

Stephens College Counseling Program

Clinical Mental Health Counseling

Fieldwork Site Supervisor & Faculty Supervisor Handbook



COUN 601: CMHC Practicum

COUN 607: CMHC Internship I

COUN 608: CMHC Internship II

(v.3, rev. sp25)

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Section I: Program Information

Introduction

While closely aligned with the Practicum & Internship Handbook, the *Fieldwork Site and Faculty Supervisor Handbook* offers a streamlined review of key practicum and internship policies, procedures, roles, responsibilities, and expectations for supervisors. Additionally, the handbook provides a resource section of supervision texts, empirical articles, and supervision training opportunities intended to enhance supervisor knowledge and skills. Fieldwork site and faculty supervisors are encouraged to communicate directly with the faculty members noted below whenever additional information or clarification is needed.

Program Roles

CMHC Clinical Coordinator: Kendra Shoge, Ph.D., LPC-S, RPT

Email: kshoge@stephens.edu

Primary contact for issues/concerns related to practicum/internship sites and students.

Supervision Assist Coordinator: Sarah Irvin, PhD, LPC (MS), NCC

Email: sirvin@stephens.edu

Primary contact for issues/concerns related to Supervision Assist/electronic documentation.

Program Director: Dan Kissinger, PhD, LPC-S

Email: dkissinger@stephens.edu

Primary contact for any issue/concern related to the program, including practicum and internship issues/concerns. For practicum/internship related issues, program director will follow program procedures for resolution of the issue/concern (i.e., referring the issue/concern to the CMHC clinical coordinator and/or Supervision Assist Coordinator).

Key Terminology (CACREP, 2024)

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.
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.
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.
Indirect Service	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.
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.
Key Performance Indicators	Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
Supervision	<p>Group Supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.</p> <p>Individual Supervision: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student.</p> <p>Live Supervision: Direct observation of the counseling session with In-vivo communication from the supervisor influencing the work of the supervisee during the session.</p> <p>Triadic Supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.</p>

Site Supervisor Credentials	Minimum of a master's degree in counseling or related profession; be fully licensed as a professional counselor or closely related profession (i.e., social work, psychology, etc.); minimum of two (2) years of pertinent professional experience in clinical mental health area.
On Site requirement:	Program approved site supervisor(s) must be physically present on-site for student to provide direct client contact services.
Telehealth:	Stephens College counseling students can provide telehealth Counseling services with site approval, but students must conduct all telehealth counseling sessions on-site with site supervisor present on-site.

Course Descriptions w/ mapped CACREP Standards**COUN 601: Practicum (3 hrs.)**

Students will complete 100 hours of counseling field experience in a school or community setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program.

COUN 601: Counseling Practicum	Standard	KPI
goal consensus and collaborative decision-making in the counseling process	3.E.12	NO
record-keeping and documentation skills	3.E.16	NO
principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	3.E.17	NO
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4	YES
strategies for interfacing with integrated behavioral health-care professionals	5.C.7	NO

COUN 607: Clinical Mental Health Counseling Internship I (3 hrs.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 607: CMHC Internship 1	Standard	KPI
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	3.H.1	YES
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8	NO
Third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9	NO

COUN 608: Clinical Mental Health Counseling Internship II (3 hrs.)

Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

COUN 608: CMHC Internship 2	Standard	KPI
developmentally relevant and culturally sustaining counseling treatment or intervention plans	3.E.13	NO
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.5	Yes

Section II: Policies & Procedures

Student Practicum & Internship Orientation

Early in the semester prior to student's anticipated practicum semester, the program hosts a Practicum Orientation. This is a required meeting for students expecting to enroll in the following semester practicum course (i.e., COUN 601: CMHC Practicum). At this meeting, the program highlights practicum and internship policies and expectations, including expectations regarding student roles and responsibilities prior to and during their practicum (and internship) course(s), including but not limited to practicum placement process, required hours, fieldwork site opportunities, disposition, and documentation.

Practicum: Prospective COUN 601: Practicum students are *required* to attend a formal practicum orientation meeting the semester **prior to** their expected 601 semester. This meeting, led by the CMHC clinical coordinator, provides students with details surrounding practicum requirements, expectations, and application timelines/deadlines. Students who are not present at practicum orientation may forfeit their eligibility for practicum for their expected semester. Finally, practicum students should begin contacting potential sites immediately following the Practicum Orientation meeting.

Internship: The program does not provide a distinct orientation for orientation. Practicum faculty supervisors will highlight upcoming internship expectations and timelines. Further, the CMHC clinical coordinator and Supervision Assist liaison will communicate with current and projected internship students regarding internship requirements via the student's Stephens email address.

Students are strongly encouraged to review the Practicum and Internship **Site List** to learn about approved practicum and internship sites. Additionally, students are encouraged to seek input from peers, employers, and/or current supervisors regarding site/program opportunities.

Background Check

The Counseling program requires students to successfully complete background checks as part of the admission process and a second background check a minimum of 45 days prior to enrollment in practicum. Students may also be required to undergo a background check/drug screen as a requirement for their employment/placement at practicum/internship site. This process includes:

1. Applicants to the Stephens Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR), which is found under the State of Missouri Department of Health and Senior Services. The Counseling program director will work with the School of Health Sciences executive administrative assistant to verify registration with FSCR. The program director will review and verify all applicants met all FSCR requirements. Of note, the FSCR investigatory process meets statutory requirements and ensures that students have not previously committed violent crimes against persons. It is important to note that results of the criminal background check may result in removal from consideration for program admission.
 - Link to Family Care Safety Registry: [FCSR-BSEES \(mo.gov\)](https://fcsr-bsees.mo.gov)
2. Following conferral of degree candidacy, practicum eligible students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester. This background check is to be conducted through **Castle Branch**, an outside organization respected and used by several Stephens College programs.

3. Students will receive an email from Allison Miller, executive administrative assistant to the School of Health Sciences Dean, outlining the application process for the Castlebranch background check.
4. Results of the background check will be sent directly to the student and the program director. The program director will review the results with the CMHC or SC clinical coordinators.
 - a. If no issues are noted, the clinical coordinator will notify the student that the background check has been successfully completed and the program will register them for practicum.
 - b. If a background check reveals a potential concern, the clinical coordinator and program director will consider an appropriate course of action, including a referral to the Program Review Committee for consideration of potential disciplinary action, up to and including termination from the program.
5. Based on the results of the criminal background check, outcomes could include but are not limited to:
 - i. Student is ruled eligible for practicum and enrolled by faculty in practicum.
 - ii. Student is ruled ineligible for practicum.
 - iii. Student is required to successfully complete a Personal Development Plan (PDP) in order to be considered for practicum eligibility.
 - iv. Student is dismissed from the Counseling program.

Individual Liability Insurance

Current individual liability insurance is required for all students prior to and during enrollment in practicum and internship courses. Students will not be allowed to enroll or continue practicum or internship until and unless proof of current liability insurance is verified by the program and on-record with the program.

Practicum & Internship Placement Process (full details in Practicum/Internship Hdbk, pp.7-9)

1. Students are informed that practicum and internship sites are competitive and that a site cannot be guaranteed by the program.
2. Faculty offer ongoing support to assist students in identifying practicum and/or internship sites. However, students are responsible for contacting potential sites, setting up interviews, and securing the placement.
3. A fieldwork placement **Site List** is updated annually and located on the student's Canvas dashboard in the "**Counseling Advising Site**" module.
4. Practicum and internship students are required to provide their fieldwork site supervisor with a current copy of the Practicum and Internship Handbook (electronic copy).
5. Students are responsible for reaching out to potential field placement sites/supervisors, completing all required application materials, and securing a site. Faculty will assist when needed.
6. Students are expected to communicate with placement site personnel promptly and in a professional manner, including by notify fieldwork placement sites/supervisors of their acceptance and/or declination when offered a fieldwork placement.
7. **Practicum** students are expected to be physically present at their approved site for a minimum of 10 hours per week, one (1) hour of which must be used for triadic/individual supervision.

Internship students should plan to be on-site for a minimum of 15-20 hours per week, one (1) hour of which must be used for individual/triadic supervision.

8. It is the student's responsibility to log their direct/indirect hours in Supervision Assist on a weekly basis. Site and Faculty Supervisors are expected to review and approve/decline student hours each week.
9. Students are encouraged to be proactive in their communications with site supervisors with their concerns about any aspect about the site (i.e., concerns about receiving enough direct hour opportunities, approvals for Supervision Assist).
10. Students are informed that they bear the responsibility of adjusting their personal schedules to complete required hours.
11. While practicum and Internships are **unpaid**, practicum and internship students may receive a stipend from their placement site. Field placement site stipends must be program approved. The document required for this is the **Practicum and Internship Stipend Form**.
 - a. Practicum/Internship students found to be receiving financial payment outside a clinical coordinator approved stipend may be immediately removed from the practicum/internship course and may face additional disciplinary action from the program up to and including termination from the program.
12. Practicum/Internship students may complete hours at their current place of employment under the following guidelines:
 - a. The practicum/internship position and experience is qualitatively different from the student's current paid position.
 - b. The site/activities is/are consistent with the activities of a licensed professional counselor.
 - c. The site and practicum/internship position is verified by the CMHC clinical coordinator.
13. Practicum/internship students must submit all practicum/internship documentation required by the program via Supervision Assist and by the dates assigned by the Counseling program. Incomplete documentation may result in the student being denied enrollment and/or continuation of the respective practicum/internship course. This includes copy of site supervisor resume & active State license (i.e., LPC, LCSW, LP).

Secondary Fieldwork Placement Site/Supervisor

A secondary site and/or site supervisor may be permitted within the following parameters:

- The student's secondary site hours/obligations will not interfere with the student's hours/primary obligations to/at their primary site.
- The student has met in-person with the CMHC clinical coordinator to discuss their interest in securing a secondary site.
- The student receives formal written permission from the CMHC clinical coordinator to pursue a secondary site.
- The site supervisor "Honorarium" paid by the program is intended for the primary site supervisor. It is the responsibility of the student to bring this to the attention of the secondary site supervisor.
- Program approval & submission/verification of required documentation, including:
 - 2nd Site & Site Supervisor = Affiliation Agreement, Site Supervisor Agreement, Supervisor Credentials
 - 2nd Site Supervisor = Site Supervisor Agreement, Supervisor Credentials

Personal Counseling for Stephens Counseling Students

The program encourages students to seek personal counseling as a means for personal and professional growth and development. While the Counseling faculty will provide a safe and confidential environment for students to address personal and professional issues impacting their experience and success in the program, ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e). Current program students interested in personal counseling should consider the following options:

- a. Counseling students may seek personal counseling at the Stephens College Counseling Center with the licensed counselor contracted through Stephens College. Counseling students are **not** allowed to be seen for counseling services by Stephens Counseling practicum or internship students placed at the SCCC.
- a. Students in the CMHC specialization who receive counseling at the SCCC from the licensed clinician contracted by Stephens College will be ineligible for practicum/internship placement at the SCCC if this clinician is the SCCC site supervisor.
 - i. If “a” is true, counseling faculty can help facilitate a referral to a qualified licensed mental health professional upon request from the student.
 - ii. All communication specific to a student’s request for assistance with personal counseling will be kept confidential between the student and program director/faculty.
- b. A list of qualified local licensed counselors and allied professionals is vetted by the program director and updated periodically for students interested in private/off-campus counseling services, with priority given to practitioners offering minimal or sliding scale fees for students. To access the list:
 - i. *Canvas >> Counseling Advising Site >> Student Wellness Module >> Personal Counseling*
- c. Students with additional questions regarding personal counseling or who are aware of additional options for counseling services for students should contact Dr. Kissinger at dkissinger@stephens.edu

Electronic Mail/Communication Policy

- a. Practicum/Internship students are required to communicate with the CMHC clinical coordinator, faculty supervisor, and site supervisor only through the student’s official Stephens College email addresses.
- b. All electronic communication between fieldwork site supervisors, faculty supervisors, faculty, and supervises/students will be done only through official Stephens College email addresses.
- c. Practicum/Internship students can utilize their fieldwork placement’ official email systems to communicate with their client’s and/or personnel/site supervisor(s) under the following conditions:
 - Site supervisor has provided the CMHC clinical coordinator and practicum/internship faculty supervisor with a written statement verifying the student’s need to utilize organization’s secure, private email system.
 - Site supervisor provides the CMHC clinical coordinator and practicum/internship faculty supervisor with the site’s guidelines the students are expected to follow when using the site’s communication system.

The program encourages students to seek personal counseling as a means for personal and professional growth and development. While the Counseling faculty will provide a safe and confidential environment for students to address personal and professional issues impacting their experience and success in the program, ethical standards preclude program faculty from providing personal counseling to degree

seeking students (ACA, 2014; F.10.e). Current program students interested in personal counseling should consider the following options:

- a. Counseling students may seek personal counseling at the Stephens College Counseling Center with the licensed counselor contracted through Stephens College. Counseling students are **not** allowed to be seen for counseling services by Stephens Counseling practicum or internship students placed at the SCCC.
 - a. Students in the CMHC specialization who receive counseling at the SCCC from the licensed clinician contracted by Stephens College will be ineligible for practicum/internship placement at the SCCC if this clinician is the SCCC site supervisor.
 - i. If “a” is true, counseling faculty can help facilitate a referral to a qualified licensed mental health professional upon request from the student.
 - ii. All communication specific to a student’s request for assistance with personal counseling will be kept confidential between the student and program director/faculty.
 - b. A list of qualified local licensed counselors and allied professionals is vetted by the program director and updated periodically for students interested in private/off-campus counseling services, with priority given to practitioners offering minimal or sliding scale fees for students. To access the list:
 - i. *Canvas >>Counseling Advising Site>>Student Wellness Module>>Personal Counseling*
- c. Students with additional questions regarding personal counseling or who are aware of additional options for counseling services for students should contact Dr. Kissinger at dkissinger@stephens.edu

Social Media

Practicum/internship students are required to adhere to the current ACA Ethical Code standards related to the ethical responsibilities surrounding social media (H.6.a-d).

Official Stephens Holiday Schedule

- a. Students are **not** required by the program to be present at their site on Stephens College official holidays. Students are expected to communicate this clearly with their site supervisors and address potential conflicts with the site supervisor at the start of the semester.
 - a. Students **are allowed** to be present at their site during official Stephens holidays when the student and their site supervisor have a verified *Holiday & Inclement Weather* document submitted in Supervision Assist that clearly identifies the dates of agreement.

Inclement Weather

Students are expected to attend all classes in-person unless Stephens College has officially cancelled class due to inclement weather (or other official reason).

- a. Official notice of inclement weather class cancellations will be sent by Stephens College President Lynch via the Stephens College email system and will be posted on the Stephens College homepage.
- b. When on-campus classes are cancelled due to inclement weather, practicum/internship instructors are expected to move the course to an online/synchronous and communicate this to students. Practicum students are expected to attend via zoom.

Telehealth Services

As noted in the Practicum and Internship Handbook, CMHC practicum/internship courses must adhere to the program's telehealth policies for practicum/internship found in their respective practicum and internship course syllabi and CMHC and SC Practicum and Internship Manuals, including the submission of a completed "Telehealth Consent" document.

Tele supervision

Fieldwork site supervisors are expected to deliver the required one (1) hour of weekly individual/triadic supervision on-site and in-person with the supervisee. However, online ("tele-supervision") is acceptable as long as the session is audio/video conducted using the student's HIPAA-compliant zoom feature in Supervision Assist.

Students are encouraged to record these sessions in Supervision Assist. All supervision sessions are deleted at the conclusion of each semester.

Distance Learning in Practicum/Internship Courses

Practicum and internship courses are delivered in-person and on-campus, although student's may zoom in to class with faculty supervisor approval. To zoom in, students must be in a secure room to ensure client confidentiality. The Counseling program's rules and expectations regarding student conduct apply to online behavior as well as in-person or classroom behavior. Students are expected to be professional and respectful when attending class on Zoom, including the "chat" feature or other written comments. If you have unstable internet access, you should contact the IT department at helpdesk@stephens.edu to see if they may have options to help you.

Misuse of the policies as noted below subject the student to potential class participation point reductions as deemed appropriate by the faculty supervisor. Verified violation or exploitation of these policies may also lead to additional disciplinary action as deemed suitable by the Counseling faculty/faculty supervisor as noted in the Student Handbook and/or Practicum/Internship manual.

Online/Synchronous Courses Expectations

For the duration of any digital/online synchronous course, the following items apply:

1. Students should be seated in a location/manner appropriate for learning, such as:
 - a. Seated at a table or desk that is appropriate for learning/engaging in class discussion.
 - Note: Lying down on the couch or your bed is not appropriate.
 - b. Always prioritize confidentiality.
 - c. Create a distraction free (or as close to it as possible) environment.
2. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off.
3. Audio/microphone is on when speaking or engaged in required activity.
4. Audio/microphone is off when not speaking or engaged in required class activity.
5. Online/zoom backgrounds are conducive to learning/not distracting. You may be asked to change your background to accommodate this expectation.
6. All comments offered during class, including "Chat" comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The faculty supervisor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Attending In-Person Course via Zoom

1. Attending class via zoom when class meets in-person is permissible under the following circumstances:
 - a. Cancellation of class due to inclement weather or other scenario by Stephens College President or other senior administration.
 - i. In cases of inclement weather cancellation, faculty supervisor will send zoom link for course via Stephens College email. Attendance via zoom is expected.
 - b. Student illness: Student must communicate with faculty supervisor prior to the course and request permission to attend via zoom. NOTE: The instructor is not required to allow the student to attend via zoom.
 - c. Faculty supervisors can require the student to provide documentation of illness from a physician:
 - i. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 - Physician signature, date, and statement from physician that in-class attendance is/was not appropriate for health reason(s).
 - ii. If no documentation is received by 1 week after the missed course, the course is recorded as an unexcused absence.
 - d. **Family/Personal Emergency**
 - i. Faculty supervisors recognize that “life happens”. In the event of a personal emergency or event that bars the student from attending an in-class course, a student may make a request to their instructor to attend that week’s in-class course via zoom. *Again, the instructor has discretion as to whether to allow the request.* If the illness is related to or potentially related to Covid-19, the instructor will be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with “e” below.
 - ii. To receive a *verified absence* due to a personal emergency/event, the faculty supervisor has the right to require documentation from the student verifying the absence within 1 week of the missed class period. These documents may include but are not limited to:
 1. If requested documentation is not submitted to the faculty supervisor within 1 week of the missed class, the absence is recorded as *unexcused*.
2. Create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk as appropriate for optimal learning/engagement.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment that **prioritizes confidentiality**.
3. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off or be “off-camera”.
4. Audio/microphone is on when speaking or engaged in required activity.
5. Audio/microphone is off when not speaking or engaged in required class activity.
6. Online/zoom backgrounds are conducive to learning/not distracting.
7. All comments offered during class, including “Chat” comments, are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. Faculty supervisor has the right to turn off the chat feature if content is inappropriate.

Audio/Video Recording

Audio/Video Recording: Informed Consent

- Practicum/Internship students must have written consent prior to audio and/or video recording a client. Verbal consent from a client or their parent/legal guardian is not sufficient to meet with and/or record a client during practicum/internship.
- Practicum/Internship students must use the program specific informed consent document and ensure they adhere to the appropriate consent parameters of the client and/or parent/legal guardian (i.e., no recording, audio only, audio/video).

****If a fieldwork site utilizes their own informed consent document, the student should promptly notify the CMHC clinical coordinator. The clinical coordinator will consult with the fieldwork site supervisor and then make a determination as to the specific informed consent document(s) to be used by the student.**

****Until and unless the CMHC clinical coordinator provides written permission for the student to use the fieldwork site's informed consent document, the student is required, minimally, to utilize the program's informed consent document. In some cases, students may be required to use both the fieldwork site and program informed consent documents.**

- If a client or their parent/guardian provides written consent to be recorded, the program's informed consent document must be signed and dated prior to the start of the recording.
- Students should make and document the following points to prospective (and current) clients and/or their parent(s)/legal guardian(s):
 1. Audio/video recording is voluntary.
 2. In all recordings, the focus will be on the counselor-in-training (student); the client is NOT required to be visible on camera at any time.
 3. Students must have client/parent/guardian consent to audio and/or video recording
 4. Client/parent/guardian may request at any time prior to or during a session that the audio/video recording be stopped.

Client Recordings/Security

- Audio/video recording of direct service hours (i.e., individual counseling, intake sessions, group counseling) with clients is an expected and essential component of the practicum and internship courses.
- Students must record (audio/video) all direct service activities using the HIPAA-compliant Zoom feature in their individual, password-protected Supervision Assist account.
 - If a fieldwork site utilizes a different recording platform from Supervision Assist, the student must notify the CMHC clinical coordinator **prior to** using the recording platform. Following a formal consultation with the site supervisor, the CMHC clinical coordinator will make a final determination to approve or decline the use of the site's alternative recording platform.
- Students log-in/review recorded client activities in Supervision Assist only after ensuring client privacy/confidentiality is assured (i.e., at home, fieldwork site, classroom/campus)-and log-out immediately following completing of activities.

- Students must log-out of Supervision Assist at the conclusion of each recorded session and log back in at the start of the next session.
- Students must confirm that they have logged out of Supervision Assist **prior to** exiting their fieldwork site-and any other setting.
- While practicum/internship students are encouraged to audio/video record all direct service hour sessions, students are required to record a minimum of three (3) direct service sessions during each practicum and internship course. These sessions form the basis for the (minimum) three (3) required case presentation assignments due in the practicum and internship courses, respectively.
- Practicum/Internship students must provide access to all direct service activities recorded and saved in Supervision Assist to the a) faculty supervisor, and b) fieldwork site supervisor.

Audio/Video Recording: Classroom/Site Supervision/Telehealth

- In addition to program policies and procedures found in this handbook and the student handbook, practicum and internship students are expected to adhere to current American Counseling Association Ethical Code, the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and the State of Missouri's Committee for Professional Counselors.
- Students may not record or provide face-to-face or telehealth direct or indirect service activities with clients located outside of the State of Missouri.
- Faculty supervisors are required to view a minimum of 3 sessions of each student during the semester, with priority given to the sessions aligned with the student's required classroom case presentations. Written/time-stamped is strongly encouraged via the Supervision Assist system for these presentations as part of the formal evaluation process.
- Fieldwork site supervisors are required to observe a minimum of three (3) supervisee sessions during the semester.
- If audio/video recording is not allowed at the fieldwork site, the site supervisor must provide live supervision to the student a minimum of three (3) times over the course of the semester.
- For each live supervision session, the fieldwork site supervisor must complete and submit a *Live Supervision* session document. This document is located in and submitted in Supervision Assist.

Deleting Recordings

- Following a formal case presentation or session review with site supervisor and/or faculty supervisor, the student should delete the session from their Supervision Assist account.
- Note: At the conclusion of each semester, Supervision Assist will delete all recorded sessions from the practicum/internship student's account.

Student and Client Privacy & Confidentiality

The Counseling program requires all individuals affiliated with client access and contact during the counseling program to follow all ethical and legal mandates specific to client privacy and confidentiality. This includes but may not be limited to Stephens College counseling students, faculty, and program approved site supervisors/administrators. Minimally, these individuals are expected to understand and follow the guidelines of the current American Counseling Association (ACA) Code of Ethics, Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA) regarding the privacy and confidentiality of all protected health information of clients.

- a. All required practicum and internship documentation, including student, faculty supervisor, and site supervisor assessments, are available to be completed in the student's Supervision Assist account. All materials that do not contain protected client health information may be downloaded by students for their own records.
- b. Client records from practicum and internship courses (i.e., Informed consent) submitted to the practicum/internship faculty supervisor in hardcopy form are kept in the student's clinical file and stored in a secure/locked file cabinet in a secure/locked location. Counseling faculty only are provided access to the secure file room/cabinet.
- c. Client records completed or submitted in hardcopy form by clinicians, site supervisor, or practicum/internship students at the Stephens College Counseling Center are kept in client files and stored in a secure/locked file cabinet in a secure/locked location at the Stephens College Counseling Center. The clinic supervisor, current practicum/internship students, CMHC clinical coordinator, and program director only are provided keys to access the secure file room/cabinet. At the end of each semester, the site supervisor and students are required to return their keys to facilities unless permission to keep them is provided by the CMHC clinical coordinator in consultation with the program director.
 - a. TherapyNotes, the online documentation system used at the Stephens College Counseling Center, is HIPAA compliant. Students will be provided a TherapyNotes subscription during their time at the SCCC and are expected to adhere to all FERPA/HIPAA/ACA Code of Ethics requirements pertaining to the ethical and legal mandates surrounding client care/privacy and confidentiality/record keeping.
- d. Client sessions recorded with client and/or parental/legal guardian consent during practicum/internship are recorded via the student's Supervision Assist (SA) account using SA's HIPAA compliant zoom feature. Students may provide access to recorded client sessions only to the student's approved faculty supervisor and site supervisor through faculty supervisor/site supervisor's dedicated Supervision Assist accounts.
 - a. Student classroom presentations of recorded client sessions can be shown in practicum/internship courses only. Students should ensure no individuals outside of the faculty supervisor/students are able to hear or view the recorded presentations.
- e. Following final grade submission at the end of each semester, all recorded client sessions are deleted from student, faculty supervisor, and site supervisor Supervision Assist accounts.
- f. FERPA and HIPAA guidelines are found in the *Student Handbook* and again in the *Practicum and Internship Manual*. Both documents are available on the program website and in Canvas in the Counseling Advising Site accessible to all students and faculty. The current ethical standards of the American Counseling Association and American School Counselor Association are posted on the program's website and in the *Counseling Ethical Codes* module on the Counseling Advising Site available to all students.

- a. Students are required to complete and submit a *Student Responsibility Form* attesting that they understand and accept responsibility for all information in the *Student Handbook* and Practicum and Internship Manual, respectively, which includes FERPA/HIPAA guidelines. A hard copy of each of these documents will be kept in the student's clinical file.
- g. During the required practicum orientation:
 - a. FERPA and HIPAA requirements are reviewed.
 - b. Students are provided the link to the required HIPAA training link. Students are required to provide documentation of successful completion of the HIPAA training to be enrolled in practicum. A copy of this document will be uploaded in the student's Supervision Assist account.
- h. FERPA, HIPAA, and ACA Ethical Standards policies regarding privacy and confidentiality are reviewed during orientation at the Stephens College Counseling Center.

Family Educational Rights and Privacy Act (FERPA)

Stephens College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), designed to protect student privacy and to ensure the accuracy of educational records.

Under FERPA, eligible students have certain rights with respect to their education records. (As FERPA relates to Stephens College, an "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed and specify why it should be changed.

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, *except to the extent that FERPA authorizes disclosure without consent.*

A postsecondary institution may disclose Personally Identifiable Information from the education records *without obtaining prior written consent of the student*:

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteer to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.
- To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
 - A student's name, address, telephone number, email address;
 - A student's date and place of birth, dates of attendance and grade level;
 - A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
 - A student's photograph when the student is participating in officially recognized College activities and athletics;
 - A student's weight and height as a member of an athletic team;
 - A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

Students who wish to withhold directory information should contact the Office of the Registrar (LRW 248; 573-876-7277). Stephens College assumes no liability for honoring a student directive that Directory Information be withheld.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stephens College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Questions about FERPA and student records may be directed to the Office of the Registrar (573-876-7277) or to the Office of the Vice President for Academic Affairs (573-876-7213). Students who wish to allow parents or others who would not otherwise be allowed under FERPA to review their educational records should visit the Office of the Registrar (LRW 248) to sign the appropriate authorization form.

Health Insurance Portability and Accountability Act (HIPAA)

Medical ethics forbid violation of patient confidentiality. Students must always be sensitive to this issue. Any discussion of a client's diagnosis, care, and condition should be conducted with the utmost discretion and always with client privacy in mind. All current HIPAA guidelines must be followed.

Students must complete a program approved HIPAA training prior to beginning their practicum course (COUN 601/CMHC; COUN 602/SC). The CMHC and SC clinical coordinator, respectively, will provide prospective practicum students the link to the HIPAA training during practicum orientation. Students must provide evidence of their successful completion of the HIPAA training to their respective clinical coordinator prior to being enrolled in their practicum course. This document will be uploaded in the student's Supervision Assist account along with other required practicum documentation.

Professional Ethics

Stephens counseling students are expected to always adhere to the American Counseling Association Code of Ethics (2014).

Student Records

Student records specific to COUN 601: CMHC Practicum, COUN 607: CMHC Internship I, and COUN 608: CMHC Internship II are held, collected, completed, submitted, and stored in Supervision Assist. This includes documentation of fieldwork site supervisor credentials.

Retention, Remediation, & Dismissal

Program Grievance Policy

The Counseling faculty firmly believes that most problems/concerns occurring within the program can and should be resolved in a timely, professional, and ethical manner. Thus, the Counseling program has developed the following process for addressing or responding to scenarios within the program deemed by one or more parties to be potentially harmful to student success and/or wellbeing. If a student encounters a situation that is not listed here, or is unclear on how to proceed, the student should contact the program director (dkissinger@stephens.edu) for directions on how to proceed. In all cases, the aim and expectation is that, at each stage, all parties will exert maximum effort to resolve the issue/concern in a timely, professional, and ethical manner. As can be seen in the examples below, students, faculty, and site supervisors have a process that should be followed. **If uncertain of the appropriate path to follow, DO NOT proceed until you have communicated with your advisor and/or program director for direction.**

Non-Practicum or Internship Course Issues

Student issue/concern with fellow counseling student

- *Student>>student>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Student issue/concern with a faculty supervisor (core or adjunct)

- *Student>>Faculty supervisor>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Practicum & Internship-Based Issues

Student issue/concern with site-supervisor

- *Student >>site-supervisor>>faculty supervisor>>clinical coordinator>>program director>>program review committee>>PDP/program review committee>>graduate council (final decision)*

Student issue/concern with faculty supervisor

- *Student>>faculty supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Site-supervisor issue/concern with student

- *Site-supervisor>>student/supervisee>>faculty supervisor>>clinical coordinator>>program director>>Program Review Committee>>PDP/program review committee>>graduate council (final)*

Site-supervisor issue/concern with faculty supervisor

- *Site-supervisor>>faculty supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Faculty supervisor issue/concern with student

- *Faculty supervisor>>student>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Faculty supervisor issue/concern with site-supervisor

- *Faculty supervisor>>site supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

The process below further details how to address a problem/concern between a faculty supervisor and a practicum/internship student.

Course Instructor Issue or Concern w/Student

1. Upon observation of concern, the course instructor will attempt to resolve the concern directly with the student. All discussions with the student-along with any suggested interventions and student responses- are to be documented by the course instructor and provided to the clinical coordinator and placed in the student's internship/clinical file.
 - Note: Faculty may attempt more than one intervention prior to engaging step 2.
 - Student(s) and course instructor documentation should be solicited and documented.

2. If the intervention(s) above is/are unsuccessful, the course instructor may refer the situation to the CMHC/SC clinical coordinator and/or Program Review Committee for assistance in resolving the student problem/concern**.

****See Personal Development Plan and Personal Development Plan: Process**

3. If sent to the CMHC clinical coordinator, the coordinator will review all available documents submitted by the student and course instructor and meet with the student to process the concern. Depending on the situation, the CMHC clinical coordinator may meet with the course instructor and student individually or together. If the problem/concern is not resolved at the CMHC clinical coordinator level, the CMHC clinical coordinator refers the problem/concern to the program director or the Professional Review Committee.

****See Personal Development Plan and Personal Development Plan: Process**

4. If sent to the program director, the director will review all documents submitted by the student, course instructor, and clinical coordinator. Depending on the situation, the program director may meet with one or all relevant parties. If the problem/concern is not resolved at the program director level, or the program director deems it necessary, the program director refers the issue(s) to the Counseling program's *Program Review Committee (PRC)*.

****See Personal Development Plan and Personal Development Plan: Process**

Personal Development Plan (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner.

The PDP 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;
4. A timeframe for accomplishment.

5. Contact information for the faculty member responsible for monitoring the student's progress;
6. Delineate consequences for unmet PDP goals;
7. Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation.

Professional skills remediation may include, but is not limited to, any/ all of the following:

1. Retaking courses (e.g., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all the following:

1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

Copies of the plan will be retained by the student's adviser, 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 remediation process.

Personal Development Plan: Process

1. Upon observation of concerns, the faculty member or site supervisor will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response- will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.
2. If the intervention(s) above is/are unsuccessful, the faculty member or site supervisor will make a formal written request to the Professional Review Committee (PRC) chair for a full PRC review to consider initiating a Personal Development Plan (PDP) for the student. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the creation of a PDP.
3. Notification of the formal request-and a request by the Professional Review Committee (PRC) to meet formally with the student, shall be provided to the PRC members and the student by the PRC chair within 3 business days of the PRC receiving the formal information/concerns.
4. The PRC chair will set a meeting within 10 business days between the PRC, student, and pertinent individuals to process the formal concerns and, as necessary, develop a PDP and timeline for resolution of the PDP. The meeting is required for the student.
5. At the conclusion of the established PDP deadline, the PRC, student, and any pertinent individuals will convene at a PRC meeting to discuss the current disposition of the PDP. The disposition of this conclusive PRC meeting may be:
 - a. Termination of the PDP
 - b. Continuance/Modification of the PDP
 - c. Suspension or Dismissal of the student from the program

6. The student shall be notified in writing of the final disposition of the PDP by the PRC Chair within 10 business days of the formal PRC meeting.
7. Students who are dismissed for coursework and/or professional conduct may petition the program director to be evaluated for reinstatement in the degree program after a 12-month period.
8. Students dismissed from the program for unsatisfactory performance in graduate level coursework are not permitted to enroll in program coursework as a non-degree seeking student.
9. **The student may appeal the Program Review Committee decision to the Graduate Council. Graduate Council decisions are final.**

Class Withdrawal

A graduate student may withdraw from a course according to the academic calendar posted on the website. The student must submit a drop form electronically via the Stephens College website. Students should refer to the current academic calendar for deadlines to receive refunds and/or a "W" on their transcript. A student who does not give official notice of withdrawal will receive a grade of "F" that shall be recorded on the permanent record. Instructors will be notified through My Stephens when a student withdraws officially. Failure to begin or continue to attend classes does not constitute official notice of withdrawal.

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester. Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations. Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence

that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.

3. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal. At this point the panel's responsibilities are concluded. The panel is not empowered to change the grade. The grade that the course instructor assigned cannot be changed by anyone but that instructor.
4. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Program Suspension or Expulsion ("Dismissal")

Prior to suspension or dismissal from the program, the student (and all individuals involved) in a program dispute would be afforded full due process. This process would be conducted under the authority of the Program Review Committee. Importantly, the decisions of the Program Review Committee are final. However, if the student is suspended or expelled and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. **The decision of the Graduate Council is final.**

Emergency Procedures

Site supervisors, faculty supervisors (faculty supervisors), and practicum and internship students are expected to act promptly in any situation where there is concern regarding personal safety/security or the safety/security of a client. As a baseline, practicum and internship students should inquire about, carefully review, and follow the specific emergency plans of their fieldwork placement site.

The following outlines the Stephens College Counseling Program's procedures and expectations for addressing emergency situations that may occur on-campus, at a practicum or internship placement site, and/or during telehealth service delivery.

Practicum and internship students are expected to promptly consult with their site supervisor, faculty supervisor (faculty supervisor), CMHC Clinical Coordinator, and/or Counseling Program Director whenever concerns arise about personal or client safety, or other issues that could negatively impact the student, course, client(s), site, or supervisors.

Contact information for the CMHC Clinical Coordinator and Program Director is provided below. Students and site/faculty supervisors should ensure they have current contact information for their key stakeholders readily available.

Campus Safety and Security Information

Students and faculty supervisors (faculty supervisors) are encouraged to download the Stephens Emergency Alerts via the LiveSafe App. This app provides up-to-date emergency information related to campus and community events, including weather-related emergencies. Additional information regarding campus safety and security can be found at Safety & Security Services - Stephens College.

Practicum and Internship Students

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly contact the site supervisor and provide an updated dispositional/situational assessment regarding the individual(s) involved.
- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Faculty supervisor/Faculty Supervisor

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly establish contact with the student's site supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Fieldwork ("Site") Supervisor

- **Call 911** immediately in cases of danger to self or others.
- **After calling 911**, promptly establish contact with the student's faculty supervisor/faculty supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the faculty supervisor/faculty supervisor is unavailable**, promptly establish contact with the Stephens Counseling program, following this order:

1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Telehealth

Prior to engaging in telehealth-based services to clients, practicum/internship students are required to have the minimal following information.

- Verified program Telehealth consent form submitted in Supervision Assist.
- Current client phone number (and emergency contact person/contact information whenever possible).
- Address and phone number of nearest hospital/ER to the location where client is engaging in telehealth services with the student.
- List of emergency contact and helpline numbers (phone/text) for the client, to minimally include:
 - Missouri Crisis Line:
 - Text HAND to 839-863
 - Call: 1-888-761-4357
 - Burrell Central MO Crisis Line: 800-395-2132
 - National Suicide Prevention Line: 800-273-8255
 - Trevor Project for LGBTQ Youth: 866-488-7386

Section III: Roles & Responsibilities

Program Director

In collaboration with the Dean and subject to the approval of the VPAA, the Program Director has responsibility for the following three areas:

Faculty

1. Works with faculty to recommend assignments for instruction, research, and service responsibilities.
2. With the Dean, manages the recruitment of new faculty.
3. Holds regular meetings with faculty, and in other ways communicates with program members regarding matters relevant to the school and program.
4. Assists with faculty professional development by encouraging faculty to participate in state, regional, and national activities.
5. Mentors junior faculty in the program.
6. Conducts performance reviews of faculty as outlined in the Faculty Personnel Policies.

Program

1. Prepares course schedules that meet the enrollment needs of the program and college.
2. Initiates and provides leadership for program reviews, evaluation, and improvement.
3. Ensures TherapyNotes is active for SCCC fieldwork site supervisor &/or SCCC Director.
4. Consults with SCCC site supervisor &/or SCCC Director on campus related mental health issues.
5. Engages the faculty in curriculum development to create/maintain strong academic programs.
6. Stimulates the formation and offering of new courses and recommends discontinuation of outdated or under-enrolled courses.
7. Provides program reports regarding course offerings, faculty assignments, and enrollments.
8. Reviews and evaluates department data with the Dean.
9. With the Dean, supervises administrative assistants and student workers.
10. Monitors expenditures to ensure the program adheres to sound fiscal practices.
11. Maintains an inventory of program equipment and assumes responsibility for its security.
12. Participates in school-wide planning.

Students

1. Actively engages in student recruitment.
2. Provides initial and follow-up information to students regarding majors in the program.
3. Reviews the academic records of transfer students and determines transfer credit, as appropriate.
4. Assigns academic advisers.
5. Maintains relationships with program alumnae.

Clinical Coordinator: Clinical Mental Health Counseling (CMHC)

Note: The program director may act in place of the CMHC clinical coordinator when the clinical coordinator is unavailable.

1. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.
 - a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrator and/or site supervisor(s) are clear regarding program requirements and expectations.
2. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist.
3. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling specialization (COUN 601, 607, 608).
4. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
5. Lead formal practicum orientation meeting for prospective CMHC counseling students.
6. Coordinate as needed with the program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar's office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar's office will officially enroll students in the appropriate practicum/internship course.
7. Address issues and concerns related to the practicum/internship experience, including but not limited to issues related to real or potential student learning, performance, and/or disposition.
8. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

Faculty Supervisor ("Course Instructor") Roles and Responsibilities

1. Follow program policies/procedures as stated in current Practicum and Internship Handbook.
2. Communicate promptly with CMHC clinical coordinator regarding questions about direct/indirect hour documentation or other student, course, or site related issues/concerns.
3. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
4. Respond promptly to all electronic communications from students, the site supervisor, the program CMHC clinical coordinator, and/or the program director.
5. Teach practicum/internship course(s) consistent with the course description(s) given in the Stephens College Graduate Catalogue and consistent with highest academic and ethical standards of the counseling profession.
6. Provide a clear syllabus that adheres to the Counseling program's master framework and addresses all program and accreditation requirements detailed in the course syllabus.
7. Provide minimum of 1.5 hours of group supervision per week during regularly scheduled practicum/internship semesters (as defined by Stephens College Academic Calendar).
8. Review a minimum of 3 student video recorded individual and/or group counseling sessions per semester.

9. Model best practices ethical/professional behavior in the classroom/supervision contexts (Note: Adjunct instructors are considered a member and representative of the Stephens College Counseling program).
10. Complete and submit all required course assessments and other required documents in Supervision Assist prior to the final semester grade submission deadline.
11. Model and challenge students to be critical thinkers and reflective practitioners.
12. Model and ensure that student(s) and all relevant site stakeholders follow appropriate ethical and legal standards.
13. Complete weekly documentation review & approval for all students through Supervision Assist.
14. The site supervisor and course instructor will hold a minimum of one (1) face-to-face meeting (i.e. "site visit") with during the semester to discuss student learning and performance. A zoom meeting can be held in lieu of a face-to-face meeting when scheduling or geographic distance pose significant barriers.
15. Maintain ongoing communication (via Stephens College email) with site supervisor(s)-preferably at intervals of no more than 2 weeks.
 - a. Record communication using the "*Site Supervisor & Course Instructor Communication*" document.
16. Submit final course grades on time through *Mystephens*.
17. Assess all CACREP standards (KPI/non-KPI) using the Master Assessment Rubric that was developed in the Canvas course. (Program Director will provide instructions).
18. Complete and submit an end of semester Course Level Assessment (CLA) to the program director at the date request, including a minimum of two pieces of evidence showing student attainment of any course KPI attainment. An example CLA will be provided by the program director several weeks prior to the conclusion of the semester.

Field Placement ("Site") Supervisor Roles and Responsibilities

1. Holds a minimum of a master's degree in counseling or related profession, full licensure as a mental health provider in the State of Missouri, and minimum of two years professional experience.
2. Be aware of and follow guidelines as outlined in the Practicum and Internship Manual provided by the counseling program.
3. Review, verify, & sign all required student documentation (weekly logs, mid-term/final evaluations, etc.) in Supervision Assist in a timely manner.
4. Complete a Supervision Contract with the supervisee by the 3rd week of each academic semester & update when appropriate.
5. Be physically present on-site when a practicum/internship student is providing in-person/telehealth services; Practicum/internship student(s) are not allowed to engage in direct service activities absent an approved site supervisor (primary or secondary) being physically present on-site.
6. Uphold the policies in this manual.
7. Follow the *Emergency Procedures* policy outlined in the Practicum & Internship Handbook.
8. Respond promptly to all electronic communications from students, the course instructor/faculty supervisor, the program CMHC clinical coordinator, and/or the program director.
9. Weekly site-supervision can be held with the student's approved primary site supervisor via telehealth/zoom through supervisee's Stephens College Supervision Assist account or other program approved virtual platform (i.e., placement site's approved telehealth platform).

10. Provide minimum of one (1) hour of individual/triadic clinical supervision per week.
 - a. Group supervision is not a substitute for the 1 hour of individual/triadic supervision.
 - b. With CMHC/SC clinical coordinator written approval, site supervision may be provided via Supervision Assist protected Zoom. The degree to which Supervision Assist is utilized is determined by the CMHC clinical coordinator in collaboration with the site's program approved supervisor.
11. Review student documentation notes on a weekly basis and provide guidance and feedback on clinical documentation skills.
12. Review a minimum of 3 student recorded videos of the course of the semester.
13. Provide student opportunities to engage in the range of professional activities associated with the role of a licensed counselor (CMHC).
14. Provide & support opportunities for students to video and/or audio record direct service activities (i.e., individual/small group counseling, etc.) sessions using Stephens College counseling program's Supervision Assist** platform. (**HIPAA-compliant zoom)
15. Provide the student with adequate workspace, technology, office supplies, support staff and training necessary for all students to effectively conduct their expected roles and responsibilities while on-site.
16. Coordinate a replacement/secondary supervisor for student when necessary (vacations, personal leave, alternate site locations, etc.).
 - a. Students will not be allowed to gain direct hours absent a program-approved site supervisor being on-site.
17. Provide Counseling program with substantive mid-term and end-of-semester ("final") student assessments.
18. Conduct/document face-to-face review of mid-term/final evaluations with student.
19. Complete all required program, course, and site documentation in a timely and professional manner

Practicum and Internship Student Roles and Responsibilities

1. Submit all required practicum/internship documentation in Supervision Assist by the deadline established by the Supervision Assist coordinator.
2. Engage with course instructor/faculty supervisor, site supervisor(s), peers (classmates), counseling faculty, and on-site fieldwork placement staff (administrative/clinical/facilities) in a professional/ethical manner.
3. Adhere American Counseling Association/American School Counseling Association ethical code(s).
4. Being punctual & prepared to/for all scheduled classes and case presentations.
5. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
6. Respond promptly to all electronic communications from the course instructor/faculty supervisor, site supervisor, CMHC clinical coordinator, and/or the program director.
7. Provide onsite direct and indirect services (in-person and/or telehealth) only when approved primary/secondary site supervisor is physically present. Permission to conduct off-site indirect hours involving client information must have approval of CMHC coordinator and site supervisor.
8. Complete a minimum of 1 hour/wk. individual/triadic supervision with approved site supervisor.
 - a. Individual/triadic must avg 1 hr./week over per each practicum/internship semester.
9. Complete a minimum of 1.5 hours/week of group supervision per each practicum/internship semester
10. Being punctual & prepared to/for all site activities, including but not limited to:
 - a. All scheduled direct/indirect service, and individual/triadic service hours as scheduled with site supervisor..
 - b. Counseling sessions and other direct hour related activities.
 - c. Professional meetings/clinical staffing, or other activities required by the site supervisor.

11. Dress in a professional manner consistent with site policies.
 - a. Defer to “business casual” attire on site unless permission is provided by their site supervisor to dress in a more casual manner. Even then, Counseling students are expected to dress and behave in a manner one would expect of a counseling professional/representative of the Stephens College Counseling program.
12. Be and remain open to constructive feedback from clinical coordinator, peers, course instructor/faculty supervisor, site supervisors, and site staff, clients, and members of the community.
13. Always provide strength-based feedback.
14. Complete direct service hours only when approved site supervisor is physically present on site. Clarify issues immediately with course instructor/faculty supervisor, site supervisor(s), and/or CMHC program coordinator.
15. Complete all required program and site documentation in accordance with deadlines set by the counseling program, Supervision Assist coordinator, CMHC clinical coordinator, course instructor/faculty supervisor, and/or site supervisor(s).
16. Remain actively engaged in gaining direct/indirect service hours at the clinical site throughout the official Stephens College academic semester calendar, regardless of if minimal direct/indirect hours have been met prior to official end of the semester.

Section IV: Course Requirements

Required Practicum & Internship Hours

Course	Direct Hours (minimum)	Indirect Hours (minimum)	Individual/Triadic Site Supervision (minimum)	Group Supervision (minimum)	Total Hours (minimum)
COUN 601: CMHC Practicum	40	60	1 hour per week	1.5 hrs./week	100
COUN 607: CMHC Internship I	120	180	1 hour per week	1.5 hrs./week	300
COUN 608: CMHC Internship II	120	180	1 hour per week	1.5 hrs./week	300

Additional Hours Policy:

1. Practicum hours exceeding the required minimum direct and indirect hours are not transferable to use as direct/indirect hours for Internship I or Internship II courses.
2. COUN 607 interns who exceed the minimum required direct/indirect hours may log up to 20 direct hours and 20 indirect hours toward the required COUN 608 direct/indirect hours.
3. Students are required to remain on site and actively engaged in maintaining a consistent client caseload (i.e., direct hours) throughout the full semester of each practicum and/internship semester, regardless of having met the minimal direct/indirect hours at any time prior to the official end of the semester.

Note: Guidelines below are distinct from current graduate catalogue policy and represent current program policy.

1. *Student must complete 100% of each of the required direct & indirect hours to receive a final grade.
2. *Student must complete 85% of each of the required direct & indirect hours to be eligible to receive a grade of "Incomplete/I". *

*Without a statement from the faculty supervisor, site supervisor, and concentration clinical coordinator attesting to issues limiting student's ability to complete minimally required hours for a final grade or "I", failure to complete the required minimum 85% direct/indirect hours for an "I" will be eligible for a grade no higher than a "C" and, per program policy, will be required to re-take the course and be placed on a remediation plan (*See: Personal Development Plan*).

Clarification/Determination of Practicum/Internship Activity

The Stephens Counseling Program adheres to the definition and parameters as defined in the 2024 CACREP Glossary regarding what constitutes-and what students can officially log toward practicum/internship hour requirements. As defined on pages 2-3 and 34-35 of this handbook, these activities include but are not limited to Direct Hours, Indirect Hours, Individual Triadic Supervision, and Group Supervision. Clarification on what may constitute any recordable activity (i.e., direct/indirect/supervision) is often needed. In all such cases, students must consult with their faculty supervisor prior to logging the activity in Supervision Assist. A final determination of how the student is to record ("log") the activity is made by the faculty supervisor in consultation with the CMHC clinical coordinator to ensure accuracy and consistency.

Individual/Triadic and Group Supervision Requirements

1. Practicum/Internship students are expected to average a minimum of 1 hour of individual/triadic and 2 hours of group supervision per week during each practicum & internship semester.
2. Practicum/Internship students unable to complete a minimum of 1 hour of individual/triadic supervision during any week of their practicum/internship course are required to set up additional individual/triadic or group supervision with their Site and/or Faculty supervisor to ensure required supervision hours are completed.

Group Supervision (i.e., Classroom-based Practicum/Internship Course)

Practicum/Internship students are expected to attend all weekly two-hour practicum/internship courses. Students should record the class as “group supervision” under “indirect hours”. While group supervision is central to the practicum/internship courses, additional on-site group supervision is encouraged when available. **Importantly**, on-site group supervision hours are independent of the required 1 (one) hour of individual/triadic hour per week requirement. In other words, they cannot be substituted for individual/triadic site supervision hour or the group supervision hours gained through scheduled practicum or internship courses.

Academic Performance

Note: Faculty Supervisors (i.e., faculty supervisors) are responsible for determining the practicum/internship student’s official academic grade. However, feedback and official mid-term/final student evaluations are an important element of determination final grades. To that end, site and faculty supervisors should provide clear and detailed assessment of student learning, performance, and disposition throughout the semester-and specifically in the required mid-term and end-of-semester student assessments.

Students must receive a grade of “B” or better in all courses and maintain a cumulative 3.0 GPA. A student earning a grade of “C” or “D” shall be required to repeat the course and may be placed on a Personal Development Plan (PDP: see below) under the direction of the students assigned faculty advisor. Students earning any combination of more than two “C” or “D” grades will be automatically placed on a PDP and required to attain or maintain a minimum 3.0 GPA by the next semester or face automatic program dismissal failing grade (“F”) will result in automatic program dismissal.

Program Grading Scale

The program uses the following grading scale for all courses.

Letter Grade	Percentage/Points Earned	Program of Study Outcome
A	93-100	Pass
B	92-85	Pass
C	77-84	Retake Course/Remediation Required
D	69-76	Retake Course/Remediation Required
F	0-68	Automatic Program Dismissal
I	Incomplete	Requires Course Completion Plan
W	Withdraw	No Grade Penalty; Tuition Fee Penalty Possible

Presence in Class

1. Practicum/internship students are expected to be present, in person, and prepared for all scheduled classes. This includes courses moved online due to inclement weather or other official Stephens College directives. Policies for absence(s) from class are documented in the respective CMHC practicum/internship course syllabus.

Student Presence: On-Site

1. Practicum/Internship students are expected to be physically present at their clinical site for a **minimum of 10 hours per week** but should consider additional hours to gain professional experience. Internship students are also required to be on-site for 10 hours per week but strongly encouraged to increase on-site presence to 15-20 hours per week due to increased internship requirements.

Student Presence: Sites using Telehealth Services

The Counseling program recognizes the increasing use of telehealth services for client care. As such, the following policies have been designed to broaden student options for gaining supervised direct/indirect hours through telehealth/online platforms.

Students are allowed to conduct telehealth services (i.e. online counseling) within the following parameters. *Students found to be conducting online activities outside these parameters could face disciplinary action up to and including termination from the program.*

Note: All telehealth (“tele-supervision”/tele-counseling”) activities are to be conducted and stored using the HIPAA-compliant Zoom feature in the student’s Supervision Assist account unless written permission to use another secure account (i.e., an approved site’s HIPAA compliant recording platform) is verified by the CMHC clinical coordinator prior to conducting the online activity(ies). This documentation will become part of the student’s official record.

Student/Supervisee Telehealth Provision Parameters

1. The clinical site has been approved by the CMHC clinical coordinator(s).
2. The approved clinical site supervisor(s)/administrator(s)/practice owner(s) has/have clearly demonstrated to the CMHC clinical coordinator(s) that telehealth services are an essential element of serving clients at their organization/practice.
3. The approved clinical site supervisor(s)/administrator(s)/practice owner(s) has/have clearly demonstrated to the CMHC clinical coordinator(s) that their site provides direct/indirect telehealth services to clients through a secure telehealth platform.
4. The practicum/internship student has a verified *Telehealth Consent* document on file in supervision assist. Unless approved by a CMHC clinical coordinator, CMHC practicum/internship students are **NOT** allowed to provide direct service hours via telehealth to clients outside of the physical location of the approved site.
5. The student’s approved site supervisor must be physically present on site for the practicum/internship student to provide telehealth services to clients.
 6. Approved site supervisors will be, minimally, available in-person for supervision/consultation for students to provide telehealth services to clients.
7. Unless approved by the CMHC clinical coordinator and the student’s approved site supervisor, and with a current, verified Telehealth Consent form, students are expected to audio/video record sessions using the program’s HIPAA compliant *Supervision Assist* clinical software platform.
 - a. Students are **required** to inform the faculty supervisor and CMHC clinical coordinator if a disallows the use of Supervision Assist for recording and/or requires use of the site’s telehealth system. When notified, the CMHC clinical coordinator will work to resolve any differences directly with the site supervisor(s)/administrator(s).

Group Counseling Leadership/Co-Leadership Requirements & Policy

As part of the clinical training requirements in practicum and internship, all Stephens College Counseling Program (SCCP) students must complete a minimum of two (2) direct client contact hours leading or co-leading a counseling or psychoeducational group. This requirement is outlined in the Practicum and Internship Student Handbook.

Students are required to lead or co-lead a minimum of two (2) group counseling sessions during their practicum and/or internship coursework. Regardless of their role (leader or co-leader), students must remain actively engaged in the group sessions. Passive observation (i.e., "shadowing") or minimal involvement will not satisfy the group leadership requirement and will not be approved by either the faculty supervisor or site supervisor.

All group leadership hours must be accurately documented in Supervision Assist as part of the student's official direct service hour requirements.

If a student's assigned practicum or internship site does not provide an opportunity to lead or co-lead a group, the student must notify the Clinical Mental Health Counseling (CMHC) Clinical Coordinator. Upon notification, the CMHC Clinical Coordinator will work with the student and/or program faculty to identify options for fulfilling the group counseling requirement. These options include:

- Advising the student about potential secondary site opportunities known to provide group counseling and providing relevant contact information.
- Communicating directly with the administration and/or site supervisors of approved practicum/internship sites to inquire about the possibility of serving as a secondary placement for students to complete group counseling requirements.

If a secondary placement site cannot be secured, students are required to complete their minimum group leadership hours through COUN 520: Group Counseling course's experiential group experience. Students utilizing this option must:

- Contact the COUN 520 faculty supervisor to formally request the opportunity to lead and/or co-lead a minimum of two (2) group sessions during the next available offering of COUN 520.
- Receive permission from the COUN 520 instructor and follow all directions regarding the requirements, processes, and timelines for completing the required group counseling hours.
- Submit a short written proposal to the COUN 520 instructor via email, outlining the group's purpose, target population, format, and intended number of sessions.
- Under the supervision of the COUN 520 instructor, lead or co-lead the required sessions and complete all related documents and activities as instructed.
- Ensure that all group leadership/co-leadership hours are appropriately logged and verified in Supervision Assist.

Students participating in group leadership through COUN 520 must also:

- Be concurrently enrolled in a practicum or internship course during the semester they lead a group within COUN 520.
- Conduct all group sessions in accordance with HIPAA regulations and uphold strict confidentiality standards to protect participant privacy.

Depending on class size and at the discretion of the COUN 520 instructor, students leading a group through this course may be approved to conduct up to five (5) group sessions.

The program is committed to ensuring that all students meet CACREP standards for group counseling experience while maintaining the highest ethical, legal, and professional practice expectations.

Section V: Documentation (& Policies & Procedures)

Required Documentation

Practicum and internship students are required to complete a series of documents prior to enrollment in each practicum and internship course. Failure to submit required practicum and internship documentation in Supervision Assist by the date(s) assigned by the CMHC/SC Coordinator and Supervision Assist Coordinator will render the student ineligible to begin their intended course until all documentation is submitted and verified by their specialization clinical coordinator/Supervision Assist Coordinator. This includes students who remain at their previous semester's site. No exceptions.

Practicum and internship courses require the completion of the following documents (timeframes noted in parentheses) Copies of all required Practicum and Internship documents listed below are found in Canvas in the *Counseling Advising Site*.

Supervision Assist

The following statement is found in the Practicum/Internship syllabi:

As part of the Stephens College Counseling Program, all courses requiring the recording of counseling sessions will utilize Supervision Assist. Supervision Assist is a HIPAA-compliant platform designed to ensure the confidentiality and security of all recorded sessions. Students are required to create a Supervision Assist account during their first semester in the program. If you encounter any issues or have questions about Supervision Assist, please contact Dr. Irvin at sirvin@stephens.edu. Additionally, detailed information and resources about Supervision Assist can be found on the Counseling Advising Site in CANVAS.

In addition to using Supervision Assist, proficiency in Microsoft Word and PowerPoint is essential for completing assignments in your counseling courses. Please ensure you are familiar with these tools to meet course requirements effectively.

If you have any issues with MyStephens, CANVAS, the Student Gateway, or other technology issues, please contact the Information & Technology Services Department (I&TS). You can reach them at (573) 876-2381, Ext. 4381, or via email at helpdesk@stephens.edu. To report an issue, I&TS will require you to submit a ticket to the helpdesk using the helpdesk@stephens.edu email address.

Supervision Assist (SA) is a HIPAA-secure, cloud-based platform used by the Counseling program for practicum and internship. While students use SA's capabilities for recording counseling practice sessions/assignments in multiple courses, Supervision Assist is primarily utilized by CMHC and SC students across their practicum and internship courses. Specific activities completed within Supervision Assist include recording counseling sessions, completing required practicum and internship documentation (including self/site evaluations), reviewing recorded sessions (i.e., individual/group supervision), and storage of all student, instructor, and site supervisor practicum and internship assessments. Questions regarding Supervision Assist should be directed to Dr. Irvin (sirvin@stephens.edu), the program's designated Supervision Assist coordinator.

On the Supervision Assist website ([Supervision Assist: Unparalleled Practicum & Internship Training](#)), students, course instructors, and site supervisors are provided multiple "how to" training videos for using Supervision Assist. To access training guides/videos, students, course instructors, and site supervisors should log in to Supervision Assist and then can click on the (?) in the upper right corner.

Location of Practicum and Internship Documents

All Practicum and Internship documents are found and should be completed/submitted in Supervision Assist. Information regarding specific practicum and internship application packets in Supervision Assist, which include documents 1-14 below, will be emailed to students the semester prior to the practicum/internship course by the Supervision Assist coordinator.

Initial Required Practicum & Internship Documentation

1. Affiliation Agreement (prior to semester)
2. Site & Site Supervisor Information (prior to semester)
3. Telehealth Consent (*prior to semester*)
4. Holiday & Inclement Weather (*prn*)
5. Background Check Verification (*prior to COUN 601: Practicum Semester*)
6. Site Supervisor's professional credentials (prior to semester)
7. Current Individual liability insurance. (prior to semester)
8. Attestation (prior to semester)
9. Honorarium (prior to semester)
10. Supervision Contract (Due by 3rd week of semester)

Weekly/Ongoing Practicum & Internship Documentation

11. Weekly Hour Logs (Weekly)
12. Informed Consent (*prn*)
13. Live Supervision Assessment (*prn*)
14. Supplemental Evaluation (*prn*)

Documentation Submission Process: Students

Practicum/internship students must submit all practicum/internship documentation required by the program via Supervision Assist and by the dates assigned by the Counseling program. Incomplete documentation may result in the student being denied enrollment and/or continuation of the respective practicum/internship course. This includes copy of site supervisor resume & active State license (i.e., LPC, LCSW, LP). Once a practicum/internship site placement offer has been extended by the site and accepted by the student, the following process must be completed for the student to begin direct/indirect on-site activities:

- a. The student receives an email with instructions regarding the completion & submission of all required practicum/internship documentation in Supervision Assist. (i.e., Practicum/Internship Application)
- b. Student completes and submits all required practicum/internship application documentation in Supervision Assist.
- c. Supervision Assist Liaison and CMHC Clinical Coordinator review and approve all required practicum/internship application documentation is completed.
- d. Students who fail to submit ALL required practicum/internship documentation by the timeline established by the SA liaison /program are:
 - i. **Ineligible** to be present on-site (and/or online) at their approved practicum/internship site until all required documentation is verified and approved by the Supervision Assist Liaison and CMHC Clinical Coordinator.
 - ii. **Ineligible** to engage in any indirect and/or direct activities on-site (or online) until all required documentation is verified and approved by the Supervision Assist Liaison and CMHC Clinical Coordinator.

Additionally, a Supervision Assist training video has been developed by the program. The link for this video training is found on the program's homepage by clicking on the *Practicum & Internship Resources* link.

Failure to abide by any element of the program's policy/timeline for submitting required practicum/internship documentation may face disciplinary action up to and including program termination

Documentation Submission Process: Field Placement Site Supervisors

Note: A Supervision Assist training video outlining this process is available on the counseling program homepage under the **Practicum & Internship Resources** link.

As part of their practicum/internship application process, students will send a Supervision Assist request via email to their site supervisor. By completing the Supervision Assist process, which requires submission of a current resume/vita and copy of their active professional license (i.e., State of MO LPC, LCSW, LP), site supervisors are given the following authorizations:

- Access to their supervisee's Supervision Assist practicum/internship course profile (approved course only).
- Authorization to view/assess supervisee's video recorded counseling sessions with clients.
- Authorization to approve/disapprove supervisee's direct/indirect hours.
- Authorization to use Supervision Assist's Zoom feature to record individual/triadic supervision.

Note: A Supervision Assist training **video** and other resources are available to Field Placement Site Supervisors on the Counseling program's homepage under the **Practicum & Internship Resources** link.

Documentation Submission Process: Faculty Supervisors

Note: A Supervision Assist training video outlining this process is available on the counseling program homepage under the **Practicum & Internship Resources** link.

The program provides course instructors ("Faculty Supervisors") with access to Supervision Assist during their contracted semester(s) with the program. The program's Supervision Assist liaison will email instructions for creating a Supervision Assist account. Upon creating their Supervision Assist account, faculty supervisors are authorized for the following privileges:

- Access to the Supervision Assist profiles of all students enrolled in their specific practicum/internship course. Supervision Assist practicum/internship course profile
- Authorization to view/assess supervisee's video recorded counseling sessions with clients.
- Authorization to approve/disapprove supervisee's direct/indirect hours.
- Authorization to use Supervision Assist's Zoom feature for the purposes of holding class/group supervision prn (i.e., inclement weather).

Approval of Practicum/Internship Documents & Activities

The following section breaks down the documentation & activity approval responsibilities and process associated with practicum and internship courses.

Supervision Assist Liaison

- a. Communicate with prospective and current practicum and internship students regarding required practicum/internship application and deadlines.
- b. Coordinate with Stephens IT office and Supervision Assist to ensure Supervision Assist licenses are current for all practicum/internship students.
- c. Communicates with CMHC Clinical Coordinator regarding complete/missing application materials.
- d. Communicate with site supervisors to ensure program has current documentation of site supervisor qualifications (i.e., resume/copy of current professional license).
- e. Coordinate with Supervision Assist main office to address issues, concerns, or needed program updates to Supervision Assist.

CMHC Clinical Coordinator

- a. Communicates with Supervision Assist liaison regarding complete/missing application materials.
- b. Sign/Approve (electronically) the following Practicum/Internship application documents in Supervision Assist.
 1. Affiliation Agreement
 2. Telehealth Agreement
 3. Holiday & Inclement Weather
- c. Review and subsequently weekly direct/indirect hours submitted by students in Supervision Assist, including group and individual/triadic supervision.

Faculty Supervisor (i.e., course instructor)

- a. Communicate with Supervision Assist liaison regarding complete/missing student application materials.
- b. Sign/Approve (electronically) the following practicum/internship documents in Supervision Assist.
 1. Holiday & Inclement Weather
 2. Site Supervisor/Instructor Communication & Site Visit Summary
 3. Attestation
- c. Complete, sign, and submit mid-term and end-of-semester *CMHC Site Supervisor & Course Instructor Assessment* of all students enrolled in their practicum/internship course(s).
- d. Weekly, review and subsequently approve/decline weekly group supervision hours (i.e., practicum/internship class) submitted by students in Supervision Assist.
- e. Determine and submit final student grades for practicum/internship courses in Mystephens.
- f. As needed complete & submit Live Supervision and/or Supplemental Assessment(s)

Fieldwork ("Site") Supervisor

- a. Submit required site supervisor qualification documents to Supervision Assist liaison (i.e., copy of current resume/current professional license).
- b. Sign/Approve (electronically) the following documents in Supervision Assist.
 1. Fieldwork Experience Site Supervisor Agreement
 2. Telehealth Consent
 3. Supervision Contract
 4. Holiday & Inclement Weather
 5. Honorarium
- c. Complete, sign, and submit mid-term and end-of-semester *CMHC Site Supervisor & Course Instructor Assessment* of all students enrolled in their practicum/internship course(s).
- d. Weekly, review and subsequently approve/decline weekly direct/indirect hours, including individual/Triadic supervision hours, submitted by supervisee(s) in Supervision Assist.
- e. As needed, complete & submit Live Supervision and/or Supplemental Assessment(s).

Section VI: Assessment

Formative & Summative Assessment

Formative and summative assessment is a responsibility of both Fieldwork Site and Faculty Supervisors. While both can be used by the faculty supervisor to help determine a practicum/internship student's semester grade, site supervisor and faculty supervisor mid-term and end-of-semester assessments of student learning, performance, and disposition** are required summative evaluations and central to the program's comprehensive plan. These assessments are located and submitted in Supervision Assist.

**see, CMHC-Site Supervisor & Faculty supervisor Assessment, p. 81 in Practicum & Internship Handbook)

Each assessment follows the program's master rubric rating system used for assessment individual and program standards. These include:

- *Exceeds Standard*
- *Meets Standard*
- *Minimally Meets Standard (Minimum Performance Expectation)*
- *Does Not Meet Standard*
- *Not Applicable*

Note: While individual practicum and internship faculty supervisors may use different scoring rubrics on assignments, all instructors use the CACREP standards to render a final assessment of each individual CACREP standard aligned with the specific practicum/internship course.

Unmet Minimum Thresholds: Performance on KPI/Non-KPI CACREP Standards

Faculty assess students in all classes using a **master assessment rubric**. In this rubric, performance levels on designated student learning outcomes (i.e., CACREP standards/CMHC) is assessed at "*Exceeds Standard*", "*Meets Standard*", "*Minimally Meets Standard*", "*Does Not Meet Standard*", and *Not Applicable*". The process for addressing "unmet minimum thresholds" (i.e., "Does Not Meet Standard") is noted below.

- a. A student who fails to meet the minimal performance threshold (i.e., "minimally meets") on one or more course standards are initially subject to the remediation plan designed by the faculty supervisor to facilitate student attainment of any/all unmet standard(s) by time official semester grades are due as determined by the Office of the Registrar.
- b. If a student is non-compliant with the faculty supervisor remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s) by the end of the semester, the faculty supervisor will refer the student to the program's Professional Review Committee (PRC) for further required remediation in accordance with the program's established remediation policies and procedures.
- c. Once the unmet standard(s) is met as determined by the faculty supervisor and/or PRC, the faculty supervisor determines a final official grade and submits an official grade change form to the Office of the Registrar.

Student Personal and Professional Dispositions

Counseling faculty, fieldwork site supervisors, and faculty supervisors (i.e., faculty supervisors) systematically assess student dispositions. Dispositional assessments are completed by faculty at the conclusion of the student's first and second fall semesters. During the practicum and internship sequence, fieldwork site supervisors and faculty supervisors assess student/supervisee dispositions at the mid-term and end of each course. Additionally, students complete a self-assessment at the mid-point and end of their practicum/internship courses.

Dispositional assessments can factor into faculty decisions, including course grades, degree candidacy, disciplinary/remediation actions up to and including program dismissal. During practicum and internship, students will engage in self-assessment of their personal and professional dispositions and process results with their faculty supervisor and site supervisor as part of their own growth and development. To assess student personal and professional dispositions, faculty use the *Student Disposition Assessment*, which addresses the following personal and professional dispositional factors:

1. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/docs/default-source/ethical-standards/aca-code-of-ethics.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/asca/media/asca/ethical-standards.pdf)
2. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
3. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
4. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
5. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
6. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
7. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.
8. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
9. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
10. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

Location of Practicum and Internship Assessment Documents

Practicum and Internship assessment documents (see Section VII) are found and should be completed/submitted in Supervision Assist as part of the formal Practicum/Internship Application. The SA liaison will email instructions and timelines prior to the beginning of the practicum/internship semester.

Faculty Supervisor and Site Supervisor Assessment [of student/supervisee(s)]

Practicum and internship students are assessed by the faculty supervisor and site supervisor(s) in the areas of knowledge, disposition, and performance at the **mid-term** and **conclusion** of COUN 601: CMHC Practicum, COUN 607: CMHC Internship I, and COUN 608: Internship II, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Document: *CMHC-Site Supervisor & Faculty supervisor Assessment*

Student Self-Assessment

Practicum and internship students complete self-assessments of their knowledge, disposition, and performance at the **mid-term** and **conclusion** of COUN 601: CMHC Practicum, COUN 607: CMHC Internship I, and COUN 608: Internship II, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Document: *CMHC-Student Self-Assessment*

Student Assessment of Faculty Supervisor, Fieldwork Site & Site Supervisor

Practicum and internship students complete a series of end of semester assessments of their faculty supervisor, site supervisor, and site, respectively. All assessments are located and completed in Supervision Assist, available for review in the student's dedicated Supervision Assist course (i.e., COUN 601), and available to download and print.

Assessment Documents:

1. *Student Evaluation of Practicum-Internship Instructor*
2. *Student Evaluation of Practicum-Internship Site*
3. *Student Evaluation of Practicum-Internship Site Supervisor*
4. *Practicum & Internship Placement Process Survey*

Section VII: Supervision Resources

Fieldwork “Site” Supervisor Orientation

The counseling program holds (minimally) an annual Fieldwork Site Supervisor Orientation to provide supervisors with key details regarding program and practicum and internship policies, procedures, and expectations. The site supervisor orientation also includes a supervision seminar and opportunity for discussion of supervision-related topics. The CMHC coordinator or program director will communicate the date/time/location of the meeting via email.

The program recognizes that not all approved or interested fieldwork site supervisors will be able to attend the annual site supervisor orientation meeting in-person (or via zoom). Thus, to ensure all program fieldwork site supervisors have access to the information, faculty recorded a video covering the site supervisor orientation meeting agenda. The video, along with additional supervision resources, is available on the program homepage via the **Practicum and Internship Resources** link.

Faculty Supervisor Orientation

The program hosts specific faculty supervisor (“course instructor”) orientations to address key policies, procedures, and expectations involved in serving as the faculty supervisor-and course instructor-for practicum and internship courses. In addition to the faculty supervisor roles and responsibilities outlined in this handbook (pp.

Supervision Models & Techniques

There are various models of supervision that guide the process and allow supervisors to meet the needs of supervisees. Two of these supervision models are the Integrated Developmental Model and the Discrimination Model:

1. The Integrated Developmental Model (IDM). The IDM, as outlined by Bernard & Goodyear (2019), describes the development of counselors in four levels.
 - a. Level 1 includes supervisees who are relatively new to training. Motivation is typically high, as is anxiety. Supervisees are focused on acquiring skills, are interested in the “right” way to approach clients, and may think in black and white. Supervisees are dependent on their supervisor, and they may need more positive feedback. Supervisees at this level are often apprehensive and preoccupied with the self.
 - b. Level 2 supervisees are more independent and may vacillate between very confident and insecure. Supervisees may experience conflict between autonomy and dependence and feel dissatisfaction with supervision. At this level, supervisees also have a greater ability to empathize with clients but may become overwhelmed by client issues.
 - c. Level 3 supervisees focus more on personalizing their approach to counseling. They have fewer doubts about their ability to be effective and supervision tends to be more collegial. Supervisees are able to focus on clients while also being aware of their own reactions to clients.
 - d. Level 3i is reached when supervisees develop a personal approach to professional counseling, and they are able to assess, conceptualize, and facilitate interventions effectively. They also have a strong awareness of their strengths and weaknesses.
2. The Discrimination Model (DM) includes different roles and foci for supervisors as described by Bernard (2019):
 - a. **Foci**—during supervision, supervisors might focus on the supervisee’s following skills:

- i. Intervention—what the supervisee is doing in the sessions that is observable, skills levels, and how well interventions are delivered.
 - ii. Conceptualization—how the supervisee understands what is occurring, makes meaning of client statements, identifies patterns, or chooses interventions.
 - iii. Personalization—how the supervisee engages in counseling while they attempt to keep counseling uncontaminated by personal issues, biases, and countertransference.
- b. **Roles**—once supervisors determine their supervisee’s abilities in each foci, they must choose a role to accomplish their supervision goal. Roles include:
- i. Teacher—assumed when the supervisee needs structure and instruction, modeling, or direct feedback.
 - ii. Counselor—assumed when the supervisor wishes to enhance supervisee reflectivity about their internal affective reality.
 - iii. Consultant—assumed when the supervisor wishes to enhance a supervisee’s trust in their own insights and feelings about their work or when supervisors want to challenge supervisees to think and act on their own.

As stated, supervisor duties include reviewing Counseling student sessions/case notes on a weekly basis and providing guidance and feedback on clinical documentation skills. Reviewing audio and video tapes or providing live supervision are encouraged as part of supervision. The following techniques and interventions may be useful:

- Affective exploration— “Were you aware of any feelings during this session?”
- Exploring agendas— “What do you wish you would have said at this point?”
- Exploring cognitions— “Do you remember what you were thinking at that time?”
- Modeling
- Role-playing & Role-reversal

Books (available for check-out from faculty)

Bernard, M. J., Goodyear, K. R. (2021). *Fundamentals of clinical supervision* (6th ed.).

Corey, G., Haynes, R., Moulton, P., Muratori, M. (2020). *Clinical supervision in the helping professions: A practical guide* (3rd ed.).

Supervision Models Review

<https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf>

Empirical Articles

- Bornsheuer-Boswell, J. N., Polonyi, M. M., & Watts, R. E. (2013). Integrating Adlerian and Integrated Developmental Model Approaches to Supervision of Counseling Trainees. *Journal of Individual Psychology*, 69(4), 328–343.
- Crunk, A. E., & Barden, S. M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. *Professional Counselor*, 7(1), 62–75.
<https://doi.org/10.15241/aec.7.1.62>
- Degges, W.S.E., Colon, B.R., & Borzumato, G.C. (2013). Counseling Supervision Within a Feminist Framework: Guidelines for Intervention. *Journal of Humanistic Counseling*, 52(1), 92–105.
<https://doi.org/10.1002/j.2161-1939.2013.00035.x>
- Field, T. A. (2016). A Different Type of Supervision: Training Clinical Mental Health Counseling Interns in Dialectical Behavior Therapy. *Journal of Mental Health Counseling*, 38(3), 233–247.
<https://doi.org/10.17744/mehc.38.3.04>
- Graham, M. A., Scholl, M. B., Smith-Adcock, S., & Wittmann, E. (2014). Three Creative Approaches to Counseling Supervision. *Journal of Creativity in Mental Health*, 9(3), 415–426.
<https://doi.org/10.1080/15401383.2014.899482>
- Meany, W. K. K., Davis, G. D., & Lindo, N. A. (2016). The Impact of Wellness-Focused Supervision on Mental Health Counseling Practicum Students. *Journal of Counseling & Development*, 94(4), 464–472. <https://doi.org/10.1002/jcad.12105>
- Pearson, Q. M. (2006). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role Based Supervision. *Journal of Mental Health Counseling*, 28(3), 241–252.
<https://doi.org/10.17744/mehc.28.3.be1106w7yg3wvt1w>
- Zeligman, M. (2017). Supervising Counselors-in-Training Through a Developmental, Narrative Model. *Journal of Creativity in Mental Health*, 12(1), 2–14.
<https://doi.org/10.1080/15401383.2016.1189370>
<https://ct.counseling.org/2022/01/making-every-moment-of-clinical-supervision-count/>

Supervisory Alliance

- Crockett, S., & Hays, D. G. (2015). The Influence of Supervisor Multicultural Competence on the Supervisory Working Alliance, Supervisee Counseling Self-Efficacy, and Supervisee Satisfaction With Supervision: A Mediation Model. *Counselor Education & Supervision*, 54(4), 258–273.
<https://doi.org/10.1002/ceas.12025>
- Ganske, K. H., Gnilka, P. B., Ashby, J. S., & Rice, K. G. (2015). The Relationship Between Counseling Trainee Perfectionism and the Working Alliance With Supervisor and Client. *Journal of Counseling & Development*, 93(1), 14–24. <https://doi.org/10.1002/j.1556-6676.2015.00177.x>

Multicultural Supervision

- Fickling, M. J., Tangen, J. L., Graden, M. W., & Grays, D. (2019). Multicultural and Social Justice Competence in Clinical Supervision. *Counselor Education & Supervision*, 58(4), 309–316. <https://doi.org/10.1002/ceas.12159>
- Holstun, V.P., & Bohecker, L. (2024). Humanistic Principles for providing culturally sensitive corrective feedback in supervision. *The Journal of Humanistic Counseling*, 63(3), 228-240. <https://doi.org/10.1002/johc.12215>
- Kemer, G., Li, C., Attia, M., Chan, C. D., Chung, M., Li, D., Neuer Colburn, A., Peters, H. C., Ramaswamy, A., & Sunal, Z. (2022). Multicultural supervision in counseling: A content analysis of peer-reviewed literature. *Counselor Education & Supervision*, 61(1), 2–14. <https://doi.org/10.1002/ceas.12220>
- Mitchell, M. D., & Butler, S. K. (2021). Acknowledging Intersectional Identity in Supervision: The Multicultural Integrated Supervision Model. *Journal of Multicultural Counseling & Development*, 49(2), 101–115. <https://doi.org/10.1002/jmcd.12209>

School Counseling Supervision

- Luke, M., & Bernard, J. M. (2006). The School Counseling Supervision Model: An Extension of the Discrimination Model. *Counselor Education & Supervision*, 45(4), 282–295. <https://doi.org/10.1002/j.1556-6978.2006.tb00004.x>

Ethical Issues

- Barnett, J. E., & Molzon, C. H. (2014). Clinical Supervision of Psychotherapy: Essential Ethics Issues for Supervisors and Supervisees. *Journal of Clinical Psychology*, 70(11), 1051–1061. <https://doi.org/10.1002/jclp.22126>
<https://www.counseling.org/resources/library/eric%20digests/94-17.pdf>
- McCarthy, P., & Sugden, S. (1995). A practical guide to informed consent in clinical supervision. *Counselor Education & Supervision*, 35(2), 130. <https://doi.org/10.1002/j.1556-6978.1995.tb00217.x>

Supervision Podcasts

- <https://csrcollaborative.org/podcast/>
- <https://therapyreimagined.com/modern-therapist-podcast/giving-and-getting-good-supervision/>
- <https://clearlyclinical.com/podcast/ceu-clinical-supervision-principles>

Supervision Training (State of Missouri-Committee of Professional Counselors)

- <http://mmhca.com/trainingevents.html>

Section VIII: Practicum & Internship Documents

Practicum & Internship Application Documents

Affiliation Agreement
Fieldwork Experience Site Supervisor Agreement
Telehealth Consent
Supervision Contract
Holiday & Inclement Weather
Site Supervisor/Instructor (Faculty Supervisor) Comm & Site Visit Summary
Informed Consent
Honorarium
Attestation
Stipend Agreement

Practicum & Internship Assessment Documents

Site Supervisor & Faculty Supervisor (“Course Instructor”) Assessment
Student Self-Assessment
Student Evaluation of Practicum & Internship Site Supervisor
Student Evaluation of Practicum-Internship Faculty Supervisor (“Course Instructor”)
Student Evaluation of Practicum-Internship Site
Live Supervision Assessment
Supplemental Assessment
Practicum & Internship Placement Process Survey

AFFILIATION AGREEMENT

Stephens College Counseling Program

THIS COOPERATIVE AGREEMENT (hereinafter the "Agreement") is made and entered into this ____ day of ____ by and between Stephens College (hereinafter the "College") and _____ (hereinafter called "Agency").

WITNESSETH

WHEREAS, The College, has a program in Counseling (COUN) and is desirous of cooperating with the Agency for the benefit of COUN students as well as the benefit of the Agency and,

WHEREAS, the Agency is desirous of establishing counseling training opportunities and of obtaining the educational and practical benefits to be derived from the carrying out of such opportunities and desires to cooperate with the college in this respect,

NOW THEREFORE, in consideration of the mutual promises and for such other further considerations as hereinafter contained, the parties hereby agree on the following terms and conditions as follows:

1. RESPONSIBILITIES OF COLLEGE

- 1.1 The College shall offer to the Agency a current manual describing the policies and procedures specific to the COLLEGE's COUN program practicum and internship courses, respectively.
- 1.2 The College shall offer to the Agency the COLLEGE COUN program's current manual that describes the expected roles and responsibilities of the clinical coordinator, course instructor(s), site supervisor(s), and students for the COUN program practicum and internship courses, respectively.
- 1.3 The College shall offer to the Agency's COUN program verified site supervisor(s) complimentary access to COUN program software ("Supervision Assist), enabling the Agency's COUN program-verified site supervisor to view all student recorded audio/video recorded sessions and complete all required documentation for the COUN program's practicum and internship courses, respectively.
- 1.4 The College shall inform the Agency in writing of the activities it requests the Agency to allow each student to engage in during their practicum and/or internship coursework, and the proposed beginning and ending dates of the practicum/internship course for each student. The activities at the Agency shall be consistent with the curriculum obligations for clinical experience under the Counseling program.
- 1.5 The College shall inform each student that he or she is considered, for legal as

well as practical purposes, a guest on the premises of the Agency for the duration of the practicum/internship course. The premises of the Agency consist of any building, land or vehicle owned or operated by the Agency.

- 1.6 The College shall provide each student with all orientations information and materials necessary to begin his or her internship on the date requested by the College.
- 1.7 The College shall inform each student of his or her responsibility to conform to all Agency rules, policies and procedures, as well as all Missouri and Federal statutes and regulations applicable to the student's activities in the practicum/internship or presence on the agencies premises while using the agencies facilities, equipment and supplies in the context of ongoing clinical and/or non-clinical activities on the Agency premises.
- 1.8 The College assumes full responsibility for planning and implementation of its Counseling program including programming, administration, supervision,

- curriculum content and the requirements for matriculation, promotion and graduation, as well as provision of an overall orientation for Agency personnel about the College's Counseling program.
- 1.9 The College shall provide the formal classroom instruction necessary to prepare its students for the clinical experience at the Agency.
 - 1.10 The College shall instruct its students to dress appropriately for their assigned role and to wear proper identification when they are in the clinical setting.
 - 1.11 The College will provide proof of liability insurance at the Agency's request.

2. RESPONSIBILITIES OF THE AGENCY

- 2.1 To the extent it does not interfere with the agencies normal function, the Agency shall use its reasonable efforts to offer each student a productive, practical learning experience, within the parameters of the practicum/internship course requirements requested by the College. The Agency does not guarantee any specific result to any student in connection with the practicum and/or internship.
- 2.2 Agency will conduct an orientation for each student in respect to the policies of the Agency and will provide each student with a place for safekeeping of student belongings while participating in affiliation duties.
- 2.3 Agency understands that the student will participate in providing, but shall not be solely responsible for, client services rendered at Agency.
- 2.4 Agency shall provide the student the opportunity to participate in meetings, conferences and programs of interest which are related to their course/program requirements and discipline. It is understood, however, that Agency has sole primary responsibility for client care and treatment.
- 2.5 Agency will communicate with course instructor and/or CMHC clinical coordinator to address concerns related to student disposition (including ethical/legal concerns) and performance.
- 2.6 Agency, via Agency/College verified site supervisor, will complete all required documentation as outlined in the specific practicum and/or internship course in which they are supervising a COUN program student.
- 2.7 Agency site supervisor, approved by College/COUN program, will be physically present on Agency premises unless alternative option has been agreed upon by Agency and College.
- 2.8 Agency site supervisor, approved by COUN program, will provide minimum of one (1) hour of weekly individual or triadic supervision to the student.
- 2.9 Agency will allow COUN student to record* (e.g., *audio/visual) minimum of three (3), student-led individual or group counseling sessions for each practicum/internship course.

3. RESPONSIBILITIES OF BOTH PARTIES

- 3.1 Both parties acknowledge and agree to instruct student(s) on the importance of respecting the confidential nature of all information, which may come to them regarding Agency protected health information while participating in the clinical education at the Agency.
- 3.2 College will not discriminate against any student in its assignments to this program because of race, color, religion, sex, age, disability, marital status,

parental status or national origin. Agency will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin.

- 3.3 Both parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act (FERPA or the Buckley Amendment) in the handling of educational records of students enrolled in their programs.
- 3.4 Both parties agree that any amendments to this Agreement will be effective only if in writing and signed by all parties.
- 3.5 Mutual Indemnification – Each party shall indemnify, defend, protect, hold harmless, and release the other, its officers, agents, and employees, from and against any and all claims, loss, proceedings, damages, causes of action, liability, costs, or expense (including attorneys' fees and witness costs) arising from or in connection with, or caused by any act, omission, or negligence of such indemnifying party or its agents, employees, contractors, subcontractors, or invitees.

4. TERM AND TERMINATION

This Agreement is valid beginning _____ and will remain in effect until _____. This Agreement may be terminated by either party upon notifying the other in writing and to include a clear description of the reason(s) for termination. Such termination shall not, however, take effect with regard to Students enrolled in the COUN program until the Agency, COLLEGE, COUN program clinical coordinator, and COUN student has been notified in writing as to the reason for the termination and the effective date of termination. The College and Agency shall review this Agreement prior to COUN student's official start date at the Agency for each course/semester in which they are at the Agency.

Stephens College Counseling Program
(College)

(Agency)

Dr. Daniel B. Kissinger
(Authorized Agent)

(Authorized Agent)

Counseling Program Director
(Title)

(Title)

(Date)

(Date)

Stephens College

Dr. Leslie Willey
(Authorized Agent)

Vice President of Academic Affairs (Title)

(Date)



Counseling Program

Fieldwork Experience Site Supervisor Agreement

Student Information

Name:

Concentration Area (e.g., CMHC or SC):

Course (e.g., COUN 601: CMHC Practicum)

Semester/Year (e.g., Fall 2024)

Stephens Email:

Phone (primary contact):

Site Information

Organization/School (Primary):

Site Address:

Site Phone #:

Site Email:

SITE SUPERVISOR Information (Primary)

Name:

Title/Position:

Email:

Phone (Office)

Phone (Cell/Professional):

Phone (Cell/Personal):

Site Address:

Degree(s):

Certification/Licensure (State & Licensure #)

SITE SUPERVISOR Information (Secondary/PRN)

Name:

Title/Position:

Email:

Phone (Office)

Phone (Cell/Professional):

Phone (Cell/Personal):

Site Address:

Degree(s):

Certification/Licensure (State & Licensure #)

Key Site Supervisor Information

1. Site supervisors for students in the CMHC clinical sequence (e.g., COUN 601: Practicum, COUN 607: Internship I, & COUN 608: Internship II) must possess current and full licensure as a mental health professional in the State of Missouri (e.g., LPC, LCSW, LP, LMFT, MD) **and** a minimum of 2 years of professional experience consistent within the student's concentration area and role/responsibilities as a practicum/internship student at the site.
2. The Stephens College Counseling program requires the following documents from the site supervisor for approval as a site supervisor for CMHC practicum/internship students.
 - a. Copy of current/valid Missouri licensure as a mental health professional in Missouri
 - b. Copy of current resume/CV
3. Communication/consultation between the program-approved site supervisor and their supervisee's practicum/internship course instructor is expected throughout the practicum/internship semester. Acceptable methods of communication include:
 - a. In-person, face-to-face consultation.
 - b. Business/ personal telephone/cell numbers provided in this document.
 - c. Site supervisor's email address as provided in this document.
 - i. **Note:** Site supervisor must use the practicum/internship course instructor/faculty supervisor's official Stephens College email address for all electronic correspondence.
 - d. Digitally/online via the HIPAA-compliant Zoom feature in Supervision Assist*
 - i. **Note:** Site supervisors and course instructor/faculty supervisors are given complimentary access to Supervision Assist by the Stephens Counseling Program.
4. Communication/Consultation methods not indicated in (b) must be approved by the CMHC clinical coordinator prior to being employed.
5. Site supervisor and course instructor/faculty supervisor are expected to maintain ongoing communication throughout the semester, preferably at intervals of no more than two weeks.
6. Site Supervisor(s) agree to provide a minimum of one (1) hour of individual/triadic supervision to their supervisee per week.
 - a. Group Supervision is not a substitute for weekly individual/triadic supervision.
7. The site supervisor and course instructor will hold a minimum of one (1) face-to-face meeting (i.e. "site visit") with during the semester to discuss student learning and performance. A zoom meeting can be held in lieu of a face-to-face meeting when scheduling or geographic distance poses significant barriers.
8. The site supervisor and supervisee are required to complete the **Supervision Contract** for each course/semester by the third (3rd) week of the semester. Site supervisors should update this document as needed in collaboration with the supervisee.
9. The site supervisor is required to submit a mid-term and final assessments of their supervisee each semester. All student assessments are submitted electronically through Supervision Assist.

- a. Site Supervisors may submit additional written feedback using the **Supplemental Evaluation document** at any time during the semester, but not in place of the required mid-term and final evaluations.
10. Site supervisor(s) must be physically present at the approved site for the Stephens College Counseling student to provide in-person and/or telehealth services to any client/student at the approved site. No alteration to this mandate is allowed unless approved by the CMHC clinical coordinator.
11. Site Supervisors are required to review a minimum of three (3) recorded counseling sessions provided by their supervisee(s) each semester. If the supervisor's employer (e.g., site) does not allow the student to record a minimum of three (3) counseling sessions for required course presentations or supervision, the site supervisor must provide live supervision for a minimum of three (3) full counseling sessions. Supervisors must then complete/submit the *Live Supervision Assessment* for each supervision session. This form can be completed and submitted in Supervision Assist.
12. Site supervision via telehealth is allowed but must be approved by CMHC clinical coordinator. Further, all telehealth supervision must be conducted using the student's HIPAA-compliant zoom platform in their Supervision Assist account.
13. See Additional Site Supervisor Roles and Responsibilities.

Additional Site Supervisor Roles and Responsibilities

1. Holds a minimum of a master's degree in counseling or related profession, full licensure as a mental health provider in the State of Missouri, and minimum of two years professional experience.
2. Be aware of and follow guidelines as outlined in the Practicum and Internship Manual provided by the counseling program.
3. Review, verify, & sign all required student documentation (weekly logs, mid-term/final evaluations, etc.) in Supervision Assist in a timely manner.
4. Complete a Supervision Contract with the supervisee by the 3rd week of each academic semester & update when appropriate.
5. Be physically present on-site when a practicum/internship student is providing in-person/telehealth services; Practicum/internship student(s) are not allowed to engage in direct service activities absent an approved site supervisor (primary or secondary) being physically present on-site.
6. Uphold the policies in this manual.
7. Follow the ***Emergency Procedures*** policy outlined in the Practicum & Internship Handbook.
8. Respond promptly to all electronic communications from students, the course instructor/faculty supervisor, the program CMHC clinical coordinator, and/or the program director.
9. Weekly site-supervision can be held with the student's approved primary site supervisor via telehealth/zoom through supervisee's Stephens College Supervision Assist account or other program approved virtual platform (i.e., placement site's approved telehealth platform).
10. Provide minimum of one (1) hour of individual/triadic clinical supervision per week.
 - a. Group supervision is not a substitute for the 1 hour of individual/triadic supervision.
 - b. With CMHC/SC clinical coordinator written approval, site supervision may be provided via Supervision Assist protected Zoom. The degree to which Supervision Assist is utilized is determined by the CMHC clinical coordinator in collaboration with the site's program approved supervisor.

11. Review student documentation notes on a weekly basis and provide guidance and feedback on clinical documentation skills.
12. Review a minimum of 3 student recorded videos of the course of the semester.
13. Provide student opportunities to engage in the range of professional activities associated with the role of a licensed counselor (CMHC).
14. Provide & support opportunities for students to video and/or audio record direct service activities (i.e., individual/small group counseling, etc.) sessions using Stephens College counseling program's Supervision Assist** platform. (**HIPAA-compliant zoom)
15. Provide the student with adequate workspace, technology, office supplies, support staff and training necessary for all students to effectively conduct their expected roles and responsibilities while on-site.
16. Coordinate a replacement/secondary supervisor for student when necessary (vacations, personal leave, alternate site locations, etc.).
 - a. Students will not be allowed to gain direct hours absent a program-approved site supervisor being on-site.
17. Provide Counseling program with substantive mid-term and end-of-semester ("final") student assessments.
18. Conduct/document face-to-face review of mid-term/final evaluations with student.
19. Complete all required program, course, and site documentation in a timely and professional manner

Summary of Course Instructor/Faculty Supervisor Roles and Responsibilities

1. Follow program policies/procedures as stated in current Practicum and Internship Handbook.
2. Communicate promptly with site supervisor and/or CMHC clinical coordinator regarding questions about direct/indirect hour documentation or other student, course, or site related issues/concerns.
3. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
4. Respond promptly to all electronic communications from students, the site supervisor, the program CMHC clinical coordinator, and/or the program director.
5. Teach practicum/internship course(s) consistent with the course description(s) given in the Stephens College Graduate Catalogue and consistent with highest academic and ethical standards of the counseling profession.
6. Provide a clear syllabus that adheres to the Counseling program's master framework and addresses all program and accreditation requirements detailed in the course syllabus.
7. Provide minimum of 1.5 hours of group supervision per week during regularly scheduled practicum/internship semesters (as defined by Stephens College Academic Calendar).
8. Review a minimum of 3 student video recorded individual and/or group counseling sessions per semester.
9. Model best practices ethical/professional behavior in the classroom/supervision contexts (Note: Adjunct instructors are considered a member and representative of the Stephens College Counseling program).
10. Complete and submit all required course assessments and other required documents in Supervision Assist prior to the final semester grade submission deadline.
11. Model and challenge students to be critical thinkers and reflective practitioners.
12. Model and ensure that student(s) and all relevant site stakeholders follow appropriate ethical and legal standards.
13. Complete weekly documentation review & approval for all students through Supervision Assist.
14. The site supervisor and course instructor will hold a minimum of one (1) face-to-face meeting (i.e. "site visit") with during the semester to discuss student learning and performance. A zoom meeting can be held in lieu of a face-to-face meeting when scheduling or geographic distance pose significant barriers.
15. Maintain ongoing communication (via Stephens College email) with site supervisor(s)-preferably at intervals of no more than 2 weeks.
 - a. Record communication using the "*Site Supervisor & Course Instructor Communication*" document.
16. Submit final course grades on time through *Mystephens*.
17. Assess all CACREP standards (KPI/non-KPI) using the Master Assessment Rubric that was developed in the Canvas course. (Program Director will provide instructions).
18. Complete and submit an end of semester Course Level Assessment (CLA) to the program director at the date request, including a minimum of two pieces of evidence showing student attainment of any course KPI attainment. An example CLA will be provided by the program director several weeks prior to the conclusion of the semester.

Summary of Practicum and Internship Student Roles and Responsibilities

1. Submit all required practicum/internship documentation in Supervision Assist by the deadline established by the Supervision Assist coordinator.
2. Engage with course instructor/faculty supervisor, site supervisor(s), peers (classmates), counseling faculty, and on-site fieldwork placement staff (administrative/clinical/facilities) in a professional/ethical manner.
3. Adhere American Counseling Association/American School Counseling Association ethical code(s).
4. Being punctual & prepared to/for all scheduled classes and case presentations.
5. Follow the Emergency Procedures policy outlined in the Practicum & Internship Handbook.
6. Respond promptly to all electronic communications from the course instructor/faculty supervisor, site supervisor, CMHC clinical coordinator, and/or the program director.
7. Provide onsite direct and indirect services (in-person and/or telehealth) only when approved primary/secondary site supervisor is physically present. Permission to conduct off-site indirect hours involving client information must have approval of CMHC coordinator and site supervisor.
8. Complete a minimum of 1 hour/wk. individual/triadic supervision with approved site supervisor.
 - a. Individual/triadic must avg 1 hr./week over per each practicum/internship semester.
9. Complete a minimum of 1.5 hours/week of group supervision per each practicum/internship semester
10. Being punctual & prepared to/for all site activities, including but not limited to:
 - a. All scheduled direct/indirect service, and individual/triadic service hours as scheduled with site supervisor..
 - b. Counseling sessions and other direct hour related activities.
 - c. Professional meetings/clinical staffing, or other activities required by the site supervisor.
11. Dress in a professional manner consistent with site policies.
 - a. Defer to "business casual" attire on site unless permission is provided by their site supervisor to dress in a more casual manner. Even then, Counseling students are expected to dress and behave in a manner one would expect of a counseling professional/representative of the Stephens College Counseling program.
12. Be and remain open to constructive feedback from clinical coordinator, peers, course instructor/faculty supervisor, site supervisors, and site staff, clients, and members of the community.
13. Always provide strength-based feedback.
14. Complete direct service hours only when approved site supervisor is physically present on site. Clarify issues immediately with course instructor/faculty supervisor, site supervisor(s), and/or CMHC program coordinator.
15. Complete all required program and site documentation in accordance with deadlines set by the counseling program, Supervision Assist coordinator, CMHC clinical coordinator, course instructor/faculty supervisor, and/or site supervisor(s).
16. Remain actively engaged in gaining direct/indirect service hours at the clinical site throughout the official Stephens College academic semester calendar, regardless of if minimal direct/indirect hours have been met prior to official end of the semester.

Emergency Procedures

Site supervisors, course instructors/faculty supervisors, and practicum and internship students are expected to act promptly in any situation where there is concern for the personal safety/security of the student and/or client (and other community members). The following section outlines the Stephens College Counseling Program's procedures and expectations for addressing emergency situations that may occur on-campus, at a practicum or internship placement site, and/or during telehealth service delivery.

Prior to or upon securing a fieldwork placement, the practicum/internship student should inquire about, carefully review, and follow the specific emergency plans of their intended fieldwork placement site. However, practicum/internship are expected to promptly consult with their site supervisor, course instructor (faculty supervisor), CMHC Clinical Coordinator, and/or Counseling Program Director whenever concerns arise about personal or client safety-or other issues that could negatively impact on the student, course, client(s), site, and/or site/faculty supervisors.

If uncertain about the appropriate program stakeholder to contact in a situation, the CMHC clinical coordinator should be promptly notified via email (kshoge@stephens.edu). The CMHC clinical coordinator will consult with the program director as needed to ensure the safety and security of students, site supervisors, course instructors/faculty supervisors, and community members.

Campus Safety and Security Information

Students and course instructors (faculty supervisors) are encouraged to download the Stephens Emergency Alerts via the LiveSafe App. This app provides up-to-date emergency information related to campus and community events, including weather-related emergencies. Additional information regarding campus safety and security can be found at [Safety & Security Services - Stephens College](#) or call 573-819-3690.

Emergency Protocol: Practicum and Internship Students (assumes student is on-site)

Practicum and Internship Students

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly contact the site supervisor and provide an updated dispositional/situational assessment regarding the individual(s) involved.
- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Course Instructor/Faculty Supervisor

- **Call 911** immediately in cases of danger to self or others. Once call is completed, promptly notify the Stephens College Safety and Security Office of the emergency, actions taken, and current response (i.e., 911 has been called, expecting (or not) police/fire/ambulance).
- **After calling 911**, promptly establish contact with the student's site supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the site supervisor is unavailable**, immediately contact the Stephens Counseling Program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu

2. Counseling Program Director

- Dr. Dan Kissinger
- Office: 573-876-7307 x 4307
- Email: dkissinger@stephens.edu

Site Supervisor

- **Call 911** immediately in cases of danger to self or others.
- **After calling 911**, promptly establish contact with the student's course instructor/faculty supervisor and carbon copy (Cc) the CMHC clinical coordinator. The CMHC clinical coordinator may consult further with the program director.
- **If the course instructor/faculty supervisor is unavailable**, promptly establish contact with the Stephens Counseling program, following this order:
 1. **CMHC Clinical Coordinator**
 - Dr. Kendra Shoge
 - Office: 573-876-7205 x 4205
 - Email: kshoge@stephens.edu
 2. **Counseling Program Director**
 - Dr. Dan Kissinger
 - Office: 573-876-7307 x 4307
 - Email: dkissinger@stephens.edu

Telehealth

Prior to engaging in telehealth-based services to clients, practicum/internship students are required to have the minimal following information.

- Verified program Telehealth consent form
- Current client phone number (and emergency contact person/contact information whenever possible).
- Address and phone number of nearest hospital/ER to the location where client is engaging in telehealth services with the student.
- List of emergency contact and helpline numbers (phone/text) for the client, to minimally include:
 - Missouri Crisis Line:
 - Text HAND to 839-863
 - Call: **1-888-761-4357**
 - Burrell Central MO Crisis Line: **800-395-2132**
 - National Suicide Prevention Line: **800-273-8255**
 - Trevor Project for LGBTQ Youth: **866-488-7386**

Attestation

Practicum/Internship Student:

Date:

Field Experience Supervisor ("Site Supervisor"):

Date:

CMHC Clinical Coordinator:

Date:



Counseling Program

Telehealth Consent

The Counseling program recognizes the increasing use of telehealth services for both direct and indirect client care. As such, the following policies have been designed to broaden student options for gaining supervised direct/indirect hours through telehealth/online platforms. School Counseling practicum and internship students will be required to follow all telehealth guidelines instituted by the school and/or school district in which they are serving as a practicum/internship student. It should be noted that any decisions made by the Counseling program director regarding student provision of telehealth services at a program approved CMHC and/or SC practicum/internship site are final.

1. All clinical sites for the clinical mental health counseling specialization (CMHC) have been approved by the Counseling program's CMHC clinical coordinator.
2. All clinical sites/schools for the school counseling specialization (SC) have been approved by the SC clinical coordinator.
3. The approved clinical site supervisor(s)/administrator(s)/practice owner(s) has/have clearly demonstrated to the appropriate clinical coordinator that telehealth services are an **essential and primary** part of client care at their agency, office, or organization.
 - a. The Stephens College Counseling program defines "primary" as an approved site where a minimum of 60% of direct care client services are designed as telehealth services.
 - b. For example, an approved site that has an established and verifiable record of their licensed counselors (or LCSWs, etc.) using home-based telehealth services as the organization's primary (i.e., >60% of direct client care hours) means of direct client service provision.
4. The approved clinical site supervisor/administrator(s)/practice owner(s) has/have clearly demonstrated to the clinical coordinator that their site provides direct/indirect telehealth services to clients through a secure telehealth platform or will allow the student to utilize the Supervision Assist, the Stephens Counseling program's HIPAA compliant platform.
5. The Stephens Counseling student has completed & submitted the *Telehealth Consent* document with all appropriate signatures/dates.
6. Unless approved by the appropriate clinical coordinator, Counseling students are **NOT** allowed to provide direct services (i.e., direct hours) to clients outside of the physical location of the approved site. This includes in-person and telehealth formats.
7. A program approved site supervisor will, minimally, be immediately available via secure phone/zoom link to the Counseling student for supervision/consultation in all circumstances where a Counseling student is providing direct/indirect client care through telehealth at the site's physical location.

8. In **limited** cases approved only by the **director of the Counseling program**, Counseling students may be approved to provide telehealth services outside of the approved site's physical location. Such approval is required **prior to** the Counseling student providing any telehealth services. *A student found in violation of this rule may face immediate disciplinary action up to and including dismissal from the Stephens Counseling program.*
9. As part of required course assessment, Counseling students are expected to record direct service sessions using their HIPAA aligned *Supervision Assist* clinical software platform.
10. Students **must immediately inform** both their practicum/internship course instructor and the appropriate CMHC/SC clinical coordinator(s) if a site mandates use of a different system for the provision of telehealth direct care services. When notified, the CMHC clinical coordinators will resolve any differences directly with the site supervisor(s)/administrator(s).

Attestation

I have reviewed and agree to the telehealth guidelines for direct and indirect service hour provision and/or individual/triadic supervision as stated above.

Stephens Counseling: Student: _____

Date: _____

Primary Site Supervisor: _____

Date: _____

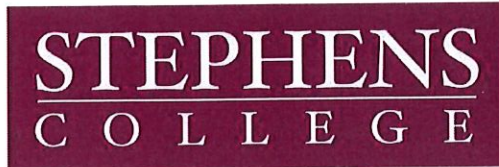
Secondary Site Supervisor: _____

Date: _____

Clinical Coordinator/

Program Director (PRN): _____

Date: _____



Counseling Program

Supervision Contract

This contract serves as a description of the clinical & administrative supervision to be provided by _____ (site supervisor) to _____ (student/supervisee) for the entirety of their placement at _____ for the _____ semester of _____ and for the dates of _____ to _____.

Professional Disclosure of Site Supervisor:

(academic/professional credentials, clinical training (synopsis), supervision theory/ies used, ethical code(s) followed).

I. Structure of Supervision:

- a. Documentation of supervision hours will be logged by supervisee in Supervision Assist.
- b. Individual Supervision can be conducted in individual or triadic formats.
- c. A minimum of one (1) hour of individual/triadic supervision is expected per week. Total individual/triadic hours must average 1 hr. per week per current practicum/internship semester.
 - a. Group supervision (3 + supervisees) is welcomed but is not a substitute for the required one (1) hour of weekly individual or triadic supervision.
 - b. On-site group supervision hours are encouraged but cannot substitute for group hours in semester practicum (COUN 601) and internship (COUN 607/COUN 608) courses, respectively.
- d. Individual and Group Supervision will be conducted at a time/setting that assures confidentiality.
- e. Individual and Group Supervision will be provided only in the format (i.e., in-person/tele supervision) approved by the student's concentration area clinical coordinator.
- f. Modalities used may include, but are not limited to:
 - a. Individual/triadic supervision, Group Supervision, live supervision, tele-supervision (using Supervision Assist), case review (audio/video), documentation review, and review of empirical data.

II. Evaluation Method:

- a. Consistent formative supervision is expected to be utilized by the site supervisor throughout the semester.
- b. The primary site supervisor(s) and supervisee are required to review together the site supervisor's mid-term and final assessments and the student's self-assessments
- c. Student/supervisee has a right to respond in writing to all site supervisor(s) written assessments.

III. Supervision Goals & Objectives (in collaboration with supervisor)

Goal I:

Objective I:

Objective II:

Goal II:

Objective I:

Objective II:

Goal III:

Objective I:

Objective II:

Goal IV:

Objective I:

Objective II:

Goal V:

Objective I:

Objective II:

IV. Attestation

(Primary) Site Supervisor: _____ Date: _____
 Supervisee: _____ Date: _____

Date of Revision or termination of Supervision Contract: _____



Counseling Program

Holiday & Inclement Weather

Counseling Program Policy

Stephens College Counseling students placed at clinical/school practicum and internship sites cannot, according to Stephens College policy, be required to work on official Stephens College holidays/student breaks* and/or when Stephens College is closed per inclement weather. However, with approval of the student's program-approved practicum/internship site supervisor(s), course instructor, and concentration clinical coordinator, the student can provide direct and indirect services at their approved practicum/internship during official Stephens College holidays/student breaks* and/or when Stephens College is closed per inclement weather.

*Official Stephens College holidays/student breaks are based on the current Stephens College official Academic Calendar posted on the Stephens College website.

Student Attestation

I understand the policy above, have discussed the policy with my site supervisor and course instructor, and will comply fully with the policy. I will provide direct and/or indirect services to clients/students at my currently approved site-and under the supervision of only my currently approved site supervisor(s) who have signed/dated this document. Further, I understand this document is valid only during the dates identified below and only in the format I am currently approved for by the program (i.e., in-person/telehealth).

- Site: _____
- Stephens College Holiday/Break (per Official Stephens College Academic Calendar): _____
- Dates of Service Provision: _____ to _____

Counseling Program & Site Attestations

I understand the policy above, have discussed the policy and implications with this supervisee, and agree to allow _____, a current Stephens College Counseling program student currently under my supervision, to provide direct and/or indirect counseling services to clients/students at my organization/school during the date(s) listed above and only in the format agreed upon with the Stephens Counseling program (i.e., in-person/telehealth counseling &/or supervision). Further, I will notify the course instructor and clinical coordinator via email and/or text immediately if concerns arise with this supervisee during this period.

Site Supervisor (primary): _____

Date: _____

Site Supervisor (Secondary/prn): _____

Date: _____

Course Instructor: _____

Date: _____

Clinical Coordinator: _____

Date: _____



**Site Supervisor/Instructor Communication
&
Site Visit Summary**

Please document all forms of communication between site supervisor & course instructor.

Course/Semester: _____

Student Name: _____

Site: _____

Site Supervisor (Primary): _____

Site Supervisor (Secondary): _____

Date		Topic	
Date	Format (email, phone, zoom, in-person)	Topic(s) Discussed	Action Taken

Site Visit Summary

Student Name: _____
Concentration: _____
Course instructor: _____
Site: _____
Site Supervisor Met with on Visit: _____

Please respond yes/no to each question and provide appropriate written detail in space provided to enhance program improvement and development.

1. The site supervisor provides required minimum 1hr of individual/triadic supervision: Yes No

2. The site supervisor completes and submits required documentation: Yes No

3. The site supervisor provides adequate, safe, and confidential office space for the student to conduct in-person and/or telehealth counseling services: Yes No

4. The site supervisor reviews and provides feedback to supervisee through Supervision Assist, Live supervision, or another program approved, HIPPA compliant program: Yes No

5. The site supervisor made the following recommendation(s) for the supervisee:

6. The site supervisor made the following recommendation(s) for the Counseling program:

7. The site supervisor requested assistance in the following area(s):

8. Summary (w/eye on student development and program improvement/development)



Counseling Program

Informed Consent

Dear (potential client or parent/guardian/legal representative):

Your counselor (herein referred to as student or counseling student(s)) is an advanced graduate-level counseling student who has completed the majority of their required coursework for a graduate degree in Counseling with a specialization in clinical mental health counseling or School Counseling from Stephens College. As part of their training program, Stephens College counseling students are required to participate in on-the-job training during which they provide direct and indirect counseling services under the supervision of experienced, fully licensed mental health professionals and/or certified school counselors. In addition, Stephens College students, faculty, and site supervisors are expected to abide by the American Counseling Association's Code of Ethics (ACA, 2014) and all applicable laws and guidelines governing the provision of mental health services (e.g., counseling) and school counseling in the State of Missouri.

Confidentiality/Privacy

Adult Clients

All recorded sessions are considered confidential and will be protected by the student counselor in keeping with all applicable laws and ethics (i.e., HIPAA, FERPA, State of Missouri, and American Counseling Association). Confidentiality may be breached only under the concerns noted below or when required by law. Moreover, as a client you (the adult client) or the minor client maintain "privilege", which means you may provide your student counselor with permission to provide detail(s) of your care or the care of the minor client to a party you designate. This process requires the request be documented in a document known as a "release of information". Your student counselor can explain this process to you in more depth upon request.

During the time working with a Stephens Counseling student, the student is also enrolled in a practicum or internship course in their concentration area (e.g., clinical mental health counseling and/or CMHC counseling) where they receive weekly group supervision from a faculty member/licensed mental health professional (CMHC) or doctoral level counselor educator and/or certified CMHC counselor. Additionally, each student receives a minimum of 1 week of individual or triadic supervision with a site supervisor who is a fully licensed mental health professional (CMHC) or fully certified CMHC counselor in the State of Missouri.

While confidentiality is critical to the therapeutic alliance and process, it is important to know there are **limits to confidentiality**. These include, but are not limited to:

1. When a client is determined to be a danger to him/herself or others.
2. When the counselor perceives there may be child or elder abuse and/or neglect.
3. In the event of a subpoena or court order.

Parent(s)/Legal Guardian(s) of Minor Client

All recorded sessions are considered confidential and will be protected by the student counselor in keeping with all applicable laws and ethics (i.e., HIPAA, FERPA, State of Missouri, American Counseling Association, and/or American School Counselor Association). Confidentiality may be breached only under the concerns noted below or when required by law. Moreover, as a minor client receiving counseling services, the parent(s)/legal guardian(s) of the minor client, maintain “privilege”, which means you may provide your student counselor with permission to provide detail(s) of the care of the minor client to a party you designate for clinical counseling services, which are typically not provided in the school setting.

For educational counseling services, the Family Education Rights and Privacy Act (FERPA) provides that individually identifiable student records are confidential and cannot be disclosed without consent of the parent/legal guardian (or student if over the age of 18). The student counselor has no authority to release any personally identifiable student information and will refer all requests to the School District’s administration. This process requires the request be documented in a document known as a “release of information”. Your student counselor can explain this process to you in more depth upon request.

During the time working with a Stephens Counseling student, the student is also enrolled in a practicum or internship course in their concentration area (e.g., clinical mental health counseling and/or school counseling) where they receive weekly group supervision from a faculty member/licensed mental health professional (CMHC) or doctoral level counselor educator and/or certified school counselor. Additionally, each student receives a minimum of 1 week of individual or triadic supervision with a site supervisor who is a fully licensed mental health professional (CMHC) or fully certified school counselor in the State of Missouri.

While confidentiality is critical to the therapeutic alliance and process, it is important to know there are **limits to confidentiality**. These include, but are not limited to:

1. When a client is determined to be a danger to him/herself or others.
2. When the counselor perceives there may be child or elder abuse and/or neglect.
3. In the event of a subpoena or court order.

Mandated Reporter

It is also important to note that your student counselor, their site supervisor, and the student counselor’s course instructor and classmates are **mandated reporters**. In other words, each is required by state law to report suspected abuse and/or neglect to the proper authorities in accordance with the laws of the State of Missouri.

Audio & Video Recording of Counseling Sessions

The Stephens College Counseling program uses *Supervision Assist* for audio/video recording student counseling sessions. *Supervision Assist* is a HIPAA-compliant platform. As a client, you have several options related to the audio/video recording of your session.

Your student counselor's training requires that they demonstrate their counseling knowledge and skills by providing their course instructor and clinical supervisor with work samples during each practicum and internship semester. Importantly, the primary purpose of recording sessions is to monitor the quality of client care and enhance the student counselor's professional development. Please note the following guidelines surrounding the audio-visual recording of counseling session by Stephens Counseling practicum and internship students (e.g., student counselor).

- a. As part of their training, student counselors are required to submit audio-visual recordings of counseling sessions to their course instructor over the course of the semester.
- b. In all cases, student counselors are required to request and gain written permission from all adult clients and/or the parent(s) and/or legal guardian(s) of all minors/protected populations prior to conducting video and/or audio recorded counseling sessions.
- c. Clients and/or parents/legal guardian(s) may agree to appear (or for their minor/protected individual) to appear on both the audio and video elements of the counseling session with a student counselor.
 - a. Student counselor will stop video and/or audio recording an active session at the request of the client and/or parent/legal guardian.
- d. Clients and/or parents/legal guardian(s) may agree to appear (or for their minor/protected individual) to be audio-recorded only during a counseling session with the student counselor*.
 - a. *Unless explicitly prohibited by the client and/or parent/legal guardian, the student counselor will remain on-camera. However, the clients(s) will not be video recorded at any time. If the student is unable to be fully isolated on the video due to room arrangements (i.e., small room), the video will be deactivated to ensure only audio is recorded.
 - b. Student counselor will stop video and/or audio recording an active session at the request of the client and/or parent/legal guardian.
- e. Clients and/or parents/legal guardian(s) may choose to not allow the student counselor to audio/video record the session*.
 - a. *When video and/or audio recordings of sessions are not permitted, student counselors are required to receive "live supervision" from a fully licensed mental health professional (i.e., CMHC students) or certified CMHC counselor (i.e., CMHC students) a minimum of 3 times* per semester. During live supervision, the student's program approved site supervisor and/or practicum/course instructor will be directly observing the student and client's counseling session. This may include the approved site supervisor/course instructor being present in the room, in an adjacent room (with two-way mirrors for observation) or via a HIPAA compliant zoom link) during the counseling session.

Consent to Participate in Counseling

I, the undersigned, hereby acknowledge that I have read and understood the information presented above, and that I agree to receive counseling services from the undersigned Stephens College Counseling Internship student.

(Signature of Client)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)

(Signature of Counseling Student)

(Date)

Consent to Audio Record

I do ____ / do not ____ grant permission to allow my counseling sessions to be audio-recorded. I understand that a) my designated student counselor, their approved clinical supervisor, Stephens College Counseling Faculty, and internship students in the student counselor's current internship course (COUN 607: Internship or COUN 608: Internship II) may see samples of the video recordings of my counseling sessions with my assigned student(s).

In granting permission, I further understand that all recordings, associated documentation, and individuals noted above are subject to the confidentiality guidelines of the American Counseling Association's Code of Ethics (ACA, 2014) and the laws governing the practice of professional counseling in Missouri. I understand that I may withdraw this permission to audio record/allow live supervision at any time.

(Signature of Client)

(Date)

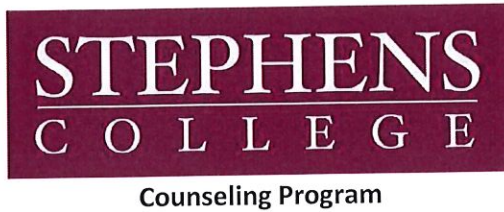
(Signature of Client's Parent or Guardian, if applicable)

(Date)

Consent to Video Record

I do ____ / do not ____ grant permission to allow my counseling sessions to be videorecorded. I understand that a) my designated student counselor, their approved clinical supervisor, Stephens College Counseling Faculty, and internship students in the student counselor's current course (COU 601: Practicum, COUN 607: Internship, or COUN 608: Internship II) may see samples of the video recordings of my counseling sessions with my assigned student(s).

In granting permission, I further understand that all recordings, associated documentation, and individuals noted above are subject to the confidentiality guidelines of the American Counseling Association's Code of Ethics (ACA, 2014) and the laws governing the practice of professional counseling in Missouri. I understand that I may withdraw this permission to video-record/allow live supervision at any time.



Honorarium

Dear Site Supervisor,

The Stephens College Counseling program thanks you for the expertise and mentorship you provided to our student this semester. In appreciation, the Stephens Counseling program provides primary* site supervisors with an honorarium of \$150 per semester for each program-approved student. To receive this honorarium, please complete the form below along with a W-9 tax form. By signing and submitting these forms, you verify the information below is true and accurate.

*Primary site supervisor is defined by the program as the site supervisor who was approved as the primary site supervisor by the Stephens Counseling program and who, over the course of the semester, has provided, minimally, a majority of the student's clinical supervision during the semester. This includes but is not limited to weekly individual/triadic supervision, reviewing/signing student documentation, and submitting all required student performance/dispositional assessments.

If a program-approved secondary site supervisor has provided 25% or more of clinical/administrative supervision over the course of the semester, the program reserves the right to prorate the \$150 honorarium to ensure all site supervisors are honored for their time and expertise. In such cases, it is the responsibility of the practicum/internship student to formally request that their program-approved secondary site supervisor receive a percentage of the \$150 honorarium payment and at what proportion (e.g., 25%) of the \$150 stipend.

Note: The secondary site supervisor noted below is required to complete all honorarium documentation to receive payment.

Student name: _____

Clinical Mental Health Counseling Course (select one):

1. COUN 601: Practicum _____
2. COUN 607: CMHC Internship I _____
3. COUN 608: CMHC Internship II _____

School Counseling Concentration Course (select one):

1. COUN 602: SC Practicum & Behavioral Strategies _____
2. COUN 603: SC Internship I _____
3. COUN 604: SC Internship II _____

Semester: Fall 20____ Spring 20____ Summer 20____

Full Name of Primary Site Supervisor (must include middle initial) _____

Mailing Address: _____

(Signature of Client)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)

f

Email Address: _____

W-9: I have W-9 on file with Stephens College (w/in 24 months of this request): Yes ___ No ___

*If no, I have submitted a W-9 form with this document: Yes ___ No ___

Attestation

Signature of Primary Site Supervisor _____ Date: _____

Signature of Counseling Program Director _____ Date _____

Secondary Site Supervisor Information (Required if any % of stipend is provided)

Student name: _____

Clinical Mental Health Counseling Course (select one):

- 4. COUN 601: Practicum _____
- 5. COUN 607: CMHC Internship I _____
- 6. COUN 608: CMHC Internship II _____

School Counseling Concentration Course (select one):

- 4. COUN 602: SC Practicum & Behavioral Strategies _____
- 5. COUN 603: SC Internship I _____
- 6. COUN 604: SC Internship II _____

Semester: Fall 20 ___ Spring 20 ___ Summer 20 ___

Full Name of Secondary Site Supervisor (must include middle initial) _____

Mailing Address: _____

Email Address: _____

W-9: I have W-9 on file with Stephens College (w/in 24 months of this request): Yes ___ No ___

*If no, I have submitted a W-9 form with this document: Yes ___ No ___

Attestation

Signature of Secondary Site Supervisor _____ Date: _____

Signature of Counseling Program Director _____ Date _____



COUN Counseling

Attestation

Date: _____

I, _____, have received and read a copy of the Stephens College Counseling program's current practicum/internship manual specific to the course I am enrolled in, _____ (i.e., COUN 601, COUN 607) for _____ (i.e., Fall 2024). I understand that it is my responsibility to make myself aware of and follow the guidelines and requirements of the manual. I also understand that my failure to do so may result in an unsuccessful grade for this course as well as my possible removal from the course and/or Counseling program.

Student's Signature_____
Date_____
Instructor Signature_____
Date

Stephens College Counseling Program

STIPEND AGREEMENT

Practicum and Internship

Student Name:

Program: Stephens College Master of Education (M.Ed.)

Stipend Amount:

(CLINICAL SITE/PRIVATE PRACTITIONER) agrees to award a stipend of (AMOUNT) to (STUDENT), a candidate for the Master of Education in Counseling degree at Stephens College, for the period of _____ to _____.

The stipend is offered as reasonable compensation to assist the intern in covering per diem costs incurred during the internship and/or for activities carried out under the administrative and clinical supervision of the student intern's program-approved fieldwork site supervisor (i.e., "site supervisor") during the official enrollment periods indicated above.

Attestation

Student Signature _____ Date _____

Fieldwork Site Supervisor _____ Date _____

CMHC Coordinator _____ Date _____



ASSESSMENT CATEGORY

Trainee

SUBMITTER ROLES

Supervisor, Faculty Supervisor — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Supervisor, Faculty Supervisor, Coordinator, Trainee

Hide Preview

This is a preview. Only a supervisor and faculty supervisor can submit this form.

CMHC - Site Supervisor & Course Instructor Assessment

Site Supervisor & Course Instructor Assessment Clinical Mental Health Counseling

Student's Name:

Evaluation Time Frame (e.g., FA 2024):

Evaluation Type:

☐ Mid-Semester☐ End-of-Semester

Evaluator's First and Last Name:

Course Instructor

Enter Course Name and Number in Space Below:

Practicum Site Supervisor:

Internship Site Supervisor:

Directions: Please rate the CIT on a series of attributes comprising the following three categories: Counseling Skills and the Therapeutic Alliance; Professional Counseling and Personal Dispositions; and Case Conceptualization and Treatment Planning.

For every attribute, the rating scale ranges from "4" to "1." A rating of "4" indicates the CIT exceeds expectations, while a rating of "1" indicates the CIT does not meet expectations. The rating system also includes an option indicating the attribute does not apply to the CIT's work--or the evaluator did not observe the CIT demonstrate the attribute. Space for detailed, specific comments follows each set of rating-scale items,

4--Exceeds Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level.

3--Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level.

- 2--Minimally Meets Expectations:** The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level.
- 1--Does Not Meet Expectations:** The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level.
- 0--Not Applicable/Observed:** The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.

Counseling Skills and the Therapeutic Alliance

The next 11 items ask you to rate and provide written feedback about the CIT's competencies pertaining to "Counseling Skills and the Therapeutic Alliance."

Nonverbal Skills: Use of body position/affect, eye contact, use of silence to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not Applicable/Observed--Not applicable or no opportunity to observe and/or assess

Use of Minimal Encouragers: Use of minimal verbal/nonverbal encouragers to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use verbal and /or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Open- and Closed-Ended Questions: Use of open- and closed-ended questions

- ☐ 4: Exceeds Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Paraphrasing/Reflection of Content: Use of paraphrasing/reflection of content

- ☐ 4: Exceeds Expectations--Displays ability to accurately interpret and reflect content of a client's/student's statement/story that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately interpret and reflect content of client/student statement/story consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Reflection of Feeling: Use of reflection of feelings

- ☐ 4: Exceeds Expectations--Displays ability to accurately identify and reflect emotional content with a client/student that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately identify and reflect emotional content with a client/student consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Summarizing: Use of summarization to identify/clarify key themes

- ☐ 4: Exceeds Expectations--Displays ability to use summarization skill to clarify/identify key elements/themes in client/student narratives that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use summarization skill to clarify /identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations: Displays insufficient ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with minimally expected CIT proficiency developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Confrontation: Use of confrontation to challenge and assess discrepancies

- ☐ 4: Exceeds Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies that is clearly and consistently above expected CIT proficiency/developmental level

- ☐ 3: Meets Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use of skill of confrontation to challenge and assess discrepancies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Focusing: Use of focusing skills to facilitate development or clarification of client/student issue(s)

- ☐ 4: Exceeds Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issues(s) that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Empathy, non-judgmental attitude, and unconditional positive regard: Use of empathy, non-judgmental attitude, and unconditional positive regard to foster positive alliance and counseling outcomes

- ☐ 4: Exceeds Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes that is clearly and consistently above the expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Therapeutic Working Alliance (Bordin, 1979): Development and maintenance of quality Therapeutic Working Alliance

- ☐ 4: Exceeds Expectations--Displays ability to develop and maintain a quality therapeutic alliance that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to develop and maintain a quality therapeutic alliance consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

☐ 0: Not applicable or no opportunity observe and/or assess

Site and Course Policies: Knowledge and behaviors concerning course, program, and/or site policies

- ☐ 4: Exceeds Expectations--Always displays knowledge of course, program, and/or site policies; always behaves in manner consistent with course, program, and/or site policies
- ☐ 3: Meets Expectations--Displays knowledge of course, program, and/or site policies, and behaves in manner consistent with all course, program, and/or site policies.
- ☐ 2: Minimally Meets Expectations--Displays minimally appropriate knowledge of course, program, and/or site policies, and behaves in a manner consistent with some course, program, and/or site policies
- ☐ 1: Does Not Meet Expectations: Displays insufficient knowledge of course, program, and/or site policies, and behaves in a manner that is inconsistent with course, program, and/or site policies
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Documentation: Completes required course and/or site documentation on time and according to stated course and/or site guidelines

- ☐ 4: Exceeds Expectations--Always completes required course and/or site documentation on time and according to stated guidelines, above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Completes required course and/or site documentation on time and according to stated guidelines, consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Completes course and/or site documentation on time, according to stated guidelines, and is minimally consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Does not/insufficiently complete(s) required documentation on time and according to stated guidelines, in a manner that is inconsistent with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Multicultural Competence/Humility: Awareness and ability to show respect/humility with and across diverse client/student settings and populations

- ☐ 4: Exceeds Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays multicultural competence/humility with and across diverse client/school settings and populations that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Emotional Stability/Regulation: Emotional maturity and stability.

- ☐ 4: Exceeds Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others consistent with expected CIT proficiency/developmental level

In the space below, please provide specific feedback about the CIT's abilities pertaining to "Counseling Skills and the Therapeutic Alliance."

Professional Counseling and Personal Dispositions

The next 13 items ask you to rate and provide written feedback about the CIT's abilities pertaining to "Professional Counseling and Personal Dispositions."

Ethical Behavior: Behavior and decision making that aligns with ACA, ASCA, and NBCC ethical guidelines

- ☐ 4: Exceeds Expectations--Displays ethical behavior and decision-making that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ethical behavior and decision-making consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professionalism/Behavior: Behavior toward instructors, supervisors, peers, and clients (and others)

- ☐ 4: Exceeds Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is clearly and consistently well-above the expected current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 3: Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is consistent with the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 2: Minimally Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that minimally meets the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 1: Does Not Meet Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that does not meet the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professional and Personal Boundaries

- ☐ 4: Exceeds Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that clearly and consistently exceed expected CIT behavior
- ☐ 3: Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are consistent with expected CIT behavior
- ☐ 2: Minimally Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are minimally consistent with expected CIT behavior
- ☐ 1: Does Not Meet Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are inconsistent with minimally expected CIT behavior

- ☐ 2: Minimally Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal and Professional Growth: Engagement and initiative regarding personal growth and professional development.

- ☐ 4: Exceeds Expectations--Displays engagement and initiative toward personal growth and professional development above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays engagement and initiative toward personal growth and professional development consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays engagement and initiative toward personal growth and professional development that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays engagement and initiative toward personal growth and professional development that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Feedback: Willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner.

- ☐ 4: Exceeds Expectations--Displays ability to seek out, provide, receive and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Adaptableness: Ability to respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings.

- ☐ 4: Exceeds Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings in a manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Genuineness: Non-judgmental acceptance of self and others.

- ☐ 4: Exceeds Expectations--Displays ability to be accepting of self and others in personal and/or professional settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal Wellness: Openness to and engagement in advocating for the holistic wellness of self, clients, and others.

- ☐ 4: Exceeds Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about the CIT's abilities pertaining to "Professional Counseling and Personal Dispositions."

Case Conceptualization and Treatment Planning

The next 10 items ask you to rate and provide written feedback about the CIT's abilities pertaining to "Case Conceptualization and Treatment Planning."

Clinical Interview/Intake: Use of Clinical Interview/Intake to gather information necessary for a formulation of a diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Diagnostic Impression: Use of current DSM to formulate accurate diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

S.M.A.R.T. Goals: Collaborative design, use, and assessment of S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to engage in the collaborative design, use, and assessment S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Outcome Measures: Creation of collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Evidence-Based Strategies: Identification and use of evidence-based counseling in treatment planning and counseling sessions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Stages of Change: Accurate identification and application of Stages of Change Model to treatment planning, counseling, or other counseling interactions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Level of Care: Ability to identify client's appropriate level of care and then provide treatment--or to refer client for appropriate level of care

- ☐ 4: Exceeds Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--above expected CIT proficiency/development level
- ☐ 3: Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--consistent with expected CIT proficiency/development level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Theoretical Orientation: Ability to conceptualize and intentionally apply evidence-based counseling model(s) across diverse client populations

- ☐ 4: Exceeds Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Case Formulation: Ability to use clinical interview data and evidence-based counseling theory to formulate theoretically consistent case conceptualization

- ☐ 4: Exceeds Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback regarding the CIT's abilities pertaining to "Counseling Case Conceptualization Skills."

Summative Narrative Feedback: In the space below, please list your CIT's strengths.

Summative Narrative Feedback: In the space below, please list your CIT's areas for growth.

Signature

Date:

- 2--Minimally Meets Expectations:** The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level.
- 1--Does Not Meet Expectations:** The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level.
- 0--Not Applicable/Observed:** The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.

Counseling Skills and the Therapeutic Alliance

The next 11 items ask you to rate and provide written feedback about your competencies pertaining to "Counseling Skills and the Therapeutic Alliance."

Nonverbal Skills: Use of body position/affect, eye contact, use of silence to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not Applicable/Observed--Not applicable or no opportunity to observe and/or assess

Use of Minimal Encouragers: Use of minimal verbal/nonverbal encouragers to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use verbal and /or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Open- and Closed-Ended Questions: Use of open- and closed-ended questions

- ☐ 4: Exceeds Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level



ASSESSMENT CATEGORY

Self (Trainee)

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Supervisor, Faculty Supervisor, Coordinator

Hide Preview

This is a preview. Only a trainee can submit this form.

CMHC - Student Self-Assessment

Student Self-Assessment (CMHC)

Your Name:

Your Course:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Current Clinical Placement Site(s):

Self-Assessment Time Frame (e.g., FA 2024):

Assessment Type:

- ☐ Mid-Semester
- ☐ End-of-Semester

Directions: Please rate "the CIT" (i.e., yourself) on a series of attributes comprising the following three categories: Counseling Skills and the Therapeutic Alliance; Professional Counseling and Personal Dispositions; and Case Conceptualization and Treatment Planning.

For every attribute, the rating scale ranges from "4" to "1." A rating of "4" indicates the CIT exceeds expectations, while a rating of "1" indicates the CIT does not meet expectations. The rating system also includes an option indicating the attribute does not apply to the CIT's work--or the evaluator did not observe the CIT demonstrate the attribute. Space for detailed, specific comments follows each set of rating-scale items,

4--Exceeds Expectations: The CIT displays the described counseling knowledge, skills(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level.

3--Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level.

☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level

☐ 1: Does Not Meet Expectations--Displays insufficient ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Paraphrasing/Reflection of Content: Use of paraphrasing/reflection of content

☐ 4: Exceeds Expectations--Displays ability to accurately interpret and reflect content of a client's/student's statement/story that is clearly and consistently above expected CIT proficiency/developmental level

☐ 3: Meets Expectations--Displays ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level

☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level

☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately interpret and reflect content of client/student statement/story consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Reflection of Feeling: Use of reflection of feelings

☐ 4: Exceeds Expectations--Displays ability to accurately identify and reflect emotional content with a client/student that is clearly and consistently above expected CIT proficiency/developmental level

☐ 3: Meets Expectations--Displays ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level

☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level

☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately identify and reflect emotional content with a client/student consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Summarizing: Use of summarization to identify/clarify key themes

☐ 4: Exceeds Expectations--Displays ability to use summarization skill to clarify/identify key elements/themes in client/student narratives that is clearly and consistently above expected CIT proficiency/developmental level

☐ 3: Meets Expectations--Displays ability to use summarization skill to clarify /identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level

☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level

☐ 1: Does Not Meet Expectations: Displays insufficient ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with minimally expected CIT proficiency developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Confrontation: Use of confrontation to challenge and assess discrepancies

☐ 4: Exceeds Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies that is clearly and consistently above expected CIT proficiency/developmental level

- ☐ 3: Meets Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use of skill of confrontation to challenge and assess discrepancies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Focusing: Use of focusing skills to facilitate development or clarification of client/student issue(s)

- ☐ 4: Exceeds Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issue(s) that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Empathy, non-judgmental attitude, and unconditional positive regard: Use of empathy, non-judgmental attitude, and unconditional positive regard to foster positive alliance and counseling outcomes

- ☐ 4: Exceeds Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes that is clearly and consistently above the expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Therapeutic Working Alliance (Bordin, 1979): Development and maintenance of quality Therapeutic Working Alliance

- ☐ 4: Exceeds Expectations--Displays ability to develop and maintain a quality therapeutic alliance that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to develop and maintain a quality therapeutic alliance consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

☐ 0: Not applicable or no opportunity observe and/or assess

Site and Course Policies: Knowledge and behaviors concerning course, program, and/or site policies

- ☐ 4: Exceeds Expectations--Always displays knowledge of course, program, and/or site policies; always behaves in manner consistent with course, program, and/or site policies
- ☐ 3: Meets Expectations--Displays knowledge of course, program, and/or site policies, and behaves in manner consistent with all course, program, and/or site policies.
- ☐ 2: Minimally Meets Expectations--Displays minimally appropriate knowledge of course, program, and/or site policies, and behaves in a manner consistent with some course, program, and/or site policies
- ☐ 1: Does Not Meet Expectations: Displays insufficient knowledge of course, program, and/or site policies, and behaves in a manner that is inconsistent with course, program, and/or site policies
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Documentation: Completes required course and/or site documentation on time and according to stated course and/or site guidelines

- ☐ 4: Exceeds Expectations--Always completes required course and/or site documentation on time and according to stated guidelines, above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Completes required course and/or site documentation on time and according to stated guidelines, consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Completes course and/or site documentation on time, according to stated guidelines, and is minimally consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Does not/insufficiently complete(s) required documentation on time and according to stated guidelines, in a manner that is inconsistent with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Multicultural Competence/Humility: Awareness and ability to show respect/humility with and across diverse client/student settings and populations

- ☐ 4: Exceeds Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays multicultural competence/humility with and across diverse client/school settings and populations that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Emotional Stability/Regulation: Emotional maturity and stability.

- ☐ 4: Exceeds Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others consistent with expected CIT proficiency/developmental level

In the space below, please provide specific feedback about your abilities pertaining to "Counseling Skills and the Therapeutic Alliance."

Professional Counseling and Personal Dispositions

The next 13 items ask you to rate and provide written feedback about your abilities pertaining to "Professional Counseling and Personal Dispositions."

Ethical Behavior: Behavior and decision making that aligns with ACA, ASCA, and NBCC ethical guidelines

- ☐ 4: Exceeds Expectations--Displays ethical behavior and decision-making that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ethical behavior and decision-making consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professionalism/Behavior: Behavior toward instructors, supervisors, peers, and clients (and others)

- ☐ 4: Exceeds Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is clearly and consistently well-above the expected current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 3: Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is consistent with the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 2: Minimally Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that minimally meets the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 1: Does Not Meet Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that does not meet the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professional and Personal Boundaries

- ☐ 4: Exceeds Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that clearly and consistently exceed expected CIT behavior
- ☐ 3: Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are consistent with expected CIT behavior
- ☐ 2: Minimally Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are minimally consistent with expected CIT behavior
- ☐ 1: Does Not Meet Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are inconsistent with minimally expected CIT behavior

- ☐ 2: Minimally Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal and Professional Growth: Engagement and initiative regarding personal growth and professional development.

- ☐ 4: Exceeds Expectations--Displays engagement and initiative toward personal growth and professional development above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays engagement and initiative toward personal growth and professional development consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays engagement and initiative toward personal growth and professional development that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays engagement and initiative toward personal growth and professional development that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Feedback: Willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner.

- ☐ 4: Exceeds Expectations--Displays ability to seek out, provide, receive and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Adaptableness: Ability to respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings.

- ☐ 4: Exceeds Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings in a manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Genuineness: Non-judgmental acceptance of self and others.

- ☐ 4: Exceeds Expectations--Displays ability to be accepting of self and others in personal and/or professional settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal Wellness: Openness to and engagement in advocating for the holistic wellness of self, clients, and others.

- ☐ 4: Exceeds Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about your abilities pertaining to "Professional Counseling and Personal Dispositions."

Case Conceptualization and Treatment Planning

The next 10 items ask you to rate and provide written feedback about your abilities pertaining to "Case Conceptualization and Treatment Planning."

Clinical Interview/Intake: Use of Clinical Interview/Intake to gather information necessary for a formulation of a diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Diagnostic Impression: Use of current DSM to formulate accurate diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

S.M.A.R.T. Goals: Collaborative design, use, and assessment of S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to engage in the collaborative design, use, and assessment S.M.A.R.T goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Outcome Measures: Creation of collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Evidence-Based Strategies: Identification and use of evidence-based counseling in treatment planning and counseling sessions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Stages of Change: Accurate identification and application of Stages of Change Model to treatment planning, counseling, or other counseling interactions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Level of Care: Ability to identify client's appropriate level of care and then provide treatment--or to refer client for appropriate level of care

- ☐ 4: Exceeds Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--above expected CIT proficiency/development level
- ☐ 3: Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--consistent with expected CIT proficiency/development level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Theoretical Orientation: Ability to conceptualize and intentionally apply evidence-based counseling model(s) across diverse client populations

- ☐ 4: Exceeds Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Case Formulation: Ability to use clinical interview data and evidence-based counseling theory to formulate theoretically consistent case conceptualization

- ☐ 4: Exceeds Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback regarding your abilities pertaining to "Counseling Case Conceptualization Skills."

Summative Narrative Feedback: In the space below, please list your strengths.

Summative Narrative Feedback: In the space below, please list your areas for growth.

Signature

Date:

ASSESSMENT CATEGORY

 Supervisor


SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Coordinator, Faculty Supervisor

 Hide Preview

 This is a preview. Only a trainee can submit this form.

CMHC - Student Evaluation of Practicum-Internship Site Supervisor

Student Evaluation of Practicum/Internship Site Supervisor

Please complete the "Student Evaluation of Practicum/Internship Site Supervisor." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Practicum/Internship Site Supervisor's First and Last Name:

Evaluation

Please respond to each of the following 13 statements using this scale: 4--Exceeds Expectations: The CIT displays the described counseling knowledge, skills(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level. 3--Meets Expectations: The CIT displays the

described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level. 2--Minimally Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level. 1--Does Not Meet Expectations: The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level. 0--Not Applicable/Observed: The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.


	EXCEED EXPECTATIONS	MEETS EXPECTATIONS	MINIMALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	UNABLE TO ASSESS/NOT APPLICABLE
My site supervisor oriented me well and was responsive to questions about site policies, expected behaviors, documentation, and crisis intervention policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor collaborated with me on a supervision plan for this semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor provided consistent formative evaluation that facilitated my personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor provided a mid-term and final evaluation of my work/development that was helpful to my personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor met with me face-to-face to process my mid-term and final evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor met and/or otherwise communicated with me in a timely manner when I requested it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor provided one-hour of weekly face-to face individual/triadic supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor assisted me in clarifying and developing/applying my own core theoretical orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor was helpful in expanding my case conceptualization abilities (e.g., theory, alliance, interventions, stages of change, diversity, ethics, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor modeled professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor provided a supportive and challenging environment where I felt safe to address my strengths and challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My site supervisor facilitated my development as an ethical, reflective practitioner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt confident in my site supervisor's professional knowledge and clinical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this site supervisor.

Signature

Date:

ASSESSMENT CATEGORY


 Faculty Supervisor

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Coordinator

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CMHC - Student Evaluation of Practicum-Internship Instructor

Student Evaluation of Practicum/Internship Course Instructor

Please complete the "Student Evaluation of Practicum/Internship Course Instructor." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Course Instructor's First and Last Name:

Evaluation

Please respond to each of the following 8 statements using this scale: 4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Minimally Meets Expectations; 1 - Does Not Meet Expectations; 0 - Unable to Assess/Not Applicable.

	EXCEED EXPECTATIONS	MEETS EXPECTATIONS	MINIMALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	UNABLE TO ASSESS/NOT APPLICABLE
My instructor met and/or communicated with me in a timely manner when I requested it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor helped me identify and work on appropriate learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor was prompt and prepared for weekly classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor assisted me in clarifying and developing/applying my own theoretical orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor helped facilitate my case conceptualization skills/development (e.g., theory, alliance, interventions, stages of change, diversity, ethics, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor created and maintained a safe/ethical/challenging learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor was open to feedback from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor's content knowledge and clinical skills facilitated my personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this course instructor.</p>					
<p>Signature _____</p>					
<p>Date: _____</p>					

ASSESSMENT CATEGORY

 Supervision Site


SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Supervisor, Faculty Supervisor, Coordinator

 Hide Preview

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CMHC - Student Evaluation of Practicum-Internship Site

Student Evaluation of Practicum/Internship Site

Please complete the "Student Evaluation of Practicum/Internship Site." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Practicum/Internship Site Supervisor's First and Last Name:

Evaluation

Please respond to each of the following 15 statements using this scale: 4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Minimally Meets Expectations; 1 - Does Not Meet Expectations; 0 - Unable to Assess/Not Applicable.

	4 - EXCEED EXPECTATIONS	3 - MEETS EXPECTATIONS	2 - MINIMALLY MEETS EXPECTATIONS	1 - DOES NOT MEET EXPECTATIONS	0 - UNABLE TO ASSESS/NOT APPLICABLE
I received formal orientation at my site regarding site policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided initial and ongoing assistance/training surrounding site policies and procedures and the expectations and parameters of my role, responsibilities, and opportunities on site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided reasonable physical space to provide counseling with appropriate confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided the technology necessary to provide effective telehealth when/if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was regularly assigned clients (or allowed to recruit clients) at this site and allowed to develop an appropriate caseload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the opportunity to gain the direct hours necessary to complete my direct-hours requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had opportunities to act as leader and/or co-leader for group counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This site supported and facilitated opportunities for me to video/audio record my session in accordance with my Internship course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was treated with professional respect by all staff members at this site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was provided opportunities to develop my documentation/administrative skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received at least one hour of individual/triadic clinical supervision on-site, each week, from my approved site supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported in my clinical decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This site provided me with opportunities to work with and improve my knowledge and counseling skills with persons from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This site allowed me to grow personally and professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is an appropriate site for future practicum/internship students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this site.

Signature

Form Details



ASSESSMENT CATEGORY

Trainee

SUBMITTER ROLES

Supervisor, Faculty Supervisor — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Supervisor, Coordinator, Trainee, Faculty Supervisor

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Live Supervision Assessment (v1 Sp24)

Live Supervision Assessment

Student:

Site:

Client:

Session #:

Type of Service:

Please provide detailed feedback on the following areas:

Student's ability to create a safe therapeutic setting,

Student's ability to develop & sustain a quality therapeutic alliance.

Student's use of counseling skills (micro skills).

Student's knowledge/use of evidence-based theory in session.

Student's knowledge/use of evidence-based interventions in session.

Date:

Student's ability to conceptualize session.

Student's proficiency in conceptualizing an appropriate diagnostic impression (DSM-5) based on client presentation.
(Note: Required for CMHC students; Preferred for SC students)

Student's proficiency in goal/objective setting & overall treatment planning.

Student's use of self-disclosure.

Student Strengths:

Student Growth Areas:

Summary of Session:

I attest that I have reviewed the information contained in this document with the above signed student and have provided a hard copy of the document for the student to review, respond to, and provide to their course instructor.

Site Supervisor

Date:



Counseling Program

Supplemental Assessment

Name of Evaluator: _____
 Date: _____
 Evaluator's Organization: _____
 Position of Evaluator: _____
 Student Evaluated: _____
 Time Period: _____

Please provide a detailed description of the reasons for this assessment below (e.g., disposition, performance, ethical/legal concerns).

Attestation

_____ Site Supervisor	_____ Date
_____ Course Instructor	_____ Date
_____ Student*	_____ Date

***Student has the right to submit a written response to this evaluation to the site supervisor, course instructor, and clinical coordinator.**

Stephens College Counseling Program

Practicum & Internship Placement Process Survey

The Counseling program utilizes the information gained from the **Practicum and Internship Placement Process Survey** as part of the program's Comprehensive Assessment Plan. Information and insights from the survey are used for program development and improvement.

Practicum & Internship Process	Strongly Agree	Agree	Disagree	Strongly Disagree
The Practicum Orientation Meeting was helpful in understand the key policies, procedures, and expectations for my practicum/internship course experiences.				
The program provided helpful and accessible information regarding potential practicum/internship sites.				
The program provided clear expectations regarding my role as a student in identifying and securing a practicum/internship site.				
The program provided clear information about the process for accessing, completing, and submitting all practicum/internship related documentation.				
I am comfortable with the level of support and guidance I received from faculty during my practicum and internship experience.				
I was provided the opportunity to effectively evaluate my practicum/internship site supervisor(s), practicum/internship site(s), and practicum/internship site course instructor/faculty supervisor each semester.				

In the space below, please provide additional information you feel could be helpful concerning the program's practicum/internship placement process.