



**Master of Arts in Counseling
Clinical Mental Health Counseling**

Professional Practice Handbook

2024

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Professional Practice

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. A learning atmosphere of trust and safety is established in group supervision while students become progressively focused on looking at their work with clients and the development of their professional role.

Students are required to complete a one semester supervised practicum that totals a minimum of 100 clock hours, and a 600 hour internship which is begun only after successful completion of the student's practicum and admission to internship. The practicum and internship provide an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. Care is taken to ensure that each student is supervised by a licensed clinician in either individual (on-site) or group (campus) supervision, normally both.

CACREP Accreditation

EMU's MA in Counseling program is accredited in Clinical Mental Health Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students graduating with a CACREP-accredited degree can often more easily achieve state counseling licensure and experience greater ease of movement between state licensing boards. And students with CACREP-accredited counseling degrees are often considered exceptional candidates for doctoral programs.

Practicum Requirements

The practicum experience is designed to give beginning students in counseling the opportunity to put into practice the skills and knowledge they are developing throughout their counseling program. Students with pre-existing places of employment may utilize their site for practicum if the student arranges with their supervisor new or creative opportunities to learn new skills for this site to qualify. Students will meet weekly to review cases, discuss areas of growth and present theory, intervention and technique questions (*CACREP 2024, 4.A. and 5.C.2.*).

CACREP 2024 Standards

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over the minimum of one academic term. The student's practicum experience includes all of the following:

Addressing the following **CACREP 2024 Professional Counseling Identity & Clinical Mental Health Standards:**

1. Students will further develop their ability to apply various counseling theories in clinical practice (*3.E.1. and 3.E.21.*).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (*3.E.2., 3.E.8.-3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.*).
3. Students will demonstrate competence in case conceptualization and treatment planning (*3.E.3., and 3.E.13.-3.E.15.*).
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (*3.E.5., 3.E.6., and 5.C.3.*).
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (*3.E.7. and 3.E.11.*).
6. Students will practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (*3.A.3., 3.E.4., 3.E.17.-3.E.20., and 5.C.6.-5.C.8.*).
7. Students will develop skills in practical matters such as record-keeping, documentation, and other management issues (*3.E.16. and 5.C.9.*).
8. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship (*4.E.*).

and the following **CACREP 2024 Professional Practice standards:**

1. A minimum of 100 hours over a full academic term that is consistent with the institution's academic calendar (*4.Q.*);

2. At least 40 hours of direct service with actual clients that contributes to the development of counseling skills (4.R.);
3. The opportunity for students to secure program-appropriate audio or video recordings and/or live supervision of students' interactions with clients (4.C.);
4. The opportunity for students to become familiar with a variety of professional activities and resources, including technology, as part of their practicum (4.D.);
5. During either practicum or internship, the opportunity to lead or co-lead a counseling or psychoeducational group (4.E.);
6. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum (4.F.);
7. Individual and/or triadic supervision on a regular schedule that averages one (1) hour a week provided by a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (4.S.); and
8. Group supervision on a regular schedule that averages one and one half (1½) hours per week provided by a counselor education program faculty member (4.T.).

Prerequisites for Practicum

1. [Liability Insurance](#) - Each student conducting counseling in Professional Practice must have professional liability insurance. Students joining ACA automatically receive liability insurance. Students must provide a copy of this form from their insurance policy to their Professional Practice Folder (PPF) prior to beginning their Professional Practice. The policy should be renewed as long as the student is in Professional Practice and a copy of each renewal will need to be submitted to the Professional Practice Coordinator (CACREP 4.B.).
2. [Student Records Checklist](#) – shows signed verification of prerequisites
3. [Agency Placement Form](#) – to be completed by site supervisor (CACREP 4.P.)
4. [Contract Letter](#) – Contract Letters are required for all placements and are written by all students prior to the beginning date of their placement. The letters are professionally written to the supervisor stating the agreement they have for the student's experience at the site. Thus, the letter is written following the interview with the site supervisor when they establish the plans for the semester (or two). See samples. The letter shall be written by the student and signed by the on-site supervisor **before** the beginning of the experience (CACREP 4.H.).

Practicum Sample Syllabus



Master of Arts in Counseling Course Syllabus

Course Information

COUN 528 – PRACTICUM – A, B, & C
Spring 2024
3 Semester Hours

Location/Date/Time

SB003, SB025, & SB010
Wednesdays 3:40-5:30

INSTRUCTOR'S INFORMATION:

SECTION A MEETS IN SB003

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

INSTRUCTOR'S INFORMATION:

SECTION B MEETS IN SB025

Jennifer Cline, PhD, LPC, ACS

Email: jennifer.cline@emu.edu

Office Phone: 540.432.4213

INSTRUCTOR'S INFORMATION:

SECTION C MEETS IN SB010

Stewart Nafziger, PhD, LPC

Email: stewart.nafziger@emu.edu

Office Phone: 540.432.4018

Student Hours:

Greet: A 5-10 minute "pop-in" whenever my office door is open to say "hi" and connect

Meet: A 15-30 minute scheduled meeting for advising or to discuss an issue

Work: A longer scheduled meeting to engage in parallel or collaborative worktime

adapted from Hogan & ~~Sawyer~~, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*

COURSE DESCRIPTION:

The practicum experience is designed to give beginning students in counseling the opportunity to put into practice the skills and knowledge they are developing throughout their counseling program. Students will meet weekly to review cases, discuss areas of growth and present theory, intervention and technique questions (CACREP 2024, 4.A. and 5.C.2.).

COURSE GOALS AND OBJECTIVES:

Addressing the following CACREP 2024 Professional Counseling Identity & Clinical Mental Health Standards

1. Students will further develop their ability to apply various counseling theories in clinical practice (3.E.1. and 3.E.21.).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (3.E.2., 3.E.8.-3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.).
3. Students will demonstrate competence in case conceptualization and treatment planning (3.E.3., and 3.E.13.-3.E.15.).
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (3.E.5., 3.E.6., and 5.C.3.).
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (3.E.7. and 3.E.11.).
6. Students will practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (3.A.3., 3.E.4., 3.E.17.-3.E.20., and 5.C.6.-5.C.8.).
7. Students will develop skills in practical matters such as record-keeping, documentation, and other management issues (3.E.16. and 5.C.9.).
8. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship (4.E.).

PREREQUISITES:

Prerequisites for practicum include: COUN507 PIFE, COUN508 Counseling Techniques, COUN547 Counseling Theories, & COUN517 Human Growth and Development.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT:

Please have all readings completed by the day listed on the syllabus.

Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

RECOMMENDED READING:

- Antony, M. M. & Swinson, R. P. (2017). *The shyness and social anxiety workbook: Proven techniques for overcoming your fear*, (3rd ed.). New Harbinger Publications, Inc.
- Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7th ed.). Routledge.
- Berne, E. (1964). *Games people play: The basic handbook of transactional analysis*. Ballantine Books.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Citadel.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Random House.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Routledge.
- Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.
- Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson
- Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. John Wiley & Sons.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2nd ed.). Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skills training manual*, (2nd ed.). The Guilford Press.
- McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. New Harbinger Publications.
- O'Hanlon, B. & Beadle, S. (1999). *A guide to possibility land: Fifty-one methods for doing brief, respectful therapy*. W. W. Norton & Company.
- Plath, S. (1971). *The bell jar*. Harper & Row.
- Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. PESI Publishing and Media
- Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
- Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Sage.
- Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Press.
- Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. New World Library.
- Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

SCHEDULE AND TOPICS:

Course Schedule

+ Date	Subject	Reading/Assignments Due
1/17/24	Introduction to course (Review of Syllabus, Folders and Forms, Discussion of Goals, Group Guidelines and Process)	
1/24/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 1-2 Clip Reviews
1/31/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 3-4 Clip Reviews
2/1/24-2/2/24	ASIST Training <i>CACREP 2024, 3.A.3. and 3.E.19</i>	
2/7/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 5 Clip Reviews
2/14/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 6 Clip Reviews
2/21/24	Group Supervision – Guest Speaker (Charles Miller on Interprofessional Collaboration)	Erford Ch. 7
2/28/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 8 Clip Reviews
3/6/24	Spring Break – No Class	
3/13/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 9 Clip Reviews
3/20/24	Group Supervision – Guest Speaker (Emily Chew on Sexual Health)	Erford Ch. 10 DUE: Counselor Assessment Scale (Self-assessment & Supervisor Assessment)
3/27/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 11 DUE: Admission to Internship Assignment due to PPC by 4/1/24 Clip Reviews
4/3/24	MAC Community Care Day – Alternate Class	
4/10/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 12 Clip Reviews
4/17/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 13 Clip Reviews
4/24/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Erford Ch. 14 Complete final paperwork: <ul style="list-style-type: none"> • Hours Tracking Logs • Hours Summary • Faculty Group Supervisor Evaluation • Site Supervisor Evaluation • Final Recommendation
5/1/24	Attend Capstone Presentations	All forms must be completed, signed, and filed by MAY 6

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

PROFESSIONAL BEHAVIOR:

Attendance Policy for Practicum/Internship Courses: This class will abide by program standards for attendance.

1. Every student is allowed to miss one class during the semester without penalty to your grade. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 continuing education (CE) training for every hour missed; an entire class would be 2 CE's.
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

COURSE REQUIREMENTS:

Practicum is an opportunity for students to apply their emerging counselor skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Each student is required to maintain the appropriate forms in their **Professional Practice Folders**. The student will submit weekly supervision logs that are signed by the site supervisor. Folders will be brought to each supervision session in order for students to file the necessary forms.
- C. Each student will review, cue, and present **two** client recordings during the semester – at least one before the mid-semester recess and one after mid-semester. For each clip presented, you are required to **complete a background form** to bring to class (*CACREP 2024, 3.E.1-3.E.21. and 5.C.1-5.C.9*). Recordings presented might show:
 - A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
 - A tape segment that demonstrates an area for improvement.
- D. **Applied Suicide Intervention Skills Training (ASIST)** – As part of the practicum experience each student will be required to attend the ASIST training on February 1 and 2 at EMU. This training takes place over two full days. Students will need to inform their practicum site supervisors that they will not be able to be at the practicum site on these days (*CACREP 2024, 3.A.3. and 3.E.19*.)
- E. **IDEA Interprofessional Trainings & Professional Development**
 - Each practicum student will be required to attend two interprofessional trainings to fulfill HRSA grant requirements in order to receive your \$10K stipend during your internship. These trainings have been scheduled during your practicum class and will not require additional outside time. The first topic will be presented by Charles Miller on Interprofessional

collaboration (2/21/24) and the second topic will be presented by Emily Potkus Chew on Sexual Health (3/20/24).

- Each practicum student is invited to attend a half-day trauma training presented by Bonnie Badenoch. This training is scheduled for Friday, February 23 from 12-4 pm.

- F. **Assignment: Letter of Readiness, Due to Professional Practice Coordinator by 4/1/24;** *This assignment is your practicum competency assignment and should be placed in your competency portfolio. This assignment meets the requirements of 2024 CACREP standards, 3.E.1.-3.E.21. and 5.C.1.-5.C.9. See attached appendix for scoring rubric. "Admission to Internship" refers to the stage in your graduate studies when faculty members, in collaboration with student self-evaluation and site supervisor evaluation, determine your suitability for an internship placement. This is a crucial step in advancing your journey towards becoming a professional counselor. To successfully complete this assignment, you are required to complete the following tasks:*
- a. Demonstrate completion of all Master Competency Portfolio requirements thus far, using the MCP checklist.
 - b. Submit evaluative feedback from your site supervisor using the Counselor Assessment Scale.
 - c. Provide self-evaluative feedback via the Counselor Assessment Scale.
 - d. Additionally, compose a formal 3–4-page letter, addressed to the faculty, covering the following aspects:
 - i. Identification of significant moments of self-awareness pertaining to both strengths and areas for growth.
 - ii. A thorough analysis of feedback received in academic coursework, advisory meetings, and site supervision.
 - iii. A comprehensive assessment of academic readiness and demonstration of professional dispositions encompassing conscientiousness, self-awareness, coping and self-care, interpersonal skills, ethical behavior, emotional stability, moral reasoning, openness, cultural sensitivity, and cooperativeness.
 - iv. Reflection on the PIFE "counselor within" project and statement of intention, evaluating the ongoing evolution of your professional identity and career development.
 - v. Drawing from the strengths and growth areas discussed in a.i. and the subsequent analysis of feedback in a.ii., develop a detailed "growth plan" outlining strategies for refining your professional identity, utilizing supervision effectively, actively engaging in academic studies, and fostering personal growth and wellness as you progress toward completing your training
 - e. This assignment should be compiled as a complete packet, scanned, and emailed to the Professional Practice Coordinator no later than Monday, April 1, 2024.

PRACTICUM RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- **Participate fully in at least 100 hours of practicum.** Our program requires that students in practicum complete at the minimum 100 hours of supervised clinical work (CACREP 2024, 4.Q.) over the course of one semester, which includes 40 hours of direct service (CACREP 2024, 4.R.). Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your practicum,

you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings (CACREP 2024, 4.D.).

- **Be involved in weekly supervision with a qualified site supervisor** (CACREP 2024, 4.P. and 4.S.). You will meet face-to-face with your site supervisor for one-hour per week (**15 weeks of practicum equals 15 hours of supervision**).
 - Must have a "formal" clip review and full session review with your site supervisor over the course of the semester (complete and file the accompanying paperwork in your PPF).
- **Meet an average of 1.5 hours a week in regular group supervision sessions with your faculty supervisor** (CACREP 2024, 4.N. and 4.T.). You will be coming together with fellow practicum students to share your practicum experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.
- **Lead a group.** Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship (CACREP 2024, 4.E.).
- **Video record, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills (CACREP 2024, 4.C. and 4.D.).
- **Complete all practicum paperwork in a timely fashion** (refer to [Professional Practice Handbook](#) online for a detailed explanation of all policies, procedures, and forms, CACREP 2024, 4.G.):
 - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.
 - **Complete the Practicum Student Records Checklist.** The student is responsible for completing the Practicum Student Records Checklist that outlines all prerequisites and documentation requirements. No practicum may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of practicum for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
 - **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you send it in within sufficient time (CACREP 2024, 4.B.).
 - **Counselor Assessment Scale.** At the mid-point of the semester, you will complete a self-evaluation and your Individual Site Supervisor will evaluate your clinical skills using the Counselor Assessment Scale (CACREP 2024, 4.F.). Your completed evaluations should be included digitally with your Admission to Internship assignment and the hard copies should be filed in your Professional Practice Folder.
 - **Evaluate your Site Supervisor.** An evaluation of your Individual Site Supervisor will be completed using the forms provided. These should be submitted to the Professional Practice Coordinator. We strongly encourage all students to share evaluation of supervision with their supervisors when appropriate. Evaluations will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements (CACREP 4.L.).

- **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the site supervisor. At the end of the semester, the **Hours Summary Form** must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 100 (minimum) hours.
- **Late Paperwork.** If *any of your paperwork* is 14 days or more behind, you will be required to pause your practicum experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of practicum.

DEPARTMENTAL POLICIES SPECIFIC TO FIELD WORK:

PRACTICUM START AND END DATES

A practicum student may begin at their practicum site one week before the start of the academic semester. This week allows students to orient to their site and can be counted in the student's indirect hours. A student **may not** begin providing direct services until the start of the academic semester.

If a practicum student reaches the end of the academic semester without obtaining the requisite number of hours the student must take an incomplete and with site supervision in place may continue to count hours for up to two additional weeks. This decision should be made in collaboration with the student's site supervisor, faculty supervisor, and the professional practice coordinator. The professional practice coordinator will be on call for emergency supervision needs.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

FIELD EDUCATION WORK DURING UNIVERSITY BREAKS

Occasionally, the academic calendar does not align perfectly with the site's calendar (*ie.* academic breaks are often not recognized on site). For those approved university breaks such as fall break in October, winter break in December/January and spring break in March as well as any others listed on the university calendar, the following is the MA in Counseling program requirement for community counseling students continuing to work at field education sites. During university breaks, students may continue seeing clients at their approved field education site if:

1. The individual Site Supervisor is informed that the faculty group supervisor is not available for weekly supervision.
2. The individual Site Supervisor is available for one hour per week of face-to-face supervision.
3. The student informs their faculty group supervisor and the professional practice coordinator of the arrangement.
4. Students are required to take at least one week, preferably two weeks, off over winter break for their own rest and restoration.

EFFECT OF MISSED SUPERVISION ON THE COUNTING OF HOURS

The expectation of students enrolled in either practicum or internship experiences is that the student receives both individual/triadic supervision with their site supervisor and group supervision with their faculty supervisor **EVERY** week. However, there are times that an unforeseen event emerges, in which case:

- If a group supervision class is canceled due to weather, if the student is providing services during an academic holiday, or if the student misses ONE group supervision class, the student may continue to count hours as long as they have the requisite on-site supervision. This policy will keep us in compliance with our CACREP regulations which states that students must receive an average of 1-1/2 hours of faculty group supervision over the course of the semester (*CACREP 2024, 4.T.*)
- Our CACREP Standards (2024, 4.S.) specify that students must receive individual or triadic supervision with their site supervisor on a regular schedule that averages one hour a week which amounts to **15 hours of supervision required over the course of each semester**. Therefore, if a student misses an on-site supervision session, that session needs to be made up (e.g., by asking for a telehealth supervision session, joining a colleague for triadic supervision, asking if another supervisor is available as a substitute, or getting supervision twice in the following week). The student should inform the faculty supervisor if this circumstance arises so that their supervision needs are prioritized in the group setting and the student may continue to count hours as long as the requisite group supervision is in place.
- **A student may NOT provide services nor count hours if they have neither site supervision nor group supervision in the same week.**

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

UNIVERSITY POLICIES:

ACADEMIC PROGRAM POLICIES

For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Salles and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades (*see program specific guidelines). The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

COURSE EXTENSIONS AND OUTSTANDING GRADES

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will

later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

MOODLE

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Internship Requirements

The internship experience is designed to give advanced students in counseling the opportunity to practice the skills and knowledge they have developed throughout their counseling training. Students will meet weekly to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings (*CACREP 2024, 4.A. and 5.C.2.*).

Admission to Internship

“Admission to Internship” refers to the stage in your graduate studies when faculty members, in collaboration with student self-evaluation and site supervisor evaluation, determine your suitability for an internship placement. This is a crucial step in advancing your journey towards becoming a professional counselor. The Admission to Internship process and decision are the responsibility of the faculty. Students are informed of the Admission to Internship requirement and process in the “Orientation to Practicum” meeting and the assignment is outlined and reviewed in the Practicum Syllabus. Each student will have participated in the evaluation process through individual site supervision, the written evaluation of the site supervisor and consultation between the faculty group supervisor and the individual site supervisor, through discussions with faculty regarding class performance, through advising conferences, and through the invitation to submit a self-review as part of the Admission to Internship process. Such processes are deemed sufficient for the faculty to make a final decision. However, the faculty can, as it chooses, solicit additional input from the student, or any other consultant. The Admission to Internship decision process preempts the further stages of the process as detailed in the remainder of this document.

To successfully complete the Admission to Internship assignment, eligible practicum students are required to complete the following tasks:

- A. Demonstrate completion of all Master Competency Portfolio requirements thus far, using the MCP checklist.
- B. Submit evaluative feedback from your site supervisor using the Counselor Assessment Scale.
- C. Provide self-evaluative feedback via the Counselor Assessment Scale.
- D. Additionally, compose a formal 3–4-page letter, addressed to the faculty, covering the following aspects:
 - a. Identification of significant moments of self-awareness pertaining to both strengths and areas for growth.
 - b. A thorough analysis of feedback received in academic coursework, advisory meetings, and site supervision.

- c. A comprehensive assessment of academic readiness and demonstration of professional dispositions encompassing conscientiousness, self-awareness, coping and self-care, interpersonal skills, ethical behavior, emotional stability, moral reasoning, openness, cultural sensitivity, and cooperativeness.
 - d. Reflection on the PIFE “counselor within” project and statement of intention, evaluating the ongoing evolution of your professional identity and career development.
 - e. Drawing from the strengths and growth areas discussed in a.i. and the subsequent analysis of feedback in a.ii., develop a detailed “growth plan” outlining strategies for refining your professional identity, utilizing supervision effectively, actively engaging in academic studies, and fostering personal growth and wellness as you progress toward completing your training
- E. This assignment should be compiled as a complete packet, scanned, and emailed to the Professional Practice Coordinator by the assigned date.

CACREP 2024 Standards

The program requires completion of a supervised internship in the student’s designated program area of *600 clock hours that is begun after successful completion of practicum and admission to internship*. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following:

Addressing the following CACREP 2024 Professional Counseling Identity & Clinical Mental Health Standards:

1. Students will further develop their ability to apply various counseling theories in clinical practice (3.E.1. and 3.E.21.).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (3.E.2., 3.E.8.-3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.).
3. Students will demonstrate competence in case conceptualization and treatment planning (3.E.3., and 3.E.13.-3.E.15.).
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (3.E.5., 3.E.6., and 5.C.3.).
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (3.E.7. and 3.E.11.).
6. Students will practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (3.A.3., 3.E.4., 3.E.17.-3.E.20., and 5.C.6.-5.C.8.).

7. Students will develop skills in practical matters such as record-keeping, documentation, and other management issues (3.E.16. and 5.C.9.).

and the following **CACREP 2024 Professional Practice standards:**

1. A minimum of 600 hours over two academic terms that is consistent with the institution's academic calendar (4.U.);
2. At least 240 hours of direct service with actual clients that contributes to the development of counseling skills (4.V.);
3. The opportunity for students to secure program-appropriate audio or video recordings and/or live supervision of students' interactions with clients (4.C.);
4. The opportunity for students to become familiar with a variety of professional activities and resources, including technology, as part of their internship (4.D.);
5. During either practicum or internship, the opportunity to lead or co-lead a counseling or psychoeducational group (4.E.);
6. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship (4.F.);
7. Individual and/or triadic supervision on a regular schedule that averages one (1) hour a week provided by a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (4.S.); and
8. Group supervision on a regular schedule that averages one and one half (1½) hours per week provided by a counselor education program faculty member (4.T.).

Prerequisites for Internship

1. **[Liability Insurance](#)** - Each student conducting counseling in Professional Practice must have professional liability insurance. Students joining ACA automatically receive liability insurance. Students must provide a copy of this form from their insurance policy to their Professional Practice Folder (PPF) prior to beginning their Professional Practice. The policy should be renewed as long as the student is in Professional Practice and a copy of each renewal will need to be submitted to the Professional Practice Coordinator (CACREP 4.B.).
2. **[Student Records Checklist](#)** – shows signed verification of prerequisites
3. **[Agency Placement Form](#)** – to be completed by the site supervisor (CACREP 4.P.)
4. **[Contract Letter](#)** – Contract Letters are required for all placements and are written by all students prior to the beginning date of their placement. The letters are professionally written to the supervisor stating the agreement they have for the student's experience at the site. Thus, the letter is written following the interview with the site supervisor when they establish the plans for the semester (or two). See samples. The letter shall be written by the student and signed by the on-site supervisor **before** the beginning of the experience (CACREP 4.H.).

Internship Sample Syllabus



Master of Arts in Counseling Course Syllabus

Course Information

COUN689 - INTERNSHIP I – A, B, & C
Fall 2023
3 Semester Hours

Location/Date/Time

SB003, SB010, and SB025
Tuesdays 3:40 – 5:40pm

INSTRUCTOR'S INFORMATION:

SECTION A MEETS IN SB003

Gregory Czyszczon, PhD, LPC
Email: greg.czyszczon@emu.edu
Office Phone: 540.432.4324

INSTRUCTOR'S INFORMATION:

SECTION B MEETS IN SB025

Jennifer Cline, PhD, LPC, ACS
Email: jennifer.cline@emu.edu
Office Phone: 540.432.4213

INSTRUCTOR'S INFORMATION:

SECTION C MEETS IN SB010

Stewart Nafziger, PhD, LPC
Email: stewart.nafziger@emu.edu
Office Phone: 540.432.4018

Student Hours: **Greet:** A 5-10 minute "pop-in" whenever my office door is open to say "hi" and connect
Meet: A 15-30 minute scheduled meeting for advising or to discuss an issue
Work: A longer scheduled meeting to engage in parallel or collaborative worktime
adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*

COURSE DESCRIPTION:

The internship experience is designed to give advanced students in counseling the opportunity to practice the skills and knowledge they have developed throughout their counseling training. Students will meet weekly to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings (CACREP 2024, 4.A. and 5.C.2.).

COURSE GOALS AND OBJECTIVES:

Addressing the following CACREP 2024 Professional Counseling Identity & Clinical Mental Health Standards:

1. Students will further develop their ability to apply various counseling theories in clinical practice (3.E.1. and 3.E.21.).
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (3.E.2., 3.E.8.-3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.).
3. Students will demonstrate competence in case conceptualization and treatment planning (3.E.3., and 3.E.13.-3.E.15.).
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (3.E.5., 3.E.6., and 5.C.3.).
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (3.E.7. and 3.E.11.).
6. Students will practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (3.A.3., 3.E.4., 3.E.17.-3.E.20., and 5.C.6.-5.C.8.).
7. Students will develop skills in practical matters such as record-keeping, documentation, and other management issues (3.E.16. and 5.C.9.).

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT:

Reuse practicum text: Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

RECOMMENDED READING:

- Antony, M. M. & Swinson, R. P. (2017). *The shyness and social anxiety workbook: Proven techniques for overcoming your fear*, (3rd ed.). New Harbinger Publications, Inc.
- Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7th ed.). Routledge.
- Berne, E. (1964). *Games people play: The basic handbook of transactional analysis*. Ballantine Books.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Citadel.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Random House.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Routledge.
- Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.
- Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson
- Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. John Wiley & Sons.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2nd ed.). Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skills training manual*, (2nd ed.). The Guilford Press.
- McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. New Harbinger Publications.
- Mometrix Test Preparation. (2020). NCMHCE practice questions: NCMHCE practice tests and exam review for the National Clinical Mental Health Counseling Examination, (2nd ed.). Mometrix Media.**
- Mometrix Test Preparation. (2020). NCMHCE secrets study guide: Exam review and NCMHCE practice test for the National Clinical Mental Health Counseling Examination, (2nd ed.). Mometrix Media.**

O'Hanlon, B. & Beadle, S. (1999). *A guide to possibility land: Fifty-one methods for doing brief, respectful therapy*. W. W. Norton & Company.

Plath, S. (1971). *The bell jar*. Harper & Row.

Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. PESI Publishing and Media

Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.

Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Sage.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Press.

Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. New World Library.

Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

SCHEDULE AND TOPICS:

Course Schedule

Date	Subject	Reading/Assignments Due
8/29/23	Introduction to course	
9/05/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	
9/12/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
9/19/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
9/26/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
10/03/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
10/10/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
10/17/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
10/24/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
10/31/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
11/07/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
11/14/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
11/21/23	Thanksgiving - Off	
11/28/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
12/05/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
12/12/23	Group Supervision <i>CACREP 2024, 3.E.1-3.E.21. and 5.C.1.-5.C.9.</i>	Complete final paperwork: <ul style="list-style-type: none"> • Counselor Assessment Scale (Self-assessment & Supervisor Assessment) • Hours Tracking Log • Hours Summary

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

PROFESSIONAL BEHAVIOR:

Attendance Policy for Practicum/Internship Courses: This class will abide by program standards for attendance.

1. Every student is allowed to miss one class during the semester without penalty to your grade. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 continuing education (CE) training for every hour missed; an entire class would be 2 CE's.
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

COURSE REQUIREMENTS:

Internship is an opportunity for students to further develop their counselor identity and enhance their clinical skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Each student will **review, cue, and present two client recordings** during the semester – at least one before the **mid-semester recess and one after mid-semester**. For each client recording presented, you are required to complete the **session background form** (*CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.*).

Consider showing recordings that include:

- A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
- A tape segment that you would like to improve.

- C. IDEA Interprofessional Trainings & Professional Development
Each internship student will be required to **attend two interprofessional trainings** each semester to fulfill HRSA grant requirements in order to receive your \$10K stipend.
 - Fall requirements for Internship I include:
 - "Court Testimony" training - presented by Jenny Kuszyk during Supervision class on 10/24/23.
 - A telehealth training module TBD
 - Spring requirements for Internship II include:
 - "Trauma" training - presenter and date TBD but likely on a Friday or Saturday morning
 - "Psychopharmacology" training - presenter is TBD during Internship class on a TBD date

CAPSTONE CASE CONCEPTUALIZATION PAPER AND PRESENTATION (SPRING SEMESTER):

Students in EMU's MA in Clinical Mental Health Counseling program devote a significant amount of time and energy to serving our communities through their practicum (>100 hours) and internship (>600 hours) experiences. These practicum and internship experiences cultivate students' ability to work as professional counselors and prepare them, in conjunction with their coursework, for Counseling Residency, a >3,400-hour (Virginia) post-graduation work period under clinical supervision before licensure as a Professional Counselor. EMU's MA in Clinical Mental Health program is primarily focused on clinical training. To this end, students' development throughout the program and clinical performance are primary areas of evaluation for graduation. The program's Capstone Day and Capstone Assignments reflect this.

The purpose of the Capstone process is for 1) students to concretely reflect on their growth throughout the program, 2) students to practice clearly articulating their clinical and academic perspectives and work history in preparation for work as a counselor, 3) and for students to share personal growth, academic accomplishments, and clinical experiences with the EMU Graduate Counseling program and wider community.

Student Requirements: On the Wednesday of the EMU spring semester finals week, students will give a 20-minute presentation to all faculty and student colleagues and provide an 10-12-page summary paper (APA v.7) to the Professional Practice Coordinator. The paper will be read and assessed by faculty in EMU's MA in Clinical Mental Health Counseling program. The paper and presentation will mirror content discussed in the student's culminating interview and should include (CACREP 2024, 3.E.1.-3.E.21.):

- Your clinical approach:
 - Consider questions such as: What theory or model is most central to the way I conceptualize clinical cases? How has this changed or evolved throughout my training? How do I apply this/these theory(ies) in my clinical practice? What in my worldview or personal value system contributes to the way understand and apply this/these theoretical orientation(s)? What is my role as a counselor?
- One **deidentified** case example from your internship placement:
 - Intake and presenting concerns
 - Ethical and legal considerations
 - Assessment and case conceptualization
 - Therapeutic process, dimensions of the therapeutic relationship, and multicultural considerations
 - Use of supervisory feedback
 - Termination/referral
- Time for questions

INTERNSHIP RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- **Participate fully in at least 600 hours of internship.** The internship experience is considered to be the seminal experience of counselor training. Our program requires that students in internship complete a minimum 600 hours of supervised clinical work (CACREP 2024, 4.U.) over the course of two semesters, which includes 240 hours of direct service (CACREP 2024, 4.V.). Clinical mental health

counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your internship, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings (CACREP 2024, 4.D.).

- **Be involved in weekly supervision with a qualified site supervisor** (CACREP 2024, 4.P. and 4.W.). You will meet face to-face with your site supervisor for one-hour per week (**15 hours of supervision are required over the course of each semester**).
 - Must have a "formal" clip review and full session review with your site supervisor over the course of the semester (complete and file the accompanying paperwork in your PPF)
- **Meet an average of 1-1/2 hours a week in regular group supervision sessions with your faculty supervisor** (CACREP 2024, 4.N. and 4.X.). You will be coming together with fellow interns to share your internship experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.
- **Lead a group.** Each student is **required** to lead or co-lead a **counseling or psycho-educational group** unless this requirement has been fulfilled in Practicum (CACREP 2024, 4.E.).
- **Videorecord, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills (CACREP 2024, 4.C. and 4.D.).
- **Complete all internship paperwork in a timely fashion** (refer to [Professional Practice Handbook](#) online for a detailed explanation of all policies, procedures, and forms, CACREP 2024, 4.G.):
 - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.
 - **Complete the Internship Student Records Checklist.** The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of internship for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
 - **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you will send it in within sufficient time (CACREP 2024, 4.B.).
 - **Counselor Assessment Scale.** At the end of the semester, the Counselor Assessment Scale will be used to evaluate your clinical skills. At the end of the semester, you will complete a self-evaluation and your Individual Site Supervisor will evaluate your clinical skills using the Counselor Assessment Scale (CACREP 2024, 4.F.). Your completed evaluations should be submitted to your Faculty Group Supervisor and filed in your Professional Practice Folder.
 - **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the site supervisor. At the end of the semester, the **Hours Summary Form** must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted

to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 600 (minimum) hours.

- **Late Paperwork.** *If any of your paperwork is 14 days or more behind, you will be required to pause your internship experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of internship.*

DEPARTMENTAL POLICIES SPECIFIC TO FIELD WORK:

INTERNSHIP START AND END DATES

An internship student may begin at their internship site one week before the start of the academic semester. This week allows students to orient to their site and can be counted in the student's indirect hours. A student **may not** begin providing direct services until the start of the academic semester.

If an internship student reaches the end of the academic year without obtaining the requisite number of hours for internship, there is no option for an extension due to graduation requirements. In this case, a student could apply for graduation and walk in the ceremony but they would need to register for a summer internship course in order to complete their hours requirements. This decision should be made in collaboration with the student's site supervisor, faculty supervisor, and the professional practice coordinator.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

FIELD EDUCATION WORK DURING UNIVERSITY BREAKS

Occasionally, the academic calendar does not align perfectly with the site's calendar (i.e. academic breaks are often not recognized on site). For those approved university breaks such as fall break in October, winter break in December/January and spring break in March as well as any others listed on the university calendar, the following is the MA in Counseling program requirement for community counseling students continuing to work at field education sites. During university breaks, students may continue seeing clients at their approved field education site if:

1. The individual Site Supervisor is informed that the faculty group supervisor is not available for weekly supervision.
2. The individual Site Supervisor is available for one hour per week of face-to-face supervision.
3. The student informs their faculty group supervisor and the professional practice coordinator of the arrangement.
4. Students are required to take at least one week, preferably two weeks, off over winter break for their own rest and restoration.

EFFECT OF MISSED SUPERVISION ON THE COUNTING OF HOURS

The expectation of students enrolled in either practicum or internship experiences is that the student receives both individual/triadic supervision with their site supervisor and group supervision with their faculty supervisor **EVERY** week. However, there are times that an unforeseen event emerges, in which case:

- If a group supervision class is canceled due to weather, if the student is providing services during an academic holiday, or if the student misses ONE group supervision class, the student may continue to count hours as long as they have the requisite on-site supervision. This policy will keep us in compliance with our CACREP regulations which states that students must receive an average of 1-1/2 hours of faculty group supervision over the course of the semester (*CACREP 2024, 4.X*.)
- Our CACREP Standards (*2024, 4.W*.) specify that students must receive individual or triadic supervision with their site supervisor on a regular schedule that averages one hour a week which amounts to **15 hours of supervision required over the course of each semester**. Therefore, if a student misses an on-site supervision session, that session needs to be made up (e.g., by asking for a telehealth supervision session, joining a colleague for triadic supervision, asking if another supervisor is available as a substitute, or getting supervision twice in the following week). The student should inform the faculty supervisor if this circumstance arises so that their supervision needs are prioritized in the group setting and the student may continue to count hours as long as the requisite group supervision is in place.
- **A student may NOT provide services nor count hours if they have neither site supervision nor group supervision in the same week.**

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

UNIVERSITY POLICIES:

ACADEMIC PROGRAM POLICIES

For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades (*see program specific guidelines). The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

COURSE EXTENSIONS AND OUTSTANDING GRADES

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete)" for the course which will

later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

MOODLE

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU.***

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Expectations of the Agency and Individual Site Supervisor

To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be instructed on how to appropriately assess and respond to behavioral risks.

To see that the student has a client load commensurate with the requirements for practicum/internship experiences (a minimum of five clients during the practicum; ten clients during the internship). It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.

To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).

To provide an hour of clinical supervision weekly at a set time and on a set day (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.

To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.

To complete the [Counselor Assessment Scale](#) at the end of each semester and complete the [Final Evaluation Form](#) at the end of the experience, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

The following statements serve as a list of the expectations of *supervisors* within the counseling program as well as a format for students' evaluation of their supervisors at the end of their practicum and internship experiences.

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses and affirms the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the intra- and interpersonal dynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on cultural issues as related to the counseling experience.

Expectations of the Student

Completion of all Professional Practice placement prerequisites and forms.

To be aware of the necessity to represent the agency to the community in a responsible and knowledgeable manner.

To be involved approximately 6-8 hours per week for the practicum experience (over a 15 week semester; 100 documented hours required), and 15 – 20 hours per week for the internship experience (over 30 weeks; 600 documented hours required). To complete a minimum of 4 hours of group work within practicum or internship. The scheduling of the clinical hours is to be negotiated between the student and the agency. This involvement should include: direct clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, process notes, etc., and other educational classes and experiences.

To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student-agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.

To meet with the Individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. All required preparations and written work are to be completed weekly, according to each supervisor's specifications. Students will be expected to present recordings of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.

To maintain their Professional Practice Folder (PPF) at all times during both practicum and internship. All forms and signatures must be up to date and in the PPF for submission of grade.

To [evaluate the individual site and site supervision](#) at the end of each school year using a program-supplied form. This evaluation is kept confidential by the faculty.

Clinical Supervision

Supervision of the student's ongoing counseling work is the primary catalyst for professional and personal growth. Full-time students are expected to have an ongoing counseling caseload over at least three semesters, a client load of about five for practicum and about ten for internship.

Whenever a student is working in a practicum or internship placement they must have one hour of weekly individual site supervision and weekly faculty small group supervision (90 minutes in practicum; 120 minutes in internship). This applies to summer work as well as to work during the normal semesters.

The goal of supervision is to assist individuals as they seek to become knowledgeable and competent practitioners of the counseling profession through the incorporation of a body of knowledge common to the field of counseling theory and practice, the development of specific counseling skills and a way of relating to clients which facilitates personal growth in the client, and the formulation of one's personal philosophy and understanding of counseling.

The focus of the supervision varies with the level of training of the student. For some, the supervisory sessions focus on the acquisition of basic skills; for others, the "growing edge" is an integration of basic skills with theoretical formulations; for some, the task at hand is an understanding of one's role in relationship to clients.

Individual Supervision with Site Supervisor

Based on a dyadic apprenticeship model, individual supervision allows the supervisor to give ongoing attention to the work of the counselor-in-training. Supervision sessions are scheduled weekly. While the site supervisor is responsible for providing weekly supervision, students are expected to take initiative for communication if supervision is canceled repeatedly or difficulties arise in having weekly appointments. Our CACREP Standards (2024, 4.W.) specify that students must receive individual or triadic supervision with their site supervisor on a regular schedule that averages one hour a week which amounts to **15 hours of supervision required over the course of each semester**. Therefore, if a student misses an on-site supervision session, that session needs to be made up (e.g., by asking for a telehealth supervision session, joining a colleague for triadic supervision, asking if another supervisor is available as a substitute, or getting supervision twice in the following week). The student should inform the faculty supervisor if this circumstance arises so that their supervision needs are prioritized in the group setting and the student may continue to count hours as long as the requisite group supervision is in place. **A student may NOT provide services nor count hours if they have neither site supervision nor group supervision in the same week.** Students should stay in consistent communication with their site supervisor regarding cases

and supervision needs. We strongly encourage all students to share their own self-evaluation and the evaluation of their supervision experience with their supervisors when appropriate and throughout the tenure of the supervisory relationship.

Site Supervisors must have:

1. A minimum of a master's degree, preferably in counseling or a related profession;
2. Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. Relevant training for in-person and/or distance counseling supervision;
5. Relevant training in the technology utilized for supervision; and
6. Knowledge of the program's expectations, requirements, and evaluation procedures for students (CACREP, 4.P.).

Group Supervision with Faculty Group Supervisor and Peers

Group supervision is held on a weekly basis within the classroom setting at EMU and is based on the premise that participants can learn a great deal from one another as well as from the faculty group supervisor. The group strengthens one's ability to conceptualize the client's problems in clear and concise terms and allows for broader based feedback. Presentations of cases to the group facilitate this experience. The major focus in the group is on the counselor's recorded sessions. A [session background form](#) including the presenting issue, treatment goals, theoretical approach, ethical concerns, and supervision request, is also required.

The faculty group supervisor oversees the Professional Practice Folder (PPF) and assists in the student's self-evaluation. The faculty group supervisor maintains contact with sites, monitors clinical training of the student, supports and nurtures skill development and personal and professional development.

Faculty Collaboration with Site Supervisors

The faculty group supervisor and the site supervisor develop a collaborative relationship for the purpose of partnering in the education of the student counselor. Regular connections are established for one semester with practicum supervisors and two semesters for intern supervisors.

The faculty supervisor is a resource to the site supervisor. However, the site supervisor is expected to maintain all other forms of supervision, staffing and case review available to them within or beyond their agency. For clarification and the benefit of the student's experience within the agency,

the faculty supervisor will review with the site supervisor their respective roles, goals of supervision, and objectives of the experience. as outlined in the Graduate Counseling Handbook, Professional Practice, Expectations of the Agency and the student section.

The Professional Practice Coordinator will make an initial contact with a site supervisor to establish a site. The faculty supervisor may, in collaboration with the site supervisor and the student, decide to meet on site during the practicum and internship experiences, in addition to ongoing phone or email consultation. Site supervisors provide formative feedback to students on their weekly hours log. They are asked to indicate whether the student is progressing adequately and, if so, how. Additionally, they identify specific areas of growth for the student. Site supervisors may also indicate whether or not they would like to have a follow-up phone consultation with the faculty supervisors. Faculty supervisors check in weekly with students regarding well-being and feeling supported by site supervisors.

Should challenges arise, the faculty supervisor would contact the site supervisor to arrange a meeting time. In some cases, faculty supervisors would continue to check-in weekly with a site supervisor until the requirements of the contract for supervision or training have been met. If the faculty supervisor and the site supervisor agree that the concern warrants full faculty support, contact should be made with the Professional Practice Coordinator and/or the Program Director. In the event of irreparable issues, following phone and in-person contact, the contract between student and supervisor would be terminated and a letter describing this consequence would be distributed and signed by the faculty supervisor, the site supervisor, the Professional Practice Coordinator, the Program Director, and the student. In some cases, a site supervisor whose services have been terminated would no longer be utilized by the training program, unless evidence of remediation was documented.

In recognition of their time and dedication to our students and to create an opportunity to enhance their skills, site supervisors are offered the opportunity to attend our Continuing Education Series workshops and trainings free of charge.

Faculty Review

The full-time faculty regularly review the growth of each student in the program. The faculty conduct a summary review of each student and a more in-depth review of particular students as needed. This approach relies on the student's Faculty Advisor to implement the decisions of the faculty directly with the student. The review includes, but is not limited to, developing counselor identity and professionalism, student awareness of growth areas, evaluation of the student's clinical site, and consultation for supervision of the student's progress.

Ethics in Clinical Supervision

Clinical supervision attends to three primary foci: the rights of clients (first priority), the rights, responsibilities and needs of the supervisee, and the responsibility of the supervisor to the supervisee and to the client. Two key areas to attend to include the competence of the supervisor and the growing competence of the supervisee. As a supervisor, you must keep an eye on your multiple roles and stay mindful of role conflict and avoid dual roles.

Success in supervision is anchored in the following principles:

- Supervisor has training in supervision;
- Supervisor assesses his or her supervisee's competence at the outset of the supervision relationship and monitors needs throughout;
- Supervisor gives timely feedback;
- Supervisor draws attention to ethical issues;
- Supervisor limits his or her own practice to areas of expertise and training; and
- Supervisor consults when needed and shares the consultation process with the supervisee (this models for your supervisee the benefits of consultation and reminds them that consultation is on-going throughout the professional life-span, not just in the early stages).

Modeling within supervision includes:

- Maintaining solid confidentiality boundaries, such as:
 - Don't share information about clients that your supervisee is not directly involved in (except in treatment team meetings, for example).
 - Don't bad-mouth or repeat hardships that people in the community are experiencing.
 - Never share client information in public areas (lounges, hallways, etc.).
 - Always maintain your own client confidences unless mandated to report.
- Maintaining the confidentiality of the supervision relationship
 - Don't discuss past or present supervisee performances.
 - No: "Melissa really had a hard time with this skill as well but she got it eventually and so will you."
 - Yes: "It is a normal part of the learning process to struggle a bit with this skill and it is natural to feel disheartened about it. I have confidence that once you practice some of the ideas we've talked about you will begin to see growth here as you have in other skill areas."
 - Don't discuss client information obtained in other supervisory sessions unless appropriate, such as in a treatment team setting.
 - Don't bad-mouth past supervisees, even if you refrain from using their names.

Supporting ethical decision making includes:

- Teaching supervisees how to think about ethical dilemmas,
- Making the ethical codes central to your work together,
- Supporting ethical decision making processes by thinking it through together,
- Considering the possible responses to the dilemma and the consequences of each of those responses, and
- Supporting your supervisee in selecting the appropriate choice and in following through.

Best practices for documentation of supervision include:

- Document each supervision session—even if no critical issues were raised.
- Note the issues that were brought up: cases and situations.
- Indicate your feedback and advice.
- Note any skills that you notice are strong and those that are still growing.
- Make note of the feedback you offer in evaluation or formative skill development.
- Follow-up on ethical issues that were raised in previous sessions and note how the supervisee reported responding and anything that happened as a result.
 - EX: “Last week Sean described a reportable incident that had occurred while he was counseling in the home of the K. family (see note). After talking through the incident we agreed that the incident must be reported to CPS and that his relationship with the K family would best be served if he talked directly with them about making the report. Sean agreed to make the report immediately and to go to the K family home and talk with them about the CPS call. Sean reports that he made the call directly after our meeting but has not spoken with the family. We talked about his anxiety related to this conversation and agreed that I would accompany him to discuss the report with the family in order to provide support.”
- Keep timely notes so that you are covered if you need to answer questions about your supervisee’s behavior; sign and date all notes and mark these notes as “CONFIDENTIAL.”
- Maintain supervision notes behind two levels of locks as you would with counseling notes.
- Document consultations.

Gatekeeping guidelines include:

- The new ACA ethics places new emphasis on the role of the site supervisor in gatekeeping.
- The first step in gatekeeping is clear and timely communication about skill development with the supervisee.
- Feedback is most helpful when it is regular, specific and on-going.
- Corrective measures include:
 - Increased supervision time,
 - Asking the supervisee to take a leave of absence,
 - Encouraging personal therapy,
 - Taking additional coursework or retaking a course, and/or

- Repeating practicum or internship.

If you are supervising a practicum or internship student and have concerns it is important to be in early communication with the student's faculty supervisor. This relationship is essential for building skills where deficits exist and for documenting problems so that remediation plans can be made.

Boundaries in supervision:

- Boundary crossing: a potentially helpful departure from standard boundaries between the supervisor and supervisee.
 - Mentoring is an example in which supervisor and supervisee may work together collaboratively in a way that the supervisee gets to know the supervisor more personally than might be expected in supervision.
- Boundary violation: a serious breach that causes harm or has the potential to cause harm to the supervisee (such as a sexual relationship).

Sexual attraction in supervision:

- Transient sexual attraction is a normal part of being human.
- Discussing attraction to supervisees in consultation or in one's own supervision is important.
- Preoccupation with a supervisee or client is not healthy and creates an atmosphere in which sexual harassment or boundary violations can occur.
- It is helpful to normalize and talk openly about sexual attractions that may occur between your supervisee and his or her clients; create a space in which these experiences are not hidden from you and potentially become a problem later.
- Sexual relationships between supervisors and supervisees or counselors and their clients is strictly forbidden by the ethical codes.

Distinguishing counseling from supervision:

- Supervision focuses on the professional development of the supervisee.
- Counseling supports the emotional wellness of the supervisee.
- Remember that when you are beginning to offer interventions designed to support emotional wellness, it is time to refer for counseling.
- Personal issues can be discussed in supervision when discussing them helps directly support more effective work with their clients (such as pointing out transferences) .

Research on detrimental supervision practices:

Wentworth and McNeil (1996) did a study in which they asked supervisees about unsupportive supervision practices and this is what they found:

- Less effective supervisors often fail to establish a strong working alliance,
- They don't provide a sense of safety so that supervisees can talk about their own doubts,

- They ignore the need for emotional support in new contexts,
- They criticize supervisees in front of their peers,
- They ignore any tension that they sense in the relationship in order to avoid the discomfort that comes with discussing it,
- They fail to offer an explanation of their own role and the role of the supervisee (role induction process) leaving the relationship and the process unclear,
- Some very ineffective supervisors confide their personal problems in their supervisees (which models for their supervisees the potential to share their problems with clients),
- Or violate boundaries by sharing sexual histories or experiences with supervisees,
- They may involve the supervisee in conflicts within the workplace,
- Responding in sexist or culturally insensitive ways badly impact the supervision experience,
- Or offer little flexibility to the supervisee in exploring and making use of theories different from their own,
- Or used their supervisee as their confidant,
- Missed or canceled appointments negatively affected supervisory experiences,
- Focusing only on growth edges and failing to note strengths,
- Failing to give feedback about deficits in skill areas in a clear and timely manner sets supervisees up for failure,
- Or allowing the supervisee to avoid talking about one or more cases.
- This research showed that supervisees reported experiences of resentment or retaliation when they had areas of competence that were stronger than their supervisors.

All supervisors make mistakes sometimes and each of us may have a tendency to err in some ways and not in others. Which of these supervisory errors have you made yourself? Are there some that you have made on a regular basis? What might your supervisee say given the chance? What first step can you take to make progress in this area?

Student Competency to Practice

Program ethical responsibilities

Counselor education programs have an ethical and legal obligation to assess student competency to practice, and to remediate or sanction impaired student counselors. The ACA Code of Ethics mandates that counselor educators and supervisors monitor student progress in the areas of both professional and personal development. CACREP standards state that it is the responsibility of faculty to counsel out students who are inappropriate for the profession.

Students are informed of expectations

Applicants and new students are informed of the Master of Arts in Counseling expectations and standards through information published in the counseling student handbook. (General university policies and disciplinary procedures are published in the Graduate Catalog). The counseling student handbook addresses the importance of counselor formation, noting that the performance of the student through this counselor formation process forms the basis on which the faculty assesses the professional [eg. counselor presence, emotional maturity and capacity to cultivate collaboration, solidarity, and positive cohort and faculty relationships] and clinical competencies required for admission to internship and graduation. These expectations are specified in the comprehensive student objectives given in the handbook, and in the assessment section of the handbook, which addresses coursework, writing standards, and the Counselor Assessment Scale (CAS).

Students receive ongoing evaluation

The counseling student handbook also describes the various ongoing screening and evaluation procedures faculty and supervisors use to assess student counselor competence. The faculty meets regularly (three times each semester) to review the performance of all students in practicum or internship placements. At the end of practicum, and before internship work is begun, each student must be admitted to internship, a process relying heavily on practicum site supervisor feedback and utilizing the CAS assessment. During practicum and internship, students meet weekly with individual site supervisors and faculty group supervisors to review their work.

Supervisee Performance Concerns

Student difficulties are reviewed by faculty

The faculty considers the student as a whole person, and realizes that a student may have difficulty developing in the areas stated above. Insofar as such difficulties reflect a lack of a student's qualifications or potential to become a competent and ethical professional, those difficulties are reviewed by the faculty. Concerns about a student may come from the student, staff, faculty, field training supervisors and/or other students, and be reported through grades and/or written or

verbal evaluations. A student's personal characteristics, interpersonal manner, social skills, and emotional makeup which may interfere with his or her ability to function professionally will be addressed in both academic and practice settings.

Definition of academic/problematic behavior

As addressed in the recent article regarding graduate student impairment, Wolf, Green, Nochajski, and Kost (2014) identify a definition of impairment first articulated by Lamb, Presser, Pfof, Baum, Jackson, and Jarvis (1987) and amended by Bemak et al. (1999) to include students. The definition includes the following:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
2. An inability to acquire professional skills in order to reach an acceptable level of competency.
3. An inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning (Lamb et al., 1987).
4. An inability to insightfully understand and resolve their own issues so that these issues do not interfere with their clinical role (Bemak et al., 1999).

Difficulties addressed informally

If at any time the counseling faculty identify that a student is having educational or professionally related difficulties, the preferred action would be:

1. For the student and the involved faculty member to meet informally to discuss a remediation plan.
2. The student and faculty member will discuss the problem and try to outline ways to correct or rectify the problem.
3. This interaction process should allow the student ample opportunity to react to the information presented regarding a problem area.
4. The student should be made aware of the consequences of failure to remedy the problem.
5. The faculty (all faculty) will be advised of the situation, which will be recorded in the faculty minutes.

Remediation (adapted from Progressive Remediation, Retention, and Dismissal Policy – The Ohio State University Counselor Education Program)

Remediation plans may involve any or all of the following:

- A. For Academic Remediation:
 - a. Retaking courses [eg. not succeeding academically, repeated tardiness, 'C' in skills courses]
 - b. Engaging in tutoring

- c. Study skills training
 - d. Test-taking training
 - e. Writing lab assistance
 - f. Spoken and/or written language skills remediation
 - g. Other academic interventions, as deemed necessary and appropriate by the program faculty
- B. For Professional Skill Remediation
- a. Retaking courses (eg., skills courses, ethics, content courses)
 - b. Removal from placement site
 - c. Reassignment of placement site
 - d. Specific assigned activities in placement site
 - e. Writing reflection papers
 - f. Additional supervision meetings
 - g. Other professional skills interventions, as deemed necessary and appropriate by faculty
- C. For Personal Remediation
- a. Personal Counseling
 - b. Writing reflection papers
 - c. Writing apology letters
 - d. Additional supervision meetings
 - e. Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:

1. Specific activities to be completed;
2. Target measures of accomplishment, which will be documented;
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor);
4. A timeframe for accomplishment; and
5. Contact information for the faculty member for monitoring the student's progress.

Copies of the plan will be retained by the student's advisor, the monitoring faculty member, the program director, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Client safety issues are addressed immediately

Occasionally there are field placement situations that require immediate action because the safety of one or more persons is in question or because the interests of one or more persons are in

jeopardy. In this case, any of the involved parties may request that the student counselor not be allowed any client contact until the issues are satisfactorily resolved. The procedures described below should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student's experience.

Formal Probation or Withdrawal Processes

In circumstances where informal attempts for rectifying the situation have been proven unsuccessful, it may be necessary to initiate a formal process for consideration of probation and/or enforced withdrawal from the program. The student's rights to a thorough, objective review, including representation of his/her own perspective, will be maintained. Documentation of the process will be kept in the program director's files, with copies of communications with the student kept in the student's files as well.

The following process is described in detail to provide clear guidance. However, these process guidelines will in most cases be applied with some variance in procedure, following the spirit and intent of the guidelines as interpreted by the faculty, and provided that the student involved is fully informed.

Step 1

1. The faculty member will again discuss the problem with the student, and notify the student's advisor of the situation.
2. After the student has had the opportunity to discuss the problem with his or her advisor, a meeting will be held with the student's advisor, the program director, and the student, or the faculty and the student. (If the student's advisor is the program director, the faculty may elect another faculty member to participate in the meeting).
3. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. Following any student input, the faculty present (which may be the full faculty) will determine to either give the student additional informal time (specified in writing) to remediate difficulties (described in writing), or refer the matter to the full faculty for formal probation or withdrawal processes.
4. If, in the determination of this group, the problem persists after the specified remediation period, the process will proceed immediately to step 2.

Step 2

If formal probation or withdrawal processes need to be undertaken, a meeting of the faculty will be called. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting, either in writing or in person.

The assessment of the situation may include but is not necessarily limited to:

1. the opinions of experts on the faculty, field supervisors, and/or consultants to the faculty;
2. the student's willingness to accept responsibility for the concerns in question, including the student's willingness to meaningfully engage in a remediation process;
3. the extent to which continued enrollment of the student will place unreasonable or excessive demands upon other students or faculty of the program;
4. the student's ability to function with clients as a trainee; and
5. an evaluation submitted to the faculty by the student's own consultant and/or outside consultant as requested by the faculty.

The faculty will come to consensus on whether the student should be placed on probation or dismissed from the program. The advisor and/or other designated persons will inform the student of the decision both orally and in writing. The student will be given the opportunity to respond orally and/or in writing to the recommendation.

Step 3

If the assessment in step two determines that the student should be placed on probation, a remediation plan will be developed and implemented for the student, which may include, in extreme cases, disciplinary action. Remedial interventions may include a recommendation of individual and/or group counseling and/or other appropriate educational, clinical, or field experience that may assist the student, as noted above.

Whenever a student is assigned a remediation plan, the student's advisor will meet with the student and provide in writing the following:

1. A behavioral description of the problem;
2. Possible courses of remediation;
3. Criteria stated in behavioral terms for ending the probation status;
4. A time frame for meeting these criteria;
5. A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation); and
6. A detailed description of the consequences of not meeting criteria within the time frame. An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria.

If a student refuses the program faculty's attempt at remediation, the student may appeal to the Dean.

In the event that a student refuses to accept a remediation recommended by faculty and supported by the Dean, or fails to make adequate progress in addressing his or her impairment, the program may initiate formal disciplinary action either in conjunction with or independent of further attempts at remediation. While every attempt will be made to present the faculty's actions as educational rather than punitive, the faculty must take actions consistent with its professional responsibilities. Examples of such actions may include, but are not limited to:

1. counseling the student to withdraw from his or her program of studies;
2. placing the student on probation with academic continuation contingent on progress in remediation;
3. placing the student on a required leave of absence from his or her program; and/or
4. dismissing the student from his or her program of studies.

Step 4

At the end of the remediation period, the program faculty will meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting at least two weeks in advance and will have the opportunity to provide additional information or evidence to the committee either in person or in writing. A decision will be made to:

1. Return the student to full graduate status;
2. Continue the probation (which would necessitate preparation of another set of recommendations as specified above); or
3. Initiate the student's enforced withdrawal. The program director and the student's advisor will inform the student, in a joint meeting, of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation. Should the student file no response to the action, the action taken in this step will be considered as final. Appeals may be made to the Dean.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the advisor will meet with the student and provide both orally and in writing the following information:

1. Specifications of the student behaviors that resulted in the recommendation for termination of his or her program of studies;
2. A summary of the appeal options available to the student. An attempt will be made to clarify all of these points with the student so that there is an understanding on the student's part of the reasons for the termination decision and the options available to him or her for appeal. The termination decision will be forwarded by the program director to the Dean. Alternative career paths and options will be discussed with students who are asked to leave

the program.

Documentation of this process will be kept in the program director's and advisor's files, with appropriate documentation in the student's file.

Policies & Procedures

Practicum Start and Finish Dates

A practicum student may begin at their practicum site one week before the start of the academic semester. This week allows students to orient to their site and can be counted in the student's indirect hours. A student **may not** begin providing direct services until the start of the academic semester.

If a practicum student reaches the end of the academic semester without obtaining the requisite number of hours the student must take an incomplete and with site supervision in place may continue to count hours for up to two additional weeks. This decision should be made in collaboration with the student's site supervisor, faculty supervisor, and the professional practice coordinator. The professional practice coordinator will be on call for emergency supervision needs.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

Internship Start and Finish Dates

An internship student may begin at their internship site one week before the start of the academic semester. This week allows students to orient to their site and can be counted in the student's indirect hours. A student **may not** begin providing direct services until the start of the academic semester.

If an internship student reaches the end of the academic year without obtaining the requisite number of hours for internship, there is no option for an extension due to graduation requirements. In this case, a student could apply for graduation and walk in the ceremony but they would need to register for a summer internship course in order to complete their hours requirements. This decision should be made in collaboration with the student's site supervisor, faculty supervisor, and the professional practice coordinator.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in

collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

Field Education Work during University Breaks

Occasionally, the academic calendar does not align perfectly with the site's calendar (ie. academic breaks are often not recognized on site). For those approved university breaks such as fall break in October, winter break in December/January and spring break in March as well as any others listed on the university calendar, the following is the MA in Counseling program requirement for community counseling students continuing to work at field education sites. During university breaks, students may continue seeing clients at their approved field education site if:

1. The individual site supervisor is informed that the faculty group supervisor is not available for weekly supervision.
2. The individual site supervisor is available for one hour per week of face-to-face supervision.
3. The student informs their faculty group supervisor and the professional practice coordinator of the arrangement.
4. Students are required to take at least one week, preferably two weeks, off over winter break for their own rest and restoration.

Effect of Missed Supervision on the Counting of Hours

The expectation of students enrolled in either practicum or internship experiences is that the student receives both individual/triadic supervision with their site supervisor and group supervision with their faculty supervisor EVERY week. However, there are times that an unforeseen event emerges:

- If a group supervision class is canceled due to weather, if the student is providing services during an academic holiday, or if the student misses ONE group supervision class, the student may continue to count hours as long as they have the requisite on-site supervision. This policy will keep us in compliance with our CACREP regulations which states that students must have an average of 1-1/2 hours of faculty group supervision over the course of the semester.
- Our CACREP standards specifically require that every student have **15 hours** of on-site supervision per semester. Therefore, if a student misses an on-site supervision session, that session needs to be made up (e.g., by asking for a telehealth supervision session, joining a colleague for triadic supervision, asking if another supervisor is available as a substitute, or getting supervision twice in the following week). The student should inform the faculty supervisor if this circumstance arises so that their supervision needs are prioritized in the group setting and the student may continue to count hours as long as the requisite group supervision is in place.

- **A student may not provide services nor count hours if they have neither site supervision nor group supervision in the same week.**

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.

Attendance Policy for Practicum/Internship Courses

Practicum/Internship courses will abide by program standards for attendance.

1. Every student is allowed to miss one class during the semester without penalty to your grade. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 continuing education (CE) training for every hour missed; an entire class would be 2 CE's.
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

Continuing Internship at Practicum Site

To ensure a variety of training opportunities, the program encourages students to locate a new site for internship. However, some sites provide enough variety in terms of opportunities to practice and gain diverse experiences in practicum that the student may continue on at the same site for internship. If a practicum site provides an adequate variety of client populations, clinical presentations, and professional activities, a student may choose to remain at their practicum site for their internship placement. They may do so with the following conditions in place:

1. The student must have permission from both their faculty group supervisor and Professional Practice Coordinator to implement the plan.
2. The student must complete all paperwork for the internship even though the site remains the same.
3. The student may begin counting hours toward internship after all three of the following requirements have been met:
 - a. Completion of 30 semester hours
 - b. Completion of all practicum requirements
 - c. Receiving formal admission to internship.

Liability Insurance

Students are required to obtain professional liability insurance prior to practicum or internship work. The insurance providers have on-line applications at hpsso.com (American Counseling Association, Healthcare Providers Service Organization – HPSO), <https://www.amhca.org> (American Mental Health Counselors Association) or cphins.com (CPH & Associates). Insurance is a benefit of ACA student membership.

Professional Practice Folder (PPF)

The PPF will be maintained and organized in the following manner:

1. All PPFs are stored by the Professional Practice Coordinator in the main office organized by supervision groups. Files are accessible to students during office hours only.
2. Students place all forms (including completed & signed forms) in the PPF throughout practicum and internship experiences using the guide found on the inside cover of the PPF. Students should remember to keep extra copies in their own files.
3. Faculty Group Supervisors will be responsible for overseeing the PPF and signing off when the PPF is completed for grade submission.
4. Students are responsible for maintaining their PPF in a timely and ordered manner. If any paperwork is 14 days or more behind, students will be required to pause their field experience, meaning that they will not be able to count professional practice hours, until their paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of field work. Completed files are required for grade submission.
5. The Professional Practice Coordinator is responsible for transferring PPF from practicum to internship and then at graduation to the Administrative Assistant for the student's completed file.

Recordings

Each student is responsible for recording client sessions (with [client permission](#)). Students are expected to take recordings for review to their individual and group supervision sessions. If videotaping is impossible, audiotaping is necessary for both the student's own review of the session and for presentation to class(es). Each student will be provided an iPad for session recording and is expected to follow our technology guidelines which are designed to safeguard client information and to maintain HIPAA compliance (see [Supervision Technology Guide](#) and [iPad Contract](#) for more details).

Documentation of Hours

Students are responsible for keeping track of hours by category as well as a summary total sheet. Students submit [weekly tracking sheets](#) and [a summary sheet](#) at the completion of the professional practice directly to their PPF. All logs documenting hours must be signed by the site supervisor. The hours tracking sheets are proof of the summary sheet. The final summary sheet must be signed by both the site supervisor and the faculty supervisor.

Self-Evaluation

Students are encouraged to spend significant time in self-evaluation. This can be done by reviewing recordings and from the experiences with group and individual supervision. Documentation can include the Counselor Assessment Scale form, personal notes, and identification of strengths and areas for growth to address in supervision.

Digital Delivery Policy

Accredited as an in-person training program, the EMU MA in Counseling requires students to attend in-person to ensure student access to quality assurance practices and resources. However, the EMU MA in Counseling faculty also recognize the utility of digital delivery when circumstances would otherwise prohibit access to course instruction. To this end, EMU MA in Counseling courses may be accessed by Zoom in the following circumstances:

- An instructor has tested positive for COVID-19, but is well enough to hold class via Zoom.
- A student has tested positive for COVID-19, but is well enough to attend classes via Zoom.
- A serious extenuating circumstance prohibits the student from attending class in person, but permits them to attend via Zoom. In this instance, the student must submit a formal written request to the instructor and program director for approval.

- Requests for digital delivery of course content must be made no less than 48 hours prior to the start time of the class period. In the case of an emergency, students are encouraged to use an absence, as permitted in the EMU MA in Counseling attendance policy.
- For students who commute further than 15 miles from EMU's Harrisonburg campus:
 - In the event of inclement weather that prevents commuter students from traveling to Harrisonburg, students may contact a classmate to join the class via Zoom.

Supervision Technology Guide

General

Practicum and internship students and supervisors must regularly review video and audio recordings or receive live supervision of their counseling work with clients. Students are provided with an EMU issued and managed iPad to use for these recordings, and they have received training about how to safeguard client information and maintain HIPAA compliance.

During supervision, please keep the following in mind:

- **Recording of client sessions should be made only with the expressed and written permission of the client.** Counselor trainees are encouraged to use consent forms already in place at their practicum or internship site so long as it is clear that recordings will be viewed on EMU's campus by a faculty supervisor and peers in the supervision group as well as by the site supervisor. If no consent form is available on-site, students should make use of the template available in the student handbook and online.
- **Students must have one clip review and one full session tape review with their site supervisor over the course of the semester.** Students will complete and file the accompanying paperwork in their professional practice folder.
- **It is against EMU policy to transmit recorded sessions via email or other non-secure internet platforms.** Students are provided HIPAA-compliant google drive storage connected to their EMU student account, which they can use to share recordings with their supervisor as needed. The supervisor should be added as a "viewer" so that they don't have any permissions to download or alter the recording.
- **Students are encouraged to view recordings on site wherever possible.**
- **If you have any concerns about a supervisee's technological competence (mishandling of digital records, inappropriate communication, etc.), please address those early in the student's training.** After addressing your concerns directly with the supervisee, if you feel that you or the student need additional support, please reach out to the supervisee's faculty supervisor.
- **Site supervisors and students should comply with all HIPAA standards with regard to client information.**

Telesupervision

In-person supervision sessions are the standard. However, we allow practicum and internship students to occasionally meet with their site supervisor remotely (e.g. if one of them tests positive for COVID or can't travel due to inclement weather). Even in these situations, telesupervision is not required. Students can also make up missed supervision session hours by joining one of their colleagues for triadic supervision, meeting with another available supervisor as a substitute, or getting supervision twice in the following week. We encourage you to use one of these other supervision options if you do not have the resources for effective telesupervision.

During telesupervision, please keep the following in mind:

- **Use a HIPAA-compliant platform.** If your office provides a secure telehealth platform (built in EHR client, doxy.me, etc.), you are welcome to use this for remote supervision sessions. Alternatively, students can use their HIPAA-compliant EMU Zoom accounts for telesupervision sessions. The student must use their EMU Zoom account and must be the meeting host in order for the meeting to be HIPAA compliant.
- **You must be physically located in Virginia during the supervision session.**
- **Keep the session private.** Join the telesupervision session from a private location with minimal distractions.
- **Have a back-up plan.** Decide ahead of time with your supervisee how you will get back in contact or continue the supervision session if the call drops unexpectedly.
- **Do not record telesupervision sessions.**
- **These types of telesupervision are allowed:**
 - Case Review - supervisor and supervisee discuss clients and the supervisee's counselor development
 - Tape Review - supervisee shares a recording of an appointment with the supervisor and the supervisor gives feedback. The student can show the recording to the supervisor by sharing their screen during the call. They can also share it ahead of time via their EMU google drive (see policy above about transmitting recorded sessions).
- **These types of telesupervision are not allowed:**
 - Live Distance Supervision - supervisor observes a supervisee's in-person session with a client by joining the appointment with their audio and video muted.

Recorded Sessions Guidelines and iPad Contract

Intention

The ethics of our field, Federal mandates under HIPAA and FERPA, and our program's principles and values for clients' rights call on us to be intentional and thoughtful in making, transporting and viewing client recorded sessions as well as sessions recorded during class workgroups. Below, please find policies and guidelines for creating, securing, and viewing clients' session recordings.

Gaining Consent

Recording of client sessions should be made only with the expressed and written permission of the client. Counselor trainees are encouraged to use consent forms already in place at their practicum or internship site so long as it is clear that session recordings will be viewed on EMU's campus by a faculty supervisor and peers in the supervision group as well as by the site supervisor. If no consent form is available on site you should make use of the [template](#) provided.

Securing Recordings

All recordings must be maintained under two levels of locks. For example, an encrypted iPad with a password meets this standard. Recorded sessions secured in a locked box within a locked car trunk also meets this standard. A DVD in your backpack does not.

It is against EMU policy to transmit recorded sessions via email or other internet platforms. EMU does not currently have a HIPAA compliant internet storage for recordings and these recordings **MAY NOT** be stored in your private on-line storage, such as iCloud. It is permissible to make use of HIPAA compliant storage available at your site, however.

Before using an iPad for recording you must:

- Attend the EMU iPad training and sign the form indicating your understanding of iPad policies,
- Make use only of HIPAA-compliant iPads provided to you by EMU and loaded with encryption software by EMU tech services, and
- Delete session recordings that have been reviewed.

External Application Privileges

Students will refrain from installing applications that request permission to access photos and videos from the iPad (e.g. *Instagram, TikTok, Snapchat, Facebook, X/Twitter, etc.*) as this could violate

the integrity of the confidential information recorded on the iPad. If you need to install additional applications on the iPad, confirm that such applications do not request photo and/or video privileges. Check with an MA in Counseling faculty prior to installation.

Viewing Recorded Sessions

Reviewing session recordings is an important part of your insight and skill development. You are encouraged to view session recordings on site wherever possible so that recordings that will not be shown to your Faculty or site supervisor can be deleted rather than transported. However, when the recordings must be viewed elsewhere please keep the following in mind:

- It is your responsibility to follow HIPAA regulations and ACA ethical codes and to assure that no one other than your supervisors or fellow supervisees sees or hears any portion of these sessions.
- You are encouraged to review recorded sessions with headphones and with the screen facing away from doors or windows where they might be seen by unauthorized persons.
- Do not place names or identifying information on a DVD or name a digital recording with identifying information.
- Do not share your iPads with confidential materials with unauthorized persons; never share your iPad password.

Complying with Agency Policies

It is important to remain in compliance with site agency policies. Your faculty supervisor or the Professional Practice Coordinator can help you navigate any differences in policy that make taping or the transportation of recorded sessions difficult. It is your responsibility to let your faculty supervisor know immediately if you encounter challenges in meeting the policies of your site agency and EMU or if you are unclear about what HIPAA requires in a given circumstance.

Transporting Recorded Sessions

Recorded sessions must remain secure during the transportation of those recordings to and from supervision. Extra attention and intentionality should be given to transporting your client's sessions. See *securing recordings*.

Destroying Recordings of Sessions

You are encouraged to record and view your sessions frequently in order to enhance your learning. However, once you have viewed this recording or your supervisor has had an opportunity to view

the recording, delete the recording immediately. All session recordings should be deleted at the close of practicum and internship.

EMU Security Measures

The iPads provided to EMU MA in Counseling students are owned and managed by EMU and they are equipped with additional security measures. Such security measures include tracking the iPad in event of loss or theft, remote wiping and reset of the iPad, and an automatic wiping and reset of the iPad when a password is entered incorrectly three or more times. If you have any questions about these measures, please speak with the MA in Counseling Professional Practice Coordinator.

iPad Contract

The M.A. in Counseling program provides matriculated students with EMU owned and administered iPads for use in obtaining HIPAA compliant video recordings of client sessions for purposes of supervision (see attached *Recorded Session Guidelines*). Students are responsible for ethically obtaining and using video recordings, and are responsible for protecting the iPad against loss, theft, and accidental damage. Repairs to an iPad in normal use will be covered by the program. Half of all costs associated with loss, theft, or accidental damage will be billed to the student. This iPad is property of Eastern Mennonite University and must be returned upon graduation or departure from Eastern Mennonite University's MA in Counseling program. Students may choose to purchase their iPad from the university for a reduced cost upon completion of the MA in Counseling program.

I have read this contract and the *EMU M.A. in Counseling Recorded Session Guidelines*. I agree to abide by the *Recorded Session Guidelines* and agree to the iPad contract terms and conditions.

Student Signature _____ Date _____

Student Printed Name _____ iPad CID # _____
(you will find this # on the back of your iPad)

Practicum Forms

For your convenience, printable pdf versions of these forms are also available on the EMU graduate counseling Professional Practice Moodle page.

***Master of Arts in Counseling
Professional Practice Form***
PRACTICUM Student Records Checklist

Step #1: Submit the original of this checklist with all required forms attached to Professional Practice Coordinator for signature PRIOR to beginning practicum.

Step #2: Subsequent forms are to be submitted directly into your Professional Practice Folder.

Keep copies of everything for your records!

Student Name: _____

Faculty Group Supervisor: _____

Practicum Site: _____

Individual Site Supervisor: _____

Prerequisites to beginning practicum:

- Liability Insurance Form Expiration Date: _____
- Agency Placement Form Including Site Supervisor's CV
- Contract Letter
- Supervision Agreement Form

Verification that all prerequisites have been met:

Signature: _____ Date: _____
Professional Practice Coordinator

End of Practicum:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
- Clip review by Site Supervisor
- Entire session review by Site Supervisor
- Two completed background forms from Faculty Group Supervision
- Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)
- Practicum Final Recommendation completed by Individual Site Supervisor
- Evaluation Forms completed by *student* and given to the *Professional Practice Coordinator*:
 - Faculty Group Supervisor Evaluation Form
 - Site Supervisor Evaluation Form
- Completed group facilitation requirement

Please sign only after verification of all forms has been completed.

Signature: _____ Date: _____
Professional Practice Coordinator

Insert Date

Insert Supervisors Name

Insert Placement Name

Insert Address

Insert City/State/Zip Code

Dear **Insert Supervisors Name:**

Enclosed is a site agreement form outlining guidelines and expectations for supervision and information regarding the practicum experience. Please sign this document, in addition to the contract letter and after reviewing the information, please let me know if any further discussion would be helpful.

Thank you for the time and energy you devote to supervising our students!

Sincerely,

Jennifer L. Cline, PhD, LPC, ACS

Professional Practice Coordinator
Master of Arts in Counseling
Eastern Mennonite University
540-432-4213
jennifer.cline@emu.edu

Supervision Agreement – Practicum

The EMU M.A. in Clinical Mental Health Counseling student's practicum:

- Involves 100 total hours of work.
- Includes a minimum of 40 hours of direct service work (over fifteen weeks/1 semester). Direct service work includes: individual, marital and family counseling, intakes, crisis intervention, group counseling, and assessment.
- Allows the student to gain supervised experience in individual and group interactions with clientele.
- Includes a minimum of one (1) hour per week of face-to-face individual supervision by an approved agency supervisor.
- Includes a minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practica by a faculty member supervisor.
- Allows the student to obtain recordings of the student's interactions with clientele for use in supervision. Recordings are to be reviewed at each supervision session as much as possible.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, technology, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the practicum by the individual site supervisor and the faculty group supervisor.

Collaboration with Faculty Supervisor:

As mentioned above, students participate in weekly group supervision facilitated by a faculty member. In an effort to provide consistent and collaborative feedback, faculty supervisors will email, call or video call you at the midpoint of the semester. Faculty supervisors are also available and open to hearing from you at any point in the semester. The enclosed information is offered as a reminder of best practices in supervision and to share program expectations of students. We greatly appreciate your time and effort in helping to guide and train our students.

An Effective Individual Supervisor:

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on a student's cultural identities as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

Supervisee Performance Concerns:

If you have any concerns about a supervisee's performance, please address those early in the student's training in order to allow the student ample opportunity to make remediation. After addressing your concerns directly with the supervisee, if you feel that you or the student need additional support, please reach out to the supervisee's faculty supervisor:

- Dr. Cheree Hammond at 540.432.4228 or cheree.hammond@emu.edu
- Dr. Jennifer Cline at 540.432.4213 or jennifer.cline@emu.edu
- Dr. Stewart Nafziger at 540.432.4018 or stewart.nafziger@emu.edu

If you and the faculty supervisor agree that the concern warrants full faculty support, please contact:

- The Professional Practice Coordinator, Dr. Jennifer Cline, same contact as above, and/or
- The Program Director, Dr. Michael Horst at 540.432.4244 or michael.horst@emu.edu.

Expectations of the Agency and Individual Site Supervisor:

- To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be provided site specific emergency procedures for how to appropriately assess and respond to behavioral risks.
- To see that the student has a client load commensurate with the requirements for Practicum experiences (a minimum of five clients during the practicum). It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.
- To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).
- To provide an hour of clinical supervision weekly at a set time and on a set day. (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.
- To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.
- To complete the Counselor Assessment Scale at the end of the semester and complete the Practicum Final Evaluation Form, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

Expectations of the Student:

- Completion of all Professional Practice Placement pre-requisites and forms.
- To be aware of the necessity of representing the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 5-10 hours per week for the practicum experience (over a 15 week semester); 100 documented hours required. The scheduling of the clinical hours is to be negotiated between the student and the school or agency. This involvement should include: direct

clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, making process notes, etc., and other educational classes and experiences.

- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student- agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the school or agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.
- To meet with the individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. Students will be expected to present tapes of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To evaluate the individual site supervision at the end of each school year according to the specified form. This evaluation is kept confidential by the faculty.

I have read and agree to the aforementioned requirements for supervision of the graduate student and consultation with faculty supervisors.

Site Supervisor Printed Name: _____

Site Supervisor Signature: _____

Date: _____



Master of Arts in Counseling
Professional Practice Form
PRACTICUM CONTRACT LETTER

SCHOOL OF GRADUATE &
PROFESSIONAL STUDIES

Date

Supervisor name, title

Agency

Address

Dear Supervisor name:

This letter is a contract to confirm that you are in agreement to being my practicum counseling supervisor for the spring semester of year, beginning first day of semester, and ending last day of spring semester. Practicum is the first experience graduate students have in training to begin practicing the role.

Within the dates stated above, I, your name, a student of the Master of Arts in counseling program at Eastern Mennonite University, agree to work with you as a counselor every week at the site name. This will provide approximately 100 hours of on-site counseling experience, including 40 hours of face-to-face contact with clients (individual and group) and one hour per week of face-to-face supervision time with you.

An integral part of our supervision is review of our work throughout the practicum. I am required to record as many counseling sessions as possible for supervision and training purposes only. Your assistance with getting consent from clients is appreciated! These recordings are also to be reviewed and discussed in our individual supervision times as much as possible.

For future reference, my faculty group supervisor is and he/she may be reached at . I look forward to practicing counseling with you this year!

Sincerely,

By signing this I have read and agreed to the scheduling arrangements, supervision requirements, and recording needs for your practicum experience.

Site Supervisor's Signature

Date

CC: EMU Faculty Supervisor name, title



SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Master of Arts in Counseling
Professional Practice Form
PRACTICUM Agency Placement Form

Agency: _____

Address: _____

Phone Number: () _____ E-Mail: _____

Agency Director: _____

Individual Supervisor: _____

(* Please attach a current vita or resume)

According to the 2024 CACREP standards (4.P), fieldwork site supervisors must have a minimum of a master's degree, in counseling or a related profession; an active Virginia license, in counseling or a related profession; a minimum of two years post-master's professional experience in counseling; relevant training for in-person and/or distance supervision; relevant training in the technology utilized for supervision; and knowledge of MAC's expectations, requirements, and evaluation procedures. Please verify that the Site Supervisor meets these requirements by completing the following section:

Supervisor Education:

Degree _____ Year Completed _____

Virginia Licensure/Certification:

License _____ License Number _____ Year Completed _____

Years of Experience: _____ Completed Supervision Training: _____ or _____
20 hrs/Date Credit Class/Date

My signature below indicates that I meet all of the above named site supervision requirements:

Signature: _____ Date: _____

Site Supervisor

General Description of Placement:

- Community Counseling Agency
Addictions/Rehabilitation
Hospital-based Mental Health
Church
Community Services Board
Other:

Population(s): check all that apply

- Children
Adolescents
Adults
Geriatric
Family
Cross-Cultural
Special Needs

Description of Possible Student Activities:

- Individual sessions Groups Assessment Intake Crisis Intervention
Educational Workshops Classroom Guidance Staff meetings
Other:

Taping Allowed:

- Yes, with appropriate consent forms No

Return to: Master of Arts in Counseling, 1200 Park Road, EMU, Harrisonburg, VA 22802-2462



**Master of Arts in Counseling
Professional Practice Form
Practicum Hours Tracking Form and Weekly Log**

Student Name: _____ **Week Ending:** _____

To be filled in by Student

DATE & HOURS

ACTIVITY	Sun	Mon	Tues	Wed	Thur	Fri	Sat	TOTAL
	Direct Hours							
Individual Hours								
Counseling/Pschoeducational Group								
Couples and/or Family Counseling								
Substance Abuse - Specific								
Total Direct Hours								
Indirect Hours								
Individual or Triadic Site Supervision								
Site Group (3+) Supervision								
EMU Group Supervision								
Program Planning								
Consultation								
Interdisciplinary Team Meetings								
Interdisciplinary Consultation								
Conferences Attended								
Workshops Conducted								
Administrative Responsibilities								
Other								
Total - Indirect Hours:								
Direct & Indirect Hours:								

Previous Week Direct Total	<input type="text"/>	plus	<input type="text"/>	Direct Hours for Week =	<input type="text"/>
Previous Week Indirect Total	<input type="text"/>	plus	<input type="text"/>	Indirect Hours for Week =	<input type="text"/>

Student Signature: _____

To be completed by site supervisor (check all that apply):

- Met for one hour of supervision this week
- Reviewed cases
- Reviewed a tape
- Student takes initiative and utilizes supervision in a professional manner
- Student is progressing adequately
 - Same as last week
 - New area/insight (please comment): _____

- Student needs supervision on growth areas:
 - Same as last week
 - New area/insight (please comment): _____

Individual Site Supervisor Signature

Date

Updated 8/23



GRADUATE & PROFESSIONAL PROGRAMS

*Master of Arts in Counseling
Professional Practice Form*
Practicum Site Supervisor Tape Review - CLIP

Student Name: _____

Clip Review

After viewing a portion of a session on tape, please complete the following:

- | | |
|---|---|
| <input type="checkbox"/> establishing the therapeutic relationship | <input type="checkbox"/> counseling style development |
| <input type="checkbox"/> using concreteness | <input type="checkbox"/> student's self-awareness |
| <input type="checkbox"/> confronting appropriately | <input type="checkbox"/> warmth |
| <input type="checkbox"/> insight into client/counselor relationship | <input type="checkbox"/> empathy |
| <input type="checkbox"/> use of questions | <input type="checkbox"/> genuineness |
| <input type="checkbox"/> understanding of client's reality | <input type="checkbox"/> ability to offer respect |
| <input type="checkbox"/> opening/closing of sessions | <input type="checkbox"/> use of silence |
| <input type="checkbox"/> goal setting | <input type="checkbox"/> termination |
| <input type="checkbox"/> summarizing | <input type="checkbox"/> other: |
| <input type="checkbox"/> clarifying | <input type="checkbox"/> other: |

SUPERVISOR FEEDBACK:

Supervisor Signature

Date



Master of Arts in Counseling
Practicum Professional Practice Form
Site Supervisor Tape Review – ENTIRE SESSION

GRADUATE & PROFESSIONAL PROGRAMS

Student Name: _____

Entire Session Review:

After reviewing a tape of an entire session with the practicum student, please check as many skills as you were able to assess and provide overall feedback:

- checkbox establishing the therapeutic relationship
checkbox using concreteness
checkbox confronting appropriately
checkbox insight into client/counselor relationship
checkbox use of questions
checkbox understanding of client's reality
checkbox opening/closing of sessions
checkbox goal setting
checkbox summarizing
checkbox clarifying
checkbox counseling style development
checkbox student's self-awareness
checkbox warmth
checkbox empathy
checkbox genuineness
checkbox ability to offer respect
checkbox use of silence
checkbox termination
checkbox other:
checkbox other:

SUPERVISOR FEEDBACK:

Supervisor Signature

Date



**Master of Arts in Counseling
Professional Practice Form**
Practicum Counselor Assessment Scale – Supervisor Form

Student _____

Supervisor _____

Date _____

Please read:

Reference criteria: a rating of 5 meets expectations of a licensed counselor. The standard at the **end of practicum (beginner)** is an average of **3**. The standard for **graduation (intermediate)** is an average of **4**, with no item less than 3. It is **very unlikely** that any student would merit a **5** in every category.

<i>Professional Behaviors</i>						<i>Comments</i>
Utilizes ACA Code of Ethics and/or other appropriate ethical codes as guidance for professional behavior	1	2	3	4	5	
Exhibits respectful and courteous behavior, including respect of others' values and preference for techniques, respect for others' workloads and time commitments; successful as a team member	1	2	3	4	5	
Understands and maintains appropriate interactions and boundaries with co-workers, supervisors, and clients	1	2	3	4	5	
Dresses appropriately	1	2	3	4	5	
Readily seeks consultation for unusual situations	1	2	3	4	5	
Is able to accept both praise and criticism that is framed in an appropriate manner	1	2	3	4	5	
Makes an attempt to incorporate suggestions and review their effectiveness with supervisor after their utilization, or is able to justify why a suggestion was not used	1	2	3	4	5	
Accurately completes all paperwork in neat, readable, concise manner; all work on time without reminders	1	2	3	4	5	
Respectful of client and supervisor appointment times	1	2	3	4	5	

Average: ____

<i>Empathic Attunement</i>						<i>Comments</i>
Clients feel respected	1	2	3	4	5	
Clients feel heard and attended to	1	2	3	4	5	
Demonstrates ability to easily develop rapport with new clients, making them feel at ease	1	2	3	4	5	
Appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet clients where they are	1	2	3	4	5	
Makes a conscious effort to employ empathy, unconditional positive regard, genuineness, and concreteness/intentionality	1	2	3	4	5	
Understands and maintains appropriate boundaries with clients	1	2	3	4	5	
Empowers clients	1	2	3	4	5	
Demonstrates competent use of higher level listening skills such as feedback and reflection of meaning	1	2	3	4	5	

Average: ____

<i>Intervention Skills</i>						<i>Comments</i>
Creates client ownership	1	2	3	4	5	
Manages good session beginnings and endings	1	2	3	4	5	
Good timing of interventions	1	2	3	4	5	
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5	
Follows treatment plan	1	2	3	4	5	
Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5	
Interventions are focused and effective	1	2	3	4	5	

Average: ____

<i>Case Conceptualization & Management</i>						<i>Comments</i>
Can conduct a comprehensive and integrated client assessment, utilizing consultation and referral as needed	1	2	3	4	5	
- Covers all areas of client development associated with the presenting problem	1	2	3	4	5	
- Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self	1	2	3	4	5	
- Incorporates a strengths perspective	1	2	3	4	5	
Is able to identify the real problem that brings the client to counseling	1	2	3	4	5	
Is able to identify salient features of client and when appropriate derive DSM diagnosis	1	2	3	4	5	
Is able to formulate case hypotheses and interventions within a conceptual framework	1	2	3	4	5	
Treatment goals reflect an in-depth understanding of client	1	2	3	4	5	
Demonstrates knowledge of agency rules and policies; embraces agency mission as evidenced in daily interactions	1	2	3	4	5	

Average: ____

<i>Counselor Self-Awareness</i>						<i>Comments</i>
Is able to accurately document strengths	1	2	3	4	5	
Is able to accurately assess growth areas	1	2	3	4	5	

Average: ____

Total Average: ____

Please describe one strength and one growth area:

Strength:

Growth area:

Supervisor Signature: _____ ***Date:*** _____

Master of Arts in Counseling
Professional Practice Form
Student Evaluation of Site Supervisor and Clinical Site

Name of Supervisor: _____ Student: _____

Check the letter that best represents your supervision experience at your clinical site. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Your evaluation will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. **Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.**

- | <i>A. Strongly Agree</i> | <i>B. Agree</i> | <i>C. Disagree</i> | <i>D. Strongly Disagree</i> |
|--|-----------------|--------------------|-----------------------------|
| 1. Supervisor treated me with respect and valued me as a person. | | | A. __ B. __ C. __ D. __ |
| 2. Supervisor recognized that my counseling skills were a “work in progress” and facilitated their development. | | | A. __ B. __ C. __ D. __ |
| 3. Supervisor gave me useful feedback when I did something well. | | | A. __ B. __ C. __ D. __ |
| 4. Supervisor gave me useful feedback when I struggled. | | | A. __ B. __ C. __ D. __ |
| 5. Supervision was a helpful part of my clinical experience | | | A. __ B. __ C. __ D. __ |
| 6. Supervisor “set me up” for success by providing a listening ear and appropriate support. | | | A. __ B. __ C. __ D. __ |
| 7. Supervisor was on time and prepared for supervision. | | | A. __ B. __ C. __ D. __ |
| 8. Supervisor helped me work on my specific goals. | | | A. __ B. __ C. __ D. __ |
| 9. Supervisor was spontaneous and flexible in our supervisory sessions to meet my specific needs. | | | A. __ B. __ C. __ D. __ |
| 10. Supervision was a waste of time. | | | A. __ B. __ C. __ D. __ |
| 11. Supervisor encouraged me to use a variety of new and/or different techniques with clients. | | | A. __ B. __ C. __ D. __ |
| 12. Supervisor encouraged me to develop my own personal counseling style. | | | A. __ B. __ C. __ D. __ |
| 13. Supervisor focused on verbal and nonverbal behavior of my clients and me. | | | A. __ B. __ C. __ D. __ |
| 14. Supervisor encouraged ethical behavior by appropriate modeling and encouraged me to engage in professional behavior. | | | A. __ B. __ C. __ D. __ |
| 15. Supervisor maintained confidentiality with information discussed in supervision. | | | A. __ B. __ C. __ D. __ |
| 16. Supervisor was available for consultation when needed. | | | A. __ B. __ C. __ D. __ |
| 17. Supervisor demonstrated cultural competency. | | | A. __ B. __ C. __ D. __ |
| 18. Supervisor trained me in completion of and management of required paperwork. | | | A. __ B. __ C. __ D. __ |
| 19. Overall, I felt supported during my clinical experience. | | | A. __ B. __ C. __ D. __ |
| 20. Overall, I would recommend this site supervisor to other counselors-in-training. | | | A. __ B. __ C. __ D. __ |



Student Evaluation of Clinical Site

Name of Site: _____

GRADUATE & PROFESSIONAL PROGRAMS

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

- | | | | | |
|---|--------|--------|--------|--------|
| 1. Site had clear emergency procedures for how to appropriately assess and respond to behavioral risks. | A. ___ | B. ___ | C. ___ | D. ___ |
| 2. Site provided sufficient orientation and on-boarding for me. | A. ___ | B. ___ | C. ___ | D. ___ |
| 3. Site had clear procedures regarding clients' files and records. | A. ___ | B. ___ | C. ___ | D. ___ |
| 4. Site provided the training necessary to use site-specific technologies such as scheduling and note-making softwares. | A. ___ | B. ___ | C. ___ | D. ___ |
| 5. I understood the purpose and ethos of the agency. | A. ___ | B. ___ | C. ___ | D. ___ |
| 6. I felt safe and respected by others at the site. | A. ___ | B. ___ | C. ___ | D. ___ |
| 7. Overall, I would recommend this site to other counselors-in-training. | A. ___ | B. ___ | C. ___ | D. ___ |

Student Signature: _____

Date: _____

Master of Arts in Counseling
Professional Practice Form
PRACTICUM - FACULTY GROUP SUPERVISOR
Evaluation by Student

Name of Faculty Supervisor: _____

The following fifteen statements serve as a list of the expectations of Faculty Supervisors. Check the letter that best represents your supervision experience. It is strongly encouraged that you share this feedback with your supervisor when appropriate. **Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.**

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

- | | |
|---|-----------------------------|
| 1. Accepts students in a non-judgmental way. | A. ___ B. ___ C. ___ D. ___ |
| 2. Enters into the frame of reference of the student. | A. ___ B. ___ C. ___ D. ___ |
| 3. Elicits essential data from the student. | A. ___ B. ___ C. ___ D. ___ |
| 4. Assesses and affirms the strengths of the student. | A. ___ B. ___ C. ___ D. ___ |
| 5. Assesses the weaknesses and "growing edges" of the student in a professional manner. | A. ___ B. ___ C. ___ D. ___ |
| 6. Initiates pertinent discussion in the supervisory sessions. | A. ___ B. ___ C. ___ D. ___ |
| 7. Helps students to gain insight into transference-countertransference issues in the counseling relationship. | A. ___ B. ___ C. ___ D. ___ |
| 8. Facilitates an understanding of the intra- and interpersonal dynamics of the client. | A. ___ B. ___ C. ___ D. ___ |
| 9. Assists the student in dealing with termination and/or referral. | A. ___ B. ___ C. ___ D. ___ |
| 10. Has a sensitivity to ethical issues in the counselor-client interaction. | A. ___ B. ___ C. ___ D. ___ |
| 11. Demonstrates cultural competency within the supervisory relationship and is sensitive to cultural issues in the counselor-client interaction. | A. ___ B. ___ C. ___ D. ___ |
| 12. Establishes and maintains good interprofessional relations with students. | A. ___ B. ___ C. ___ D. ___ |
| 13. Encourages group participation and interaction. | A. ___ B. ___ C. ___ D. ___ |

INDIVIDUAL SITE SUPERVISOR FINAL EVALUATION

Student Name: _____

Based on your experience with the student, please indicate your recommendation below:

- The student is competent in all areas assessed. I have no reservations and recommend a passing grade.
- I wish to speak with the Faculty Supervisor before my final recommendation. (*The Faculty Supervisor will call you.*)
- I have serious reservations about the student's competence and do not recommend a passing grade.

Individual Site Supervisor Signature: _____ Date: _____



Please place form in your PPF

Name:

Practicum
Session Background Form

Please provide the background of this client - include what session this is, presenting issue, treatment goal, theoretical perspective, challenges, strengths, any ethical concerns, and what you appreciate about this client.

Demonstrate how you are documenting this particular session with this client (ie. include or write a progress note).

What is your question? For what purpose are you seeking supervision? Please provide a specific objective for supervision so that we can offer helpful feedback.

Following feedback, please take a moment to write about how you will integrate feedback, what was helpful about the feedback and what you learned. If the feedback was not helpful, please indicate this.



Eastern
Mennonite
University

SCHOOL OF GRADUATE &
PROFESSIONAL STUDIES

Master of Arts in Counseling
Professional Practice Practicum Hours Summary Form

Student: _____

Site: _____

<i>Practicum Activities</i>	<i># hours</i>
DIRECT CONTACT HOURS	Spring 20____
Individual	
Counseling/Psychoeducational Group	
Couples and/or Family Counseling	
Substance Abuse Counseling	
TOTAL Direct Contact Hours	
INDIRECT CONTACT HOURS	Spring 20____
Site Supervision - Individual	
Site Supervision - Group	
EMU Group Supervision	<input type="text"/>
Program Planning	
Consultation	
Interdisciplinary Team Meetings	
Interdisciplinary Consultation	
Conferences Attended	
Workshops/Outreach Conducted	
Administrative Responsibilities	
Other	
TOTAL Indirect Contact Hours	
PRACTICUM GRAND TOTAL (direct + indirect)	

Site Supervisor - Sign & Date	
Faculty Supervisor - Sign & Date	



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling

1200 Park Road
Harrisonburg, VA 22802

Consent to be Recorded

I, _____, offer my consent to be recorded during counseling interviews. I understand that the recording will be listened to or viewed by the site supervisor, faculty supervisor, and a small group of graduate students for the purpose of counselor training. The intention of the recording is solely to address **counselor skills**, not client issues. I am aware that the recording will be erased after training exercise is complete and that confidentiality will be strictly enforced.

It is our policy to maintain the confidentiality of students and their records. According to the law and professional ethics, there are three exceptions to confidentiality:

1. State law requires that any counselor who suspects a child may be abused or neglected must report this to the Department of Social Services. This is also true when mentally or physically disabled adults are involved.
2. If a counselor believes you are in imminent danger of harming yourself or others, disclosure of information is required as necessary to ensure your safety and the safety of others.
3. If you are involved in a legal case in which your mental or emotional health is an issue, a judge may order the release of your medical record for the court to examine. We are required to comply with a court order.

Counseling is in place for your personal growth and wholeness. I assure you that my services will be professional and consistent with accepted ethical standards. If, however, at any time for any reason, you are dissatisfied with our sessions, please inform your counselor directly or the Professional Practice Coordinator Dr. Jennifer Cline, who can be reached at 540.432.4213 or jennifer.cline@emu.edu. Additionally, should we find that you are in need of further support, we will explore referral possibilities to clinicians in the community.

Thank you for your willingness to participate in this learning experience.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Internship Forms

For your convenience, printable pdf versions of these forms are also available on the EMU graduate counseling Professional Practice Moodle page.



Master of Arts in Counseling
Professional Practice

INTERNSHIP Student Records Checklist

GRADUATE & PROFESSIONAL PROGRAMS

Step #1: Submit the original of this checklist with all required forms attached to the Professional Practice Coordinator prior to beginning internship. Forms will be placed in the student's PPF prior to the start date.
Step #2: Subsequent forms are submitted by the student through the semester directly to the PPF.
Keep copies of everything for your records!

Student Name: Faculty Group Supervisor:

Internship Site: Individual Site Supervisor:

Prerequisite to beginning internship:

- Liability Insurance Form Expiration date:
Agency Placement Form Including Site Supervisor's CV
Contract Letter
Supervision Agreement Form

Verification that all prerequisites have been met:

Professional Practice Coordinator Signature: Date:

At the end of Internship I:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
Clip review by Site Supervisor
Entire session review by Site Supervisor
Two completed background forms from Faculty Group Supervision
Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)

Please sign only after verification of all forms has been completed.

Professional Practice Coordinator Signature: Date:

At the end of Internship II:

- Counselor Assessment Scale Forms (Completed by Student & Completed by Site Supervisor)
Clip review by Site Supervisor
Entire session review by Site Supervisor
Two completed background forms from Faculty Group Supervision
Weekly Hours Tracking Forms and Hours Summary Form (submit originals, signed by Site Supervisor and Faculty Group Supervisor)
Internship Final Recommendation completed by Site Supervisor
Evaluation Forms completed by student and given to the Professional Practice Coordinator:
o Evaluation of Faculty Group Supervisor
o Evaluation of Site Supervisor

Please sign only after verification of all forms has been completed.

Professional Practice Coordinator Signature: Date:



GRADUATE & PROFESSIONAL PROGRAMS

MA in Counseling
1200 Park Road
Harrisonburg, VA 22802-2462
counseling@emu.edu
Phone: (540) 432-4243
Fax: (540) 432-4598

Insert Date

Insert Site Supervisor Name

Insert Placement Name

Insert Address

Insert City/State/Zip Code

Dear Insert Site Supervisor Name:

Enclosed is a site agreement form outlining guidelines and expectations for supervision and information regarding the internship experience. Please sign this document, in addition to the contract letter and after reviewing the information, please let me know if any further discussion would be helpful.

Thank you for the time and energy you devote to supervising our students!

Sincerely,

Jennifer L. Cline, PhD, LPC, ACS

Jennifer L. Cline, PhD, LPC, ACS
Professional Practice Coordinator
Master of Arts in Counseling
Eastern Mennonite University
540.432.4213

Supervision Agreement – Internship

The EMU M.A. in Clinical Mental Health Counseling student's internship:

- Involves 600 total hours of work.
- Includes a minimum of 240 hours of direct service work (over two semesters). Direct service work includes: individual, marital and family counseling, intakes, crisis intervention, group counseling, and assessment.
- Allows the student to gain supervised experience in individual and group interactions with clientele.
- Includes a minimum of one (1) hour per week of face-to-face individual supervision by an approved agency supervisor.
- Includes a minimum of two (2) hours per week of group supervision with other students in similar practica by a faculty member supervisor.
- Allows the student to obtain recordings of the student's interactions with clientele for use in supervision. Recordings are to be reviewed at each supervision session as much as possible.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, technology, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the internship by the individual site supervisor and the faculty group supervisor.

Collaboration with Faculty Supervisor:

As mentioned above, students participate in weekly group supervision facilitated by a faculty member. In an effort to provide consistent and collaborative feedback, faculty supervisors will email, call or video call you at the midpoint of the semester. Faculty supervisors are also available and open to hearing from you at any point in the semester. The enclosed information is offered as a reminder of best practices in supervision and to share program expectations of students. We greatly appreciate your time and effort in helping to guide and train our students.

An Effective Individual Supervisor:

- Accepts students in a non-judgmental way.
- Enters into the frame of reference of the student.
- Elicits essential data from the student.
- Assesses the strengths of the student.
- Assesses the weaknesses and "growing edges" of the student.
- Affirms the student in relationship to strengths.
- Points out weaknesses and "growing edges" in a professional manner.
- Initiates pertinent discussion in the supervisory sessions.
- Helps students to gain insight into transference-countertransference issues in the counseling relationship.
- Facilitates an understanding of the psychodynamics of the client.
- Assists the student in dealing with termination and/or referral.
- Has sensitivity to ethical issues in the counselor-client interaction.
- Facilitates reflections on a student's cultural identities as related to the counseling experience.
- Establishes and maintains good inter-professional relations with students.

Supervisee Performance Concerns:

If you have any concerns about a supervisee's performance, please address those early in the student's training in order to allow the student ample opportunities to make remediation. After addressing your concerns directly with the supervisee, if you feel that you or the student need additional support, please reach out to the supervisee's faculty supervisor:

- Dr. Greg Czyszczonek at 540.432.4324 or greg.czyszczonek@emu.edu
- Dr. Jennifer Cline at 540.432.4213 or jennifer.cline@emu.edu.
- Dr. Stewart Nafziger at 540.432.4018 or stewart.nafziger@emu.edu

If you and the faculty supervisor agree that the concern warrants full faculty support, please contact:

- The Professional Practice Coordinator, Dr. Jennifer Cline, same contact as above, and/or
- The Program Director, Dr. Michael Horst at 540.432.4244 or michael.horst@emu.edu.

Expectations of the Agency and Individual Site Supervisor:

- To provide a complete orientation to the staff, facility, rules, regulations and procedures of the agency. Specific questions related to the agency's organizational structure will need to be clarified for the student: What are the rules regarding the use of rooms for counseling and administrative purposes? Will office space be shared? How will this be worked out? What days and hours will the student be expected to be at the school or agency? What are the procedures regarding clients' files and records? What format should students use to document their work? What staff meetings, case conferences, etc., will the student be eligible to attend? The student also needs to be apprised of the purpose and ethos of the agency. Who are the clients whom the agency serves? What services does the agency offer? Lastly, students need to be provided site specific emergency procedures for how to appropriately assess and respond to behavioral risks.
- To see that the student has a client load commensurate with the requirements for Internship experiences. It is hoped that all students will gain experience in crisis, short-term and long-term counseling. If there is a difficulty in providing the stipulated number of clients, either because the agency client load is light or the supervisor feels the student isn't ready, the faculty group supervisor should be notified.
- To review recordings, other related materials, intake processes, documentation, and participating activities of the counseling student (i.e. staffing meetings).
- To provide an hour of clinical supervision weekly at a set time and on a set day. (Fifteen hours of individual supervision are expected each semester.) It is very important that the supervisory hour is uninterrupted quality time and that reviewing tapes is a regular part of that hour. Supervisors are to give both positive and negative feedback to students, identifying areas of strength, and areas for focus and growth in future supervisory sessions.
- To take responsibility for the student in full acknowledgment of the supervisor role. Students are required to carry their own student professional liability insurance.
- To complete the Counselor Assessment Scale at the end of each semester and complete the Internship Final Evaluation Form, summarize the feedback from the semester, and share this evaluation with the student prior to sending all materials to the faculty group supervisor.

Expectations of the Student:

- Completion of all Professional Practice Placement pre-requisites and forms.
- To be aware of the necessity of representing the agency to the community in a responsible and knowledgeable manner.
- To be involved approximately 15-20 hours per week for the internship experience (over two semesters); 600 documented hours required. The scheduling of the clinical hours is to be negotiated between the student and the school or agency. This involvement should include: direct

clinical services such as individual counseling, marriage counseling, group or family counseling, individual and group supervision, staff meetings, case conferences, intake staffings, administrative responsibilities such as completing records, making process notes, etc., and other educational classes and experiences.

- To be punctual, responsible, and professional at all times. Since the admission process to the master's program is selective, and only students of the highest quality, maturity and motivation are accepted, it can be expected that student- agency relationships will function on a high professional level at all times. If transportation problems occur or there is illness, students will be expected to notify the school or agency as promptly as possible. Students are to be punctual in arriving at their agencies, allowing some extra time for emergencies. Sensitivity to the dress and deportment standards of the agency is necessary as well. It is expected that the ethical conduct of students will be of the highest caliber. Clients should not be discussed casually or at inappropriate times. Confidential records are to be handled with great care and the privacy of the client is to be carefully protected.
- To meet with the individual site supervisor for individual supervision one hour each week (for 15 weeks each semester). This is to be at a set time and on a set day. Students will be expected to present tapes of counseling sessions at most supervisory sessions in order that specific feedback can be given. Students are encouraged to let their supervisors know what kinds of feedback will be most helpful to them. Supervision is a dual process involving both supervisors and students.
- To evaluate the individual site supervision at the end of each school year according to the specified form. This evaluation is kept confidential by the faculty.

I have read and agree to the aforementioned requirements for supervision of the graduate student and consultation with faculty supervisors.

Site Supervisor Printed Name: _____

Site Supervisor Signature: _____

Date: _____



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
Professional Practice
INTERNSHIP CONTRACT LETTER

Date

Supervisor name, title

Agency

Address

Dear Supervisor name:

This letter is a contract to confirm that you are in agreement to act as my internship site supervisor for the _____ semester(s) of school years, beginning first day of beginning semester, and ending last day of ending semester.

Within the dates stated above, I, your name, a student of the Master of Arts in Counseling program at Eastern Mennonite University, agree to work with you as an intern every week at the site name. This will provide approximately _____ (600 for one site, divide it up for more than one) hours of on-site counseling experience including _____ (240 for one site, divide it up for more than one) hours of direct contact with clients and one hour per week of supervision time with you. *The total hours of on-site counseling experience and hours of direct contact with clients may be reduced if the internship student has multiple internship site placements.*

An integral part of our supervision is review of our work throughout the internship. I am required to record as many counseling sessions as possible for supervision and training purposes only. Your assistance with getting consent from clients is appreciated! These recordings are also to be reviewed and discussed in our individual supervision times as much as possible. For your awareness, I am required by EMU to carry liability insurance for this internship and a copy of that certificate is available should you need a record of this coverage.

For future reference, my faculty group supervisor is _____ and he/she may be reached at _____. I look forward to practicing counseling with you this year!

Sincerely,

By signing this I have read and agreed to the scheduling arrangements, supervision requirements, and recording needs for your internship experience.

Site supervisor signature

CC: EMU Faculty Supervisor name, title

Date



GRADUATE & PROFESSIONAL PROGRAMS

Master of Arts in Counseling
Professional Practice

INTERNSHIP Agency Placement Form

Agency: _____

Address: _____

Phone Number: () _____ E-Mail: _____

Agency Director: _____

Individual Supervisor: _____

(* Please attach a current vita or resume)

According to the 2024 CACREP standards (4.P.), fieldwork site supervisors must have a minimum of a master's degree, in counseling or a related profession; an active Virginia license, in counseling or a related profession; a minimum of two years post-master's professional experience in counseling; relevant training for in-person and/or distance supervision; relevant training in the technology utilized for supervision; and knowledge of MAC's expectations, requirements, and evaluation procedures. Please verify that the Site Supervisor meets these requirements by completing the following section:

Supervisor Education:

Degree _____ Year Completed _____

Virginia Licensure/Certification:

License _____ License Number _____ Year Completed _____

Years of Experience: _____ Completed Supervision Training: _____ or _____
20 hrs/Date Credit Class/Date

My signature below indicates that I meet all of the above named site supervision requirements:

Signature: _____ Date: _____

Site Supervisor

General Description of Placement:

- Community Counseling Agency
Addictions/Rehabilitation
Hospital-based Mental Health
Church
Community Services Board
Other:

Population(s): check all that apply

- Children
Adolescents
Adults
Geriatric
Family
Cross-Cultural
Special Needs

Description of Possible Student Activities:

- Individual sessions Groups Assessment Intake Crisis Intervention
Educational Workshops Classroom Guidance Staff meetings
Other: _____

Taping Allowed:

- Yes, with appropriate consent forms No

Return to: Master of Arts in Counseling, 1200 Park Road, EMU, Harrisonburg, VA 22802-2462



**Master of Arts in Counseling
Professional Practice Form
Internship Hours Tracking Form and Weekly Log**

Student Name: _____ **Week Ending:** _____

To be filled in by Student

DATE & HOURS

ACTIVITY	Sun	Mon	Tues	Wed	Thur	Fri	Sat	TOTAL
	Direct Hours							
Individual Hours								
Counseling/Psychoeducational Group								
Couples and/or Family Counseling								
Substance Abuse - Specific								
Total Direct Hours								
Indirect Hours								
Individual or Triadic Site Supervision								
Site Group (3+) Supervision								
EMU Group Supervision								
Program Planning								
Consultation								
Interdisciplinary Team Meetings								
Interdisciplinary Consultation								
Conferences Attended								
Workshops Conducted								
Administrative Responsibilities								
Other								
Total - Indirect Hours:								
Direct & Indirect Hours:								

Running Total

Previous Week Direct Total plus Direct Hours for Week =

Previous Week Indirect Total plus Indirect Hours for Week =

Student Signature: _____

To be completed by site supervisor (check all that apply):

- Met for one hour of supervision this week
- Reviewed cases
- Reviewed a tape
- Student takes initiative and utilizes supervision in a professional manner
- Student is progressing adequately
 - Same as last week
 - New area/insight (please comment): _____

- Student needs supervision on growth areas:
 - Same as last week
 - New area/insight (please comment): _____

Individual Site Supervisor Signature

Date



Master of Arts in Counseling
Professional Practice Form
Internship Site Supervisor Tape Review - CLIP

Student Name: _____

Clip Review

After viewing a portion of a session on tape, please complete the following:

- checkboxes for: establishing the therapeutic relationship, using concreteness, confronting appropriately, insight into client/counselor relationship, use of questions, understanding of client's reality, opening/closing of sessions, goal setting, summarizing, clarifying, counseling style development, student's self-awareness, warmth, empathy, genuineness, ability to offer respect, use of silence, termination, other:

SUPERVISOR FEEDBACK:

Supervisor Signature

Date

Student Name: _____

Entire Session Review:

After reviewing a tape of an entire session with the intern student, please check as many skills as you were able to assess and provide overall feedback:

<input type="checkbox"/> establishing the therapeutic relationship	<input type="checkbox"/> counseling style development
<input type="checkbox"/> using concreteness	<input type="checkbox"/> student's self-awareness
<input type="checkbox"/> confronting appropriately	<input type="checkbox"/> warmth
<input type="checkbox"/> insight into client/counselor relationship	<input type="checkbox"/> empathy
<input type="checkbox"/> use of questions	<input type="checkbox"/> genuineness
<input type="checkbox"/> understanding of client's reality	<input type="checkbox"/> ability to offer respect
<input type="checkbox"/> opening/closing of sessions	<input type="checkbox"/> use of silence
<input type="checkbox"/> goal setting	<input type="checkbox"/> termination
<input type="checkbox"/> summarizing	<input type="checkbox"/> other:
<input type="checkbox"/> clarifying	<input type="checkbox"/> other:

SUPERVISOR FEEDBACK:

Supervisor Signature

Date



**Master of Arts in Counseling
Professional Practice Form**
Internship Counselor Assessment Scale –Supervisor Form

GRADUATE & PROFESSIONAL PROGRAMS

Student _____

Supervisor _____

Date _____

Please read:

Reference criteria: a rating of 5 meets expectations of a licensed counselor. The standard at the **end of practicum (beginner)** is an average of **3**. The standard for **graduation (intermediate)** is an average of **4**, with no item less than 3. It is **very unlikely** that any student would merit a **5** in every category.

<i>Professional Behaviors</i>						<i>Comments</i>
Utilizes ACA Code of Ethics and/or other appropriate ethical codes as guidance for professional behavior	1	2	3	4	5	
Exhibits respectful and courteous behavior, including respect of others' values and preference for techniques, respect for others' workloads and time commitments; successful as a team member	1	2	3	4	5	
Understands and maintains appropriate interactions and boundaries with co-workers, supervisors, and clients	1	2	3	4	5	
Dresses appropriately	1	2	3	4	5	
Readily seeks consultation for unusual situations	1	2	3	4	5	
Is able to accept both praise and criticism that is framed in an appropriate manner	1	2	3	4	5	
Makes an attempt to incorporate suggestions and review their effectiveness with supervisor after their utilization, or is able to justify why a suggestion was not used	1	2	3	4	5	
Accurately completes all paperwork in neat, readable, concise manner; all work on time without reminders	1	2	3	4	5	
Respectful of client and supervisor appointment times	1	2	3	4	5	

Average: ____

<i>Empathic Attunement</i>						<i>Comments</i>
Clients feel respected	1	2	3	4	5	
Clients feel heard and attended to	1	2	3	4	5	
Demonstrates ability to easily develop rapport with new clients, making them feel at ease	1	2	3	4	5	
Appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet clients where they are	1	2	3	4	5	
Makes a conscious effort to employ empathy, unconditional positive regard, genuineness, and concreteness/intentionality	1	2	3	4	5	
Understands and maintains appropriate boundaries with clients	1	2	3	4	5	
Empowers clients	1	2	3	4	5	
Demonstrates competent use of higher level listening skills such as feedback and reflection of meaning	1	2	3	4	5	

Average: ____

<i>Intervention Skills</i>						<i>Comments</i>
Creates client ownership	1	2	3	4	5	
Manages good session beginnings and endings	1	2	3	4	5	
Good timing of interventions	1	2	3	4	5	
Appropriately applies counseling theories and techniques in a manner that indicates strong knowledge of both	1	2	3	4	5	
Follows treatment plan	1	2	3	4	5	
Demonstrates a grasp of issues involved and a sense of where progress is possible for a particular client	1	2	3	4	5	
Interventions are focused and effective	1	2	3	4	5	

Average: ____

<i>Case Conceptualization & Management</i>						<i>Comments</i>
Can conduct a comprehensive and integrated client assessment, utilizing consultation and referral as needed	1	2	3	4	5	
- Covers all areas of client development associated with the presenting problem	1	2	3	4	5	
- Is able to correctly assess risk factors such as homicide, suicide, and inability to care for self	1	2	3	4	5	
- Incorporates a strengths perspective	1	2	3	4	5	
Is able to identify the real problem that brings the client to counseling	1	2	3	4	5	
Is able to identify salient features of client and when appropriate derive DSM diagnosis	1	2	3	4	5	
Is able to formulate case hypotheses and interventions within a conceptual framework	1	2	3	4	5	
Treatment goals reflect an in-depth understanding of client	1	2	3	4	5	
Demonstrates knowledge of agency rules and policies; embraces agency mission as evidenced in daily interactions	1	2	3	4	5	

Average: ____

<i>Counselor Self-Awareness</i>						<i>Comments</i>
Is able to accurately document strengths	1	2	3	4	5	
Is able to accurately assess growth areas	1	2	3	4	5	

Average: ____

Total Average: ____

Please describe one strength and one growth area:

Strength:

Growth area:

Supervisor Signature: _____ ***Date:*** _____

Master of Arts in Counseling Professional Practice Form

Student Evaluation of Site Supervisor and Clinical Site

Name of Supervisor: _____ **Student:** _____

Check the letter that best represents your supervision experience at your clinical site. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Your evaluation will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements. **Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.**

- | <i>A. Strongly Agree</i> | <i>B. Agree</i> | <i>C. Disagree</i> | <i>D. Strongly Disagree</i> |
|--|-----------------|--------------------|-----------------------------|
| 1. Supervisor treated me with respect and valued me as a person. | | | A. ___ B. ___ C. ___ D. ___ |
| 2. Supervisor recognized that my counseling skills were a “work in progress” and facilitated their development. | | | A. ___ B. ___ C. ___ D. ___ |
| 3. Supervisor gave me useful feedback when I did something well. | | | A. ___ B. ___ C. ___ D. ___ |
| 4. Supervisor gave me useful feedback when I struggled. | | | A. ___ B. ___ C. ___ D. ___ |
| 5. Supervision was a helpful part of my clinical experience | | | A. ___ B. ___ C. ___ D. ___ |
| 6. Supervisor “set me up” for success by providing a listening ear and appropriate support. | | | A. ___ B. ___ C. ___ D. ___ |
| 7. Supervisor was on time and prepared for supervision. | | | A. ___ B. ___ C. ___ D. ___ |
| 8. Supervisor helped me work on my specific goals. | | | A. ___ B. ___ C. ___ D. ___ |
| 9. Supervisor was spontaneous and flexible in our supervisory sessions to meet my specific needs. | | | A. ___ B. ___ C. ___ D. ___ |
| 10. Supervision was a waste of time. | | | A. ___ B. ___ C. ___ D. ___ |
| 11. Supervisor encouraged me to use a variety of new and/or different techniques with clients. | | | A. ___ B. ___ C. ___ D. ___ |
| 12. Supervisor encouraged me to develop my own personal counseling style. | | | A. ___ B. ___ C. ___ D. ___ |
| 13. Supervisor focused on verbal and nonverbal behavior of my clients and me. | | | A. ___ B. ___ C. ___ D. ___ |
| 14. Supervisor encouraged ethical behavior by appropriate modeling and encouraged me to engage in professional behavior. | | | A. ___ B. ___ C. ___ D. ___ |
| 15. Supervisor maintained confidentiality with information discussed in supervision. | | | A. ___ B. ___ C. ___ D. ___ |
| 16. Supervisor was available for consultation when needed. | | | A. ___ B. ___ C. ___ D. ___ |
| 17. Supervisor demonstrated cultural competency. | | | A. ___ B. ___ C. ___ D. ___ |
| 18. Supervisor trained me in completion of and management of required paperwork. | | | A. ___ B. ___ C. ___ D. ___ |
| 19. Overall, I felt supported during my clinical experience. | | | A. ___ B. ___ C. ___ D. ___ |
| 20. Overall, I would recommend this Site Supervisor to other counselors-in-training. | | | A. ___ B. ___ C. ___ D. ___ |

Student Evaluation of Clinical Site

Name of Site: _____

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

- | | | | | |
|---|--------|--------|--------|--------|
| 1. Site had clear emergency procedures for how to appropriately assess and respond to behavioral risks. | A. ___ | B. ___ | C. ___ | D. ___ |
| 2. Site provided sufficient orientation and on-boarding for me. | A. ___ | B. ___ | C. ___ | D. ___ |
| 3. Site had clear procedures regarding clients' files and records. | A. ___ | B. ___ | C. ___ | D. ___ |
| 4. Site provided the training necessary to use site-specific technologies such as scheduling and note-making softwares. | A. ___ | B. ___ | C. ___ | D. ___ |
| 5. I understood the purpose and ethos of the agency. | A. ___ | B. ___ | C. ___ | D. ___ |
| 6. I felt safe and respected by others at the site. | A. ___ | B. ___ | C. ___ | D. ___ |
| 7. Overall, I would recommend this site to other counselors-in-training. | A. ___ | B. ___ | C. ___ | D. ___ |

Student Signature: _____

Date: _____



Master of Arts in Counseling
Professional Practice Form
INTERNSHIP - FACULTY GROUP SUPERVISOR
Evaluation by Student

Name of Faculty Supervisor: _____

The following fifteen statements serve as a list of the expectations of Faculty Supervisors. Check the letter that best represents your supervision experience. It is strongly encouraged that you share this feedback with your supervisor when appropriate. Please use the space below the question for commenting, particularly if you have strong feelings one way or the other.

- A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree
1. Accepts students in a non-judgmental way. A. __ B. __ C. __ D. __
2. Enters into the frame of reference of the student. A. __ B. __ C. __ D. __
3. Elicits essential data from the student. A. __ B. __ C. __ D. __
4. Assesses and affirms the strengths of the student. A. __ B. __ C. __ D. __
5. Assesses the weaknesses and "growing edges" of the student in a professional manner. A. __ B. __ C. __ D. __
6. Initiates pertinent discussion in the supervisory sessions. A. __ B. __ C. __ D. __
7. Helps students to gain insight into transference-countertransference issues in the counseling relationship. A. __ B. __ C. __ D. __
8. Facilitates an understanding of the intra- and interpersonal dynamics of the client. A. __ B. __ C. __ D. __
9. Assists the student in dealing with termination and/or referral. A. __ B. __ C. __ D. __
10. Has a sensitivity to ethical issues in the counselor-client interaction. A. __ B. __ C. __ D. __
11. Demonstrates cultural competency within the supervisory relationship and is sensitive to cultural issues in the counselor-client interaction. A. __ B. __ C. __ D. __
12. Establishes and maintains good interprofessional relations with students. A. __ B. __ C. __ D. __
13. Encourages group participation and interaction. A. __ B. __ C. __ D. __



GRADUATE & PROFESSIONAL PROGRAMS

*Master of Arts in Counseling
Professional Practice Form*
Internship FINAL EVALUATION

INDIVIDUAL SITE SUPERVISOR FINAL EVALUATION

Student Name: _____

Based on your experience with the student, please indicate your recommendation below:

- The student is competent in all areas assessed. I have no reservations and recommend a passing grade.
- I wish to speak with the Faculty Supervisor before my final recommendation. (*The Faculty Supervisor will call you.*)
- I have serious reservations about the student's competence and do not recommend a passing grade.

Individual Site Supervisor Signature: _____ Date: _____



Please place form in your PPF

GRADUATE & PROFESSIONAL PROGRAMS

Name:

Internship
Session Background Form

Please provide the background of this client - include what session this is, presenting issue, treatment goal, theoretical perspective, challenges, strengths, any ethical concerns, and what you appreciate about this client.

Demonstrate how you are documenting this particular session with this client (ie. include or write a progress note).

What is your question? For what purpose are you seeking supervision? Please provide a specific objective for supervision so that we can offer helpful feedback.

Following feedback, please take a moment to write about how you will integrate feedback, what was helpful about the feedback and what you learned. If the feedback was not helpful, please indicate this.



Eastern
Mennonite
University

SCHOOL OF GRADUATE &
PROFESSIONAL STUDIES

Master of Arts in Counseling
Professional Practice Internship Hours Summary Form

Student: _____

Site: _____

Internship Activities	# hours	# hours	# hours	
DIRECT CONTACT HOURS	Summer 20 ____	Fall 20 ____	Spring 20 ____	Totals
Individual				
Counseling/Psychoeducational Group				
Couples and/or Family Counseling				
Substance Abuse Counseling				
TOTAL Direct Contact Hours				
INDIRECT CONTACT HOURS	Summer 20 ____	Fall 20 ____	Spring 20 ____	Totals
Site Supervision - Individual				
Site Supervision - Group				
EMU Group Supervision				
Program Planning				
Consultation				
Interdisciplinary Team Meetings				
Interdisciplinary Consultation				
Conferences Attended				
Workshops/Outreach Conducted				
Administrative Responsibilities				
Other				
TOTAL Indirect Contact Hours				
INTERNSHIP TOTALS BY SEMESTER (direct + indirect)				
Site Supervisor Verification				
Faculty Supervisor Verification				

Internship Grand Total	
Site Supervisor - Sign & Date	
Faculty Supervisor - Sign & Date	



Consent to be Recorded

I, _____, offer my consent to be recorded during counseling interviews. I understand that the recording will be listened to or viewed by the site supervisor, faculty supervisor, and a small group of graduate students for the purpose of counselor training. The intention of the recording is solely to address **counselor skills**, not client issues. I am aware that the recording will be erased after the training exercise is complete and that confidentiality will be strictly enforced.

It is our policy to maintain the confidentiality of clients and their records. According to the law and professional ethics, there are three exceptions to confidentiality:

1. State law requires that any counselor who suspects a child may be abused or neglected must report this to the Department of Social Services. This is also true when mentally or physically disabled adults are involved.
2. If a counselor believes you are in imminent danger of harming yourself or others, disclosure of information is required as necessary to ensure your safety and the safety of others.
3. If you are involved in a legal case in which your mental or emotional health is an issue, a judge may order the release of your medical record for the court to examine. We are required to comply with a court order.

Counseling is in place for your personal growth and wholeness. I assure you that the counseling services you receive will be professional and consistent with accepted ethical standards. If, however, at any time for any reason, you are dissatisfied with your sessions, please inform your counselor directly or the Professional Practice Coordinator, Dr. Jennifer Cline, who can be reached at 540.432.4213 or jennifer.cline@emu.edu.

Additionally, should we find that you are in need of further support, we will explore referral possibilities to clinicians in the community.

Thank you for your willingness to participate in this learning experience.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Glossary of Common Terms as defined by CACREP 2024

Academic term	The institutionally defined unit of time of course delivery (for the EMU graduate counseling program specifically this refers to a semester).
Community partners	Individuals and organizations who employ, consult, or otherwise engage with a program and/or its graduates (for the EMU graduate counseling program specifically this refers to our partnering fieldwork sites).
Counselor education	A distinct academic discipline that has its roots in educational and vocational guidance and counseling, human development, supervision, and clinical practice. The primary focus of counselor education programs is the training and preparation of professional counselors who are competent to practice, abide by the ethics of the counseling profession, and hold strong professional counselor identities.
Counselor education program	The academic department or specifically defined subsection of a department identified and defined in a college or university that has programmatic and operational responsibility for curricular and field experiences for which accreditation is sought. A counselor education program includes allocated faculty and resources.
Course credit hours	The number of credit hours of the course, not the number of student credit hours generated by the course.
Direct service	Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays.
Evidence-based	The use and application of the best available current research to inform decision-making and practice.

Faculty	Affiliate faculty: Any faculty teaching in the counselor education program who do not meet the criteria for the core counselor education faculty designation. The affiliate faculty designation can include full-time faculty in the counseling program, full-time faculty at the institution but not in the counseling program, part-time faculty, and adjunct faculty. Core counselor education faculty: Faculty employed by the institution and who hold a full-time academic appointment in the counselor education program for at least the current academic year and meet the criteria for core faculty as delineated in Standards 1.Y and 1.Z. Faculty members may be designated as core faculty at only one institution regardless of the number of institutions at which they teach classes.
Formative and summative evaluations	Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.
Internship	A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.
Practicum	A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.
Professional dispositions	The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.
Program delivery type(s)	Programs may deliver curriculum in-person synchronous, digitally asynchronous and/or digitally synchronous (the EMU graduate counseling program specifically provides in-person synchronous course content).
Service delivery modalities	The ways in which counseling services may be provided (e.g., in-person or by distance using technology)

**Student
assessment**

The systematic gathering of information for decision-making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions.

Supervision

Group supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. **Individual supervision:** A tutorial and mentoring relationship between a member of the counseling profession and one counseling student. **Live supervision:** Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session. **Triadic supervision:** A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.