsible for any fees associated with any available background packages. Full background checks take approximately 3- 5 days from submission of forms to receive a report (clearance/non-clearance). Completing the application early is important to meet the practicum/internship application deadline.
- CastleBranch supports this service. All fees associated with the available background packages will be paid directly to CastleBranch.
- Some practicum/internship sites may require students to undergo a drug screen or additional background check as part of that site's screening process. If this is the case for your potential practicum/internship site, then CastleBranch has an option drug screen packet that may be purchased if your site requires a drug screen. UMO does not require drug screening as part of its practicum/internship application process. Students will need to check with their site regarding the requirement of an additional background check or screening and are responsible to complete those with the site.
- Letters from schools, agencies, or courthouse background checks are not acceptable replacements for the required follow-up comprehensive criminal background check. However, the only exception to completing the follow-up with CastleBranch is if the practicum or internship site requires their own comprehensive criminal background check (i.e., like CastleBranch's initial

- criminal background check and not a yes/no questionnaire), and the student can provide a copy of the criminal background check results to the appropriate University Clinical Coordinator prior to beginning practicum and/or internship.
- Be aware that students with any arrests, dismissals, or convictions, will need to write a full explanation including circumstances, court disposition, any penalties such as community services, and lessons learned, that provide assurances that there will be no further problems. Court documents may also be required. More complex issues will be forwarded to a full counseling faculty review to decide if placement should even be attempted. Again, planning on your part will facilitate the field placement process.

At UMO we offer both in-state and out-of-state packages. The out-of-state options are only for students who reside in a different state or plan to do their practicum or internship outside of NC.

All students will have a CBC before starting at your site, including the following.

- Statewide Criminal NC or Out-of-State
- Nationwide Healthcare Fraud and Abuse Scan
- Nationwide Record Indicator Alias with SOI
- Social Security Alert
- Residency History
- Drug Screening is available, if required by the site.

The following is a link to see the UMO CastleBranch CBC process, followed by what the page will look like when you enter the site:

<https://portal.castlebranch.com/VG65>



HOME	PACKAGE SELECTION	FAQ	CONTACT US
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- Please Select
- VG66bgdtin: In state Student & I need a Background Check & Drug Test
- VG66bgdtout: Out-of-State Student & I need a Background Check & Drug Test
- VG66bgjin: In-State Student & I need a Background Check
- VG66bgjout: Out-of-State Student & I need a Background Check
- VG66bidt: I need a Drug Test



A receipt of the criminal background check is to be uploaded into Tevera as part of the Practicum/Internship Application.

Practicum and Internship Information

UMO Counseling Department

Required Items Checklist

The following is a checklist of items required for practicum. All materials must be submitted in **Tevera**. More information will be forthcoming from the University; please pay close attention to your campus email.

Pre-application

- Resume or Curriculum Vitae - Pre-application
- Site Application
- Site Profile Form
- UMO Site Partnership Agreement
- Proof of Liability Insurance (certificate obtained from the carrier)
- Proof of Criminal Background Check (upload copy of receipt)

Site Supervisor Application

- Supervision Information Form
- Supervisor upload Proof of License
- Site Supervisor Orientation Form
- Supervision Agreement

Appendices

Appendix A - CACREP Competencies

CACREP Core Competencies

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
- c. counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development and transitions across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision-making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally appropriate strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to various community-based resources
- l. suicide prevention models and strategy
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development

- j. use of environmental assessments and systemic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. Use assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform the counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Reference

Council for Accreditation of Counseling and Related Educational Programs. (2015). 2016 CACREP standards.

CACREP Clinical Mental Health Counseling Competencies

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counseling programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third-party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental health status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

Reference

Council for Accreditation of Counseling and Related Educational Programs. (2015). 2016 CACREP standards.

Appendix B - Counseling Program Professional Dispositions

The University of Mount Olive Counseling Program strives to make positive contributions to the counseling profession by admitting, educating, developing, retaining, and graduating students who are a good professional and dispositional fit for becoming capable, effective, and ethical counselors. Faculty are ethically bound to serve as gatekeepers of the counseling profession, as academics alone do not determine success and ethical behavior in the field. Aside from the academic standards and policies the university requires of graduate students, being a counselor-in-training also requires students to be regularly evaluated throughout the course of the program on additional factors that reflect ethical goodness of fit for the profession.

Formal and informal feedback from professors and site supervisors will regularly examine, review, and evaluate students' non-academic dispositional factors, attitudes, skills, judgments, and related characteristics to discern appropriateness for the field and the counseling profession. These assessments are made throughout the student journey from the application process, throughout coursework, and into the professional experience in practicum and internship.

Dispositional issues and concerns may reveal themselves throughout any point of the graduate program. As such, faculty discuss student progress on a regular basis - both formally and informally, and the student's faculty advisor serves as the point of contact for instances where dispositional issues need to be addressed. In cases where faculty determine there is a student concern of a dispositional nature, a plan of action is determined to address remediation, and is then followed by a re-evaluation process.

ONGOING FACULTY ASSESSMENT:

Counseling departmental faculty meetings include a standard agenda item that addresses student concerns and/or issues. This allows all faculty members to be aware of any potentially problematic issues around grades, behaviors, and dispositions for students in the program. Suppose a student's concern is repetitive or severe. In that case, faculty address the issue collaboratively and provide recommendations accordingly up to and including meeting with the student, issuing written feedback/warning, potential referrals to counseling, and/or removal from the program.

DISPOSITIONAL AWARENESS / COURSE DISCUSSIONS AND ASSIGNMENTS:

Students are made aware of the concept of dispositions during the interview process, orientation meetings, and during a review of the student handbook with faculty advisors. Students sign and submit an acknowledgment that they have read and understand these dispositions. Professional dispositions are also addressed in readings, assignments, and class discussions during first-semester courses (COUN 500 Professional Identity, Ethical, and Legal Issues in Counseling; COUN 510 Theories of Counseling; COUN 520 Multicultural Counseling; COUN 560 - Human

Growth and Development - as well as an informal evaluation during COUN 610 - Counseling Techniques & Helping Relationships). If students self-identify as having potential dispositional issues, faculty follow up with students directly via feedback, meetings, and collaborative faculty discussions. A dispositional follow-up plan is co-created with the faculty and student to address any potential remediation that must take place before continuing in the program. Remediation plans will be acknowledged through signature by the student, faculty member, and faculty advisor. A copy will be provided to all parties and the student's academic advisor in the University's Office of Adult & Graduate Programs.

COUNSELOR-IN-TRAINING PROFESSIONAL DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The University of Mount Olive's Counseling Program dispositions adhere to the University's mission statement and are derived from the American Counseling Association (ACA) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities warranted by counseling students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

1. **Professional Identity & Ethics** – Adheres to regulatory state boards and nationally recognized ethical guidelines (e.g., ACA, AMHCA, NBCC, etc.). Practices only within their scope and competencies are utilizing best practices and empirically supported treatments. Stay current with the counseling profession by seeking continuing education and supporting counseling associations.
2. **Professional Behavior** – Behaves professionally towards instructors, staff, supervisors, peers, and clients (including appropriate dress & attitudes). Demonstrates the ability to collaborate respectfully.
3. **Professional and Personal Boundaries** – Maintains appropriate boundaries with instructors, staff, supervisors, peers, and clients.
4. **Self-Awareness** - Demonstrates awareness of personal moral, ethical, and value systems and is acutely aware of personal limitations in all counseling interactions providing counseling services with objectivity, justice, fidelity, veracity, and benevolence.
5. **Multicultural Competencies** – Demonstrates awareness, appreciation, and respect for cultural differences (e.g., race, ethnicity, spirituality, sexual and gender orientation, disability, SES, etc.)
6. **Emotional Stability & Self-Control** – Demonstrates emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with instructors, staff, supervisors, peers, and clients.
7. **Motivation to Learn & Grow/Initiative** – Demonstrates engagement in learning and development of his or her counseling competencies.

8. **Openness to Giving & Receiving Feedback** - Accepts feedback from- and provides feedback to peers in an amiable and respectful manner. Responses non-defensively and alters behavior in accordance with feedback from instructors and supervisors.
9. **Flexibility & Adaptability** – Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.
10. **Congruence & Genuineness** – Demonstrates ability to be present and “true to oneself.”
11. **Knowledge & Adherence to Policies** – Demonstrates understanding and appreciation for all counseling program and site policies and procedures. Seeks clarification from faculty and supervisors when uncertainty arises.
12. **Record Keeping, Task Completion** – Completes all weekly record keeping and tasks correctly and promptly (e.g., case notes, treatment plans, and reports).

[Adapted from the Counselor Competencies Scale – Revised (CCS-R) by Lambie, Mullen, Swank, & Blount, 2016]

Other sources include:

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.;

Walz, G. R., & Bleuer, J. C. (2010). Counselor dispositions: An added dimension for admission decisions. *Vistas Online publication, 1*, 11-11.]

Appendix C - Tevera Instructions for Pre-Practicum/Internship Process

I. How to complete and submit the practicum/internship field placement application:

1. On your Tevera homepage, click **My Sites** in the **Site Placements** tile;
2. Click the **Tasks** button under **Pre-application Paperwork**;
3. You will first need to complete the application. Click on the application name (either **Practicum Application** or **Internship Application**), then click **Open**;
4. Fill out all the required fields, then sign where it says **Student Signature** towards the bottom (if you are prompted to use your password to sign, click the button with the pencil on it to switch to signing with your cursor or finger/stylus if using a mobile device);
5. Click the **Submit** button at the bottom of the form, select your Academic Advisor's name from the drop-down menu in the pop-up window, then click **Submit** again;
6. Once the form is submitted, it will automatically bring you back to the **Pre-Application Tasks** menu, where you can upload your academic audit (see next set of instructions).

Once you begin the site approval process, you and your site supervisor must work together to submit the following information. Please note that you cannot work on the application until you have uploaded your CV or Resume and it has been approved. Once a category has been approved, it will appear in the right-hand column.

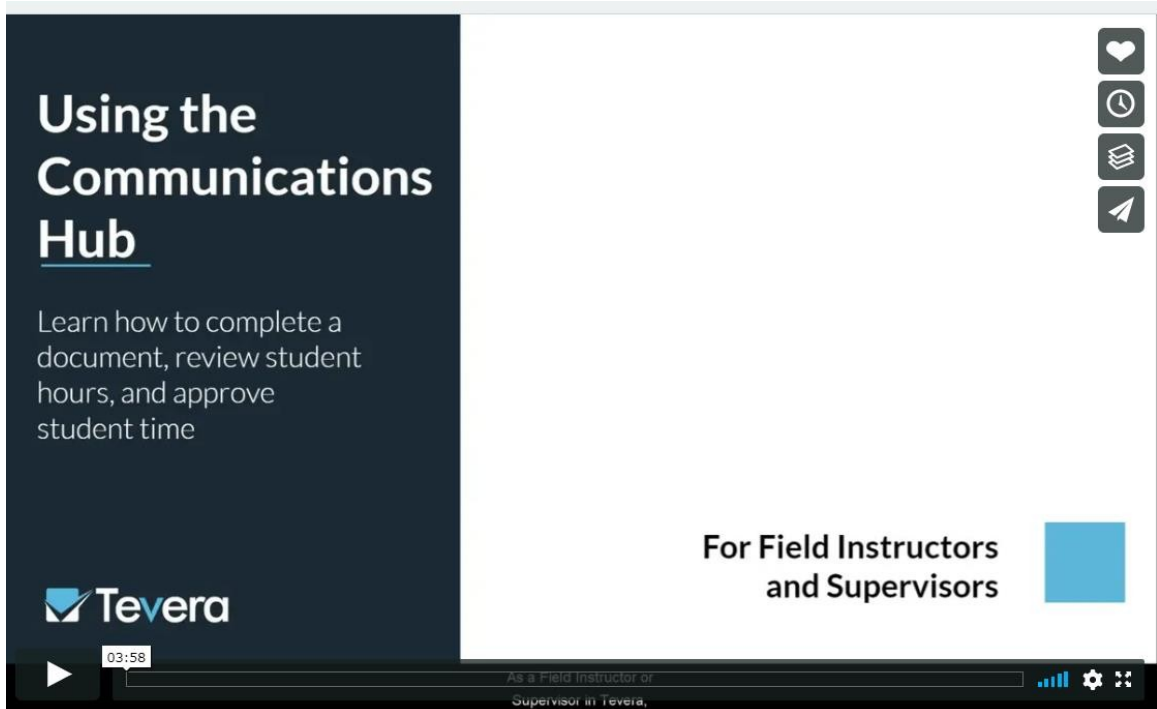
Pre-Application	
Upload CV	
Site Application	
new Site Profile Form	
new site Partnership Agreement	
new upload Proof of Liability Insurance	
new upload Proof of Criminal Background Check	
Site Supervisor Application	
new supervision Contract	
new supervisor Information Form	
new supervisor to Upload Resume and Proof of License	
Final Review	

II. How to select your site/supervisor and complete the field placement agreement (for sites already approved):

1. On your Tevera homepage, click **My Sites** in the **Site Placements** tile;
2. Click the **+** where it says **Add Placement**;
3. Select your site from the list by clicking the **Start** button next to its name (you can filter alphabetically or search for the site);
4. When the pop-up appears asking if you want to begin paperwork, click the **Yes, I'm ready** button;
5. Select your site supervisor from the list by clicking **Start** next to their name;
-if your supervisor does not appear on the list, click the **Suggest a Supervisor** button at the bottom of the page, enter in the person's name, and click **I'm Ready**. This will add your supervisor to the system and generate an e-mail invitation to them once they are approved by our Professional Experiences Coordinator.
6. When the pop-up appears asking if you want to begin paperwork, click the **Yes, I'm ready** button, which will redirect you to the following menu for site/supervisor information;
7. Click on the agreement name (either **Practicum Field Placement Agreement** or **Internship Field Placement Agreement**), then click **Open**;
8. Fill out all the required fields, click **Submit** at the bottom of the form, then select your site supervisor from the drop-down menu as the 1st signer (Clinical Coordinator will be the default 2nd signer); click **Submit** again, which will bring you back to the previous screen;
9. For a supervisor already registered in Tevera **Semester Dates** from the menu, then click **Open**; (for an unregistered supervisor refer to steps 11-12)
10. Enter the first day of the semester as the start date and the last day of the semester as the end date; click **Submit**, a pop-up will appear with a default signed already selected; then click **Submit** again to go back to the previous screen which completes the process.
11. For an unregistered supervisor click **Supervisor & Semester Info**, then click **Open**;
12. Enter the supervisors first name, last name, and e-mail address, and then enter the first day of the semester as the start date and the last day of the semester as the end date; click **Submit**, a pop-up will appear with a default signed already selected, then click **Submit** again to go back to the previous screen which completes the process.

Appendix D - Tevera Instructions for Site Supervisors

Click on the below image or visit: <https://vimeo.com/273385443>



Appendix E - Definition of Hours for Practicum and Internship

Students in practicum and internships keep track of their hours on an Hours Log (found in Forms section), until Tevera is fully implemented, which is submitted weekly and at the end of the semester to verify that the minimum class requirements. One hundred hours (40 direct) per semester are required for Practicum, and 600 (240 direct) are required for Internship. Verification of the Hours Log is also important for later confirming to the NC Licensed Clinical Mental Health Counseling Board the total number of supervised hours that were earned during site-based professional experience. **Please note** no hours can be carried over from Practicum to Internship courses.

The Hours Log has several columns for indicating the several types of qualifying activities that the student may count toward the total amount of service at the site. To ensure that there is good understanding of what qualifies under each of these categories the following definitions are provided:

Direct Client Hours (A minimum of 40 for Practicum and 240 for Internship):

The entries in these columns reflect the hours spent in direct client care (individual, family, and group counseling). These may include one-on one counseling and co-counseling/facilitating (individuals and groups) - the key is that the student is actively and independently counseling alone, or together with another counselor. Shadowing a supervisor, or another more experienced counselor does not count as direct hours. It may count as Other Professional Activity Hours (under the Non-Direct Hours column).

Non-Direct Hours:

Supervision:

The program requirements state that the student must participate in at least one hour per week of supervision. To ensure that such supervision is facilitated, it is advised that a regularly scheduled hour be used with the student's assigned supervisor. Additional supervision hours, beyond these required ones, may include group supervision at the site and any additional supervision with a licensed supervisor there. Class hours cannot be counted into the site experience hours.

Other Professional Activities:

There are activities associated with the site assignment that count as Non-Direct Hours. These include documentation of client sessions (individual and group), any training arranged for by the site, preparation for sessions (for example creating group activities, etc.) and case discussions among interns and other staff at the site. All these activities take place at the site unless the site specifically invites the student for an off-premises meeting or training course.

Procedure for filling out the log

Log entries should be made at least weekly and signed by the on-site supervisor each week. The UMO class professor will support the students on a regular basis by reviewing the hours log with the student to ensure that all the requirements can be met by the end of the semester. If problems are foreseen, the professor will work with the student (and possibly the site supervisor and/or Professional Experiences Coordinator) to ensure that the required hours can be achieved by the end of the semester.

Appendix F – CCS-R

Counselor Competencies Scale - Revised (CCS-R)



(Lambie, Mullen, Swank, & Blount, 2016)

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skill developments and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

CCS-R-1

Directions: Evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left.

CACREP (2016) Common Core Standards:

Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).

Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).

Multicultural counseling competencies (Section II, *Standard 2.c.*)

A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*). Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*). Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).

Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).

Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).

Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).

The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).

Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).

- a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.
- c) Formative and summative evaluations of the students counseling performance and ability to integrate and apply knowledge are conducted as part of the students practicum.
- d) Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
- e) Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
- f) Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
- g) Practicum students participate in an average of **1 1/2 hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).

- Marriage, Couple, and Family Counseling
- Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).

- School Counseling
- Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

CCS-R-2

Part I: Counseling Skills & Therapeutic Conditions

CCS-R-3

Specific Counseling Skills and Therapeutic Conditions Descriptors					
Exceeds Expectations / Demonstrates Competencies (5)					
Meets Expectations / Demonstrates Competencies (4)					
Near Expectations /					
Below Expectations / Developing towards Harmful (1)					
Competencies (3)					
Unacceptable (2)					
1.A Nonverbal Skills Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. <i>(attuned to the emotional state and cultural norms of the clients)</i>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.B Encouragers Includes Minimal Encouragers & Door Openers such as 'Tell me more about...', 'Hmm'	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
<input type="checkbox"/> Not Observed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
1.C Questions Use of Appropriate Open & Closed Questioning (e.g.	Demonstrates appropriate use of open & close-ended questions, with an emphasis	Demonstrates appropriate use of open & close-ended questions for the majority of	Demonstrates inconsistency in using open-ended questions & may use closed	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict

<i>avoidance of double questions</i>) <input type="checkbox"/> Not Observed.	on open-ended question (85%). <input type="checkbox"/> 5	counseling sessions (70%). <input type="checkbox"/> 4	questions for prolonged periods. <input type="checkbox"/> 3	<input type="checkbox"/> 2	the counseling process. <input type="checkbox"/> 1
1.D Reflecting - Paraphrasing Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives) <input type="checkbox"/> Not Observed.	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%). <input type="checkbox"/> 5	Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%). <input type="checkbox"/> 4	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses. <input type="checkbox"/> 3	Demonstrates limited proficiency in paraphrasing or is often inaccurate. <input type="checkbox"/> 2	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive. <input type="checkbox"/> 1
1.E Reflecting (b) Reflection of Feelings Reflection of Feelings (With couples and families, reflection of each clients' feelings) <input type="checkbox"/> Not Observed.	Demonstrates appropriate use of reflection of feelings as a primary approach (85%). <input type="checkbox"/> 5	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates reflection of feelings inconsistently & is not matching the client. <input type="checkbox"/> 3	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate. <input type="checkbox"/> 2	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive. <input type="checkbox"/> 1

CCS-R-4

Not Observed. 5 4 3 2 1

CCS-R-5

<p>Specific Counseling Skills and Therapeutic Conditions Descriptors</p> <p>Exceeds Expectations / Demonstrates Competencies (5)</p> <p>Meets Expectations / Demonstrates Competencies (4)</p> <p>Near Expectations /</p> <p>Below Expectations / Developing towards Harmful (1)</p> <p>Competencies (3)</p> <p>Unacceptable (2)</p>					
1.F Reflecting (c) Summarizing Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction) <input type="checkbox"/> Not Observed.	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%). <input type="checkbox"/> 5	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates inconsistent & inaccurate ability to use summarization. <input type="checkbox"/> 3	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process). <input type="checkbox"/> 2	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive. <input type="checkbox"/> 1
1.G Advanced Reflection (Meaning) Advanced	Demonstrates consistent use of advanced reflection &	Demonstrates ability to appropriately use advanced reflection, supporting increased	Demonstrates inconsistent & inaccurate ability to use advanced	Demonstrates limited ability to use advanced reflection &/or	Demonstrates poor ability to use advanced reflection, such

Reflection of Meaning, including Values and Core Beliefs (<i>taking counseling to a deeper level</i>) <input type="checkbox"/> Not Observed	promotes discussions of greater depth during counseling sessions (85%). <input type="checkbox"/> 5	exploration in session (majority of counseling sessions; 70%). <input type="checkbox"/> 4	reflection. Counseling sessions appear superficial. <input type="checkbox"/> 3	switches topics in counseling often. <input type="checkbox"/> 2	as being judgmental &/or dismissive. <input type="checkbox"/> 1
1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%). <input type="checkbox"/> 5	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity. <input type="checkbox"/> 3	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking. <input type="checkbox"/> 2	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive. <input type="checkbox"/> 1
1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (<i>With couples and families, goal setting supports clients in establishing common therapeutic goals</i>)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%). <input type="checkbox"/> 5	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients. <input type="checkbox"/> 3	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients. <input type="checkbox"/> 2	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients. <input type="checkbox"/> 1

CCS-R-6

Not Observed. 5 4 3 2 1

CCS-R-7

Specific Counseling Skills and Therapeutic Conditions Descriptors					
Exceeds Expectations / Demonstrates Competencies (5)					
Meets Expectations / Demonstrates Competencies (4)					
Near Expectations / Developing towards Competencies (3)					
Below Expectations / Unacceptable (2)					
Harmful (1)					
1.J Focus of Counseling Counselor focuses (or refocuses)	Demonstrates consistent ability to focus &/or refocus counseling	Demonstrates ability to focus &/or refocus counseling on clients' goal	Demonstrates inconsistent ability to focus &/or refocus counseling	Demonstrates limited ability to focus &/or refocus counseling on	Demonstrates poor ability to maintain focus in counseling, such

clients on their therapeutic goals (i.e., purposeful counseling) <input type="checkbox"/> Not Observed.	on clients' goal attainment (85%). <input type="checkbox"/> 5	attainment (majority of counseling sessions; 70%). <input type="checkbox"/> 4	on clients' therapeutic goal attainment. <input type="checkbox"/> 3	clients' therapeutic goal attainment. <input type="checkbox"/> 2	as counseling moves focus away from clients' goals <input type="checkbox"/> 1
1.K Facilitate Therapeutic Environment(a): Empathy & Caring Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness) <input type="checkbox"/> Not Observed.	Demonstrates consistent ability to be empathic & uses appropriate responses (85%). <input type="checkbox"/> 5	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates inconsistent ability to be empathic &/or use appropriate responses. <input type="checkbox"/> 3	Demonstrates limited ability to be empathic &/or uses appropriate responses. <input type="checkbox"/> 2	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients. <input type="checkbox"/> 1
1.L Facilitate Therapeutic Environment(b): Respect & Compassion Counselor expresses appropriate respect & compassion for clients <input type="checkbox"/> Not Observed.	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%). <input type="checkbox"/> 5	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%). <input type="checkbox"/> 4	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients. <input type="checkbox"/> 3	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients. <input type="checkbox"/> 2	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect. <input type="checkbox"/> 1

Total Score *(out of a possible 60 points)*

Part 2: Counseling Dispositions & Behaviors

CCS-R-8

Specific Counseling Skills and Therapeutic Conditions Descriptors					
Exceeds Expectations / Demonstrates Competencies (5)					
Meets Expectations / Demonstrates Competencies (4)					
Near Expectations / Developing towards Competencies (3)					
Below Expectations / Unacceptable (2)					
Harmful (1)					
2.A Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, AP A, & NBCC; including practices within competencies. <input type="checkbox"/> Not Observed.	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments. <input type="checkbox"/> 5	Demonstrates consistent ethical behavior & judgments. <input type="checkbox"/> 4	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process. <input type="checkbox"/> 3	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process. <input type="checkbox"/> 2	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions. <input type="checkbox"/> 1

2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. <input type="checkbox"/> Not Observed.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions. <input type="checkbox"/> 5	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions. <input type="checkbox"/> 4	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions. <input type="checkbox"/> 3	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions. <input type="checkbox"/> 2	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course. <input type="checkbox"/> 1
2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients. <input type="checkbox"/> Not Observed.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients. <input type="checkbox"/> 5	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients. <input type="checkbox"/> 4	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients. <input type="checkbox"/> 3	Demonstrates inappropriate boundaries with supervisors, peers, & clients. <input type="checkbox"/> 2	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships. <input type="checkbox"/> 1
2.D Knowledge & Adherence to Site and Course Policies Demonstrates an understanding & appreciation for <i>all</i> counseling site and	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor /

CCS-R-9

course policies & procedures.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	instructor. <input type="checkbox"/> 1
<input type="checkbox"/> Not Observed.					

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Specific Counseling Skills and Therapeutic Conditions Descriptors					
Exceeds Expectations / Demonstrates Competencies (5)					
Meets Expectations / Demonstrates Competencies (4)					
Near Expectations / Developing towards Competencies (3)					
Below Expectations / Unacceptable (2)					
Harmful (1)					
2.E Record Keeping & Task Completion Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, &	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

plans, supervisory report). <input type="checkbox"/> Not Observed	comprehensive fashion. <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. <input type="checkbox"/> Not Observed.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. <input type="checkbox"/> 5	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. <input type="checkbox"/> 4	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. <input type="checkbox"/> 3	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. <input type="checkbox"/> 2	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship. <input type="checkbox"/> 1
2.G Emotional Stability & Self-control Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients. <input type="checkbox"/> Not Observed.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients. <input type="checkbox"/> 5	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients. <input type="checkbox"/> 4	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients. <input type="checkbox"/> 3	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients. <input type="checkbox"/> 2	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients. <input type="checkbox"/> 1

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2.H Motivated to Learn & Grow / Initiative Demonstrates engagement in learning & development of his or her counseling competencies. <input type="checkbox"/> Not Observed.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development. <input type="checkbox"/> 5	Demonstrates consistent engagement in promoting his or her professional and personal growth & development. <input type="checkbox"/> 4	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development. <input type="checkbox"/> 3	Demonstrates limited engagement in promoting his or her professional and personal growth & development. <input type="checkbox"/> 2	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning. <input type="checkbox"/> 1
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CCS-R-12

Specific Counseling Skills and Therapeutic Conditions Descriptors
Exceeds Expectations / Demonstrates Competencies (5)
Meets Expectations / Demonstrates Competencies (4)

Near Expectations / Developing towards Competencies (3)					
Below Expectations / Unacceptable (2)					
Harmful (1)					
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.
<input type="checkbox"/> Not Observed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Total Score *(out of a possible 55 points)*

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Signatures

Who is the Evaluator?

- Student Self Evaluation
 Faculty - Clinical Interviewing Instructor Evaluation Faculty - Capstone Project Instructor Evaluation
 Site Supervisor Evaluation

Phase:

Pre-Practicum CACREP Practicum Post-Practicum Other:

Date CCS-R was reviewed with Counselor or Trainee: Student Signature

Site Supervisor Signature

Faculty - Practicum Instructor Evaluation

Faculty - Clinical Advancement Project Instructor Evaluation Faculty - Advisor Evaluation

CACREP Internship

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* *Note.* If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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Practicum/Internship

Required Forms

UMO Counseling Department

Consent for Audio or Video Taping

As you already know you are being provided counseling by a counselor in training at the University of Mount Olive. During this process, your counselor will be supervised here at the agency and at the university. This supervision aims to ensure that you receive the best possible treatment and that the counselor in training grows from this experience.

We want to assure you that all the standard confidentiality requirements associated with your counseling will be observed. Your counselor may discuss this case in supervision. However, at no time will that discussion contain data (name, address, etc.) that could identify you. Confidential information will be fully protected as required by laws and ethical codes.

Part of this supervision is the detailed review of an audio recording of a counseling session. This is a critical piece of the education process because it allows the supervisor to help the counselor with specific counseling skills through observing these skills directly. Every precaution will be taken so that confidential information is protected, and the recording will be destroyed immediately after its use in supervision. If you have questions about this process, please discuss them with your counselor or other agency personnel. We appreciate your participation and assure you that our primary goal is to provide you with the best possible treatment and that all your rights are protected in this process.

**University of Mount Olive
Counseling Department**

Consent Form for Audio or Video Taping

Practicum/Internship Instructor:
Site of Counseling Services:
Site Address:
Site Supervisor:
Semester/Year:

I _____ hereby give permission
(Client's name)
to _____ video /audio record counseling sessions
(Counselor's name)
as desired throughout the current semester.

I understand that the video/audio recording will be used for training purposes and that viewing it will be restricted to the counselor's supervisor and the UMO instructor and counselors-in-training under the instructor's supervision. I understand that any audio or video recordings will be kept in a secured location and will be erased at the conclusion of the internship/practicum unless further permission for its use is granted by me in writing.

The information shared in a counseling relationship is treated with the deepest respect. The information shared in a counseling session will not be repeated to anyone. We have an ethical responsibility to share some information. We are also required to notify the proper authorities of child abuse, neglect, and threats to harm ourselves or others. We must also turn over records that a court of law subpoenas. We hope that you understand our ethical and legal responsibility concerning these matters.

I understand that I may revoke this permission at any time.

Client's signature: _____

Date: _____

Client's name (Please print): _____

A parent or legal guardian must sign below if the client/student is under 18.

I have read the above, and I give my permission for _____
(Counselor's name) to record counseling sessions with my child

(Child's name)

Signature of Parent/Guardian: _____

Date: _____

Parent/Guardian Name (Please print): _____

Address: _____

(Street) (City) (State) (ZIP)

Telephone: _____

It is agreed that this recording will be destroyed immediately after it is used in the supervisory session.

Client (or parent/guardian for a minor)

Counselor

Date

Supervision Agreement

Department of Counseling University of Mount Olive

Student Name:

Semester and Year:

Level:

Practicum OR Internship

Group Supervisor/Instructor:

Site/Site Supervisor:

Site name:

Site address:

Types of clients served:

Supervisor Information

Supervisor name:

Phone:

License Type:

(LPC, LCSW, LMFT, Psychologist, Psychiatrist, etc.)

Highest counseling-related academic degree:

Conferring university:

Total years of experience providing counseling:

Types of counseling provided:

Experience providing counselor supervision:

Title:

Email:

Year Licensed:

Specialty area (Master's students only, select one):

___ Mental Health___ College ___School

Please list training or licenses received for providing supervision:

Recording Requirements

Students are required to record (video recording is preferred) some of their sessions with the client's permission obtained through a signed consent form. The supervisor agrees to be certain that a copy of the consent to record (for each client recorded) is maintained permanently in the client's file.

___ Initials

If students are not allowed to record at the site, the site supervisor agrees to observe and provide feedback for at least 6 sessions OR contact the clinical coordinator to produce an alternative plan.

___ Initials

Responsibilities of Supervisor and Practicum/Internship Student

The supervisor agrees to:

(Supervisor, please initial items to indicate you have read and agree to the responsibilities.)

___ Ensure student receives orientation to the facility and has access to site policies and procedures.

___ Assist the student with the planning of the practicum or internship experience to include minimum hours and types of experiences delineated in the UMO Practicum or Internship Handbook.

___ Speak with student's University Supervisor during the semester and maintain contact with the student's university supervisor(s) to communicate the student's progress and any concerns.

___ Ensure that students have at least 6-8 opportunities to record (audio/video) sessions with clients.

___ Complete the university's evaluation form concerning the student's counseling performance.

___ Provide a minimum of one (1) hour of weekly individual/triadic supervision for practicum/internship students

Student agrees to:

(Student, please initial items to indicate you have read and agree to the responsibilities.)

____ Provide site supervisor with information on UMO program requirements and supervision training opportunities.

____ MEET WEEKLY WITH SUPERVISORS (site and university). ____ (initials)

____ Facilitate communication among supervisors.

____ Learn and adhere to the policies and procedures of the site, including procedures for crisis interventions.

____ Represent self and the university in a professional manner.

____ Follow the American Counseling Association's and American School Counselor Association's Ethical Guidelines, as appropriate.

____ Record sessions 6-8 times during the semester to bring to university supervision.

____ Provide the university with evaluations of the site supervisor at the middle and end of each semester.

____ Consult immediately with the site supervisor or available licensed representative when a client may be at risk of harm to self or others.

Length of agreement (start and end dates should correspond to university semester dates)

Start date:

End date:

Hours per week:

Days of the week:

Signatures

This document serves as a contract between the site and the student. Signatures indicate agreement on the above requirements and responsibilities.

Site Supervisor _____

Date _____

Student _____

Date _____

Student/Institution Agreement

I. Student Information

Student First Name:

Student Last Name:

Student ID#:

Mailing Address:

City:

State:

ZIP:

Phone:

UMO Email:

Course Number:

Course Name:

Credit Hours:

Required Practicum/Internship Hours:

II. Instructor Information

Instructor Name:

Title:

Phone:

UMO Email:

III. Organization Information

Organization:

Website:

Organization's Mailing Address:

City:

State:

Zip:

Supervisor:

Title:

Phone:

Email:

Practicum/Internship Start Date:

Practicum/Internship End Date:

First, we thank you for agreeing to serve as a site supervisor for our practicum/internship student. This memo outlines the mutual responsibilities of site supervisors and practicum/internship counselors providing services to clients as part of supervised field experiences in counseling. If you have any questions, or need to discuss a practicum/internship student's performance or development before the formal midterm evaluation period, please get in touch with the Clinical Coordinator.

The Department is expected to:

1. Provide weekly individual and group supervision that includes 1.5 hours during each enrollment week.
2. Provide a copy of the practicum/internship syllabus to the Site. (If you did not receive a copy of this memo, please ask your supervisee to obtain one for you).
3. Indicate to the practicum/internship student that the Department expects them to abide by the site's policies.
4. Initiate, as indicated, conferences with the Site Supervisor to discuss the student's performance.
5. Emphasize to students their professional responsibilities to clients.
6. Require students to participate obtain a background check (unless a specific one required by the site) and professional liability insurance.

The Site is expected to:

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

to include information about why their child has been invited to participate in counseling sessions.

2. Make provisions for orientation of the Department and the practicum student of the site's buildings, philosophies, and policies. Included in the orientation should be the procedure for assigning clients to the student, emergency procedures of the site, and any site-specific limits to confidentiality of which the student counselor should be aware.

3. Attempt, within site philosophy and administrative guidelines, to help the student meet departmental requirements.

4. Provide office space for the practicum/internship student to the extent feasible. A private space will be provided for the student while they see clients.

5. Assist in the evaluation of the practicum/internship student's clinical/counseling performance relative to the objectives of the experience. A formal evaluation is conducted using the forms provided at both mid-term and final weeks of the term. The site will notify the departmental supervisor of any problems which may influence the student's successful completion of the placement.

6. Assure that the student will be properly supervised at all times by a master's level, or equivalent level counselor with a minimum of 2 years of experience with an appropriate license.

7. Provide documentation and evaluations through Tevera.

Student Expectations Agreement

Reciprocal Relationship:

This internship is considered a didactic experience where the institution assists the learning experience of the student, and the student is expected to assist the institution. Specific experiences and responsibilities are to be agreed upon between the student and supervisor. However, any problems or conflicts may be reported to the course instructor as needed.

Student Agreement

Supervisor Agreement

Learning Objectives:

The student will supply the supervisor with a copy of the course syllabus detailing the course objectives. At a minimum, the practicum/internship should provide the student with a practical experience related to the field of study, exposure to typical career experiences, knowledge of ethical and legal guidelines, and typical expectations and outcomes related to the institutional goals and purposes.

Student Agreement

Supervisor Agreement

Ethics/Behavior:

Students will exhibit the highest level of ethical, moral, and legal behavior. Students and supervisors agree to abide by all applicable ethical and legal requirements and expectations. Any breach or behavioral problems will be reported promptly to the course instructor. The supervisor agrees to provide, and the student agrees to become familiar with all applicable codes and expectations of the field, applicable law, and the institution. All applicable confidentiality requirements must be strictly followed.

Student Agreement

Supervisor Agreement

Assessment:

Students will keep a personal journal/log of experiences through Tevera to be submitted to the course instructor by the deadline. Additionally, supervisors agree to timely complete a final report of the student's experience, conduct, and learning objectives at the conclusion of the experience. It is the student's responsibility to provide the required forms to the supervisor in a timely manner.

Student Agreement

Supervisor Agreement

WAIVER OF LIABILITY & INDEMNITY

***Nothing in this agreement shall release the student of any responsibility or liability of the internship institution, and institutions may require other forms and agreements between the student and the intuition. [The term "institution" herein refers to the organization, institution, supervisor, and any and all employees or representatives of the organization where the internship is performed.]**

- **Waiver and Indemnity.** The undersigned student, for himself/herself and his/her and assigns, and institution representative, jointly and severally, hereby release, waive their rights to recover against, and **agree to indemnify, defend, and hold harmless University of Mount Olive**, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and volunteers acting on its behalf and insurers from and for any and all claims or causes of action for any losses, damages, property damage, property loss or theft, costs, expenses (including attorney's fees and opinion witness fees), complaints, personal injury, death or other loss arising from or relating in any way to student's participation in the Internship, including, without limitation, student's travel to, from and during the internship, and wrongful acts of others that are harmful to the student. **This release, waiver, and indemnity**

agreement extends to claims based in whole or in part on the negligence of the University of Mount Olive all of its operators, and parent, subsidiary, and related entities, and its and their respective officers, directors, employees, agents, servants, and volunteers acting on its behalf and insurers. **Still, it shall not extend to claims predicated on gross negligence, willful, wanton, or intentional conduct.**

- **Covenant Not To Sue.** The undersigned student, for themselves and their heirs and assigns and an institutional representative each promise and agree that they will not sue the University of Mount Olive, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and volunteers acting on its behalf and insurers for any damages, losses, claims, causes of action, suits, demands, costs, complaints, including those resulting from the undersigned's illness, injury, and/or death, released and waived in the two preceding paragraphs.
- **Agreements Not Limited by Actions of the University of Mount Olive.** The undersigned student agreements and obligations under the two preceding paragraphs shall not be limited or reduced in any way because any of the losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death, or other loss, including those resulting from the undersigned illness, injury, and/or death, that arise or result, in whole or in part, from the negligence of, or breach of any express or implied warranty or duty by the University of Mount Olive, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers. The provisions of this paragraph extend to claims based in whole or in part on the negligence of the University of Mount Olive and all
Of its operators, parent, subsidiary and related entities, and its respective officers, directors, employees, agents, servants and volunteers acting on its behalf and insurers but shall not extend to claims predicated on gross negligence, willful or wanton conduct, or intentional conduct.

Student Signature

Faculty Signature

Supervisor Signature