



TEXAS TECH UNIVERSITY

College of Education™

## Counselor Education

*CLINICAL MENTAL HEALTH COUNSELING*

*MED Student*

*FIELD EXPERIENCES HANDBOOK*

**2023-2024**

Texas Tech University  
College of Education  
Counselor Education Program  
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## Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology, Leadership and Counseling (EPLC) in the College of Education (COE) at Texas Tech University. The program was established to prepare professional counselors at the master's (MEd) and doctoral (PhD) levels. The master's-level program in counselor education offers two counseling tracks, School Counseling and Clinical Mental Health Counseling. The doctoral level (PhD) has one track, a basic counselor education program. The degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Mission

The Counselor Education Program was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques and who can implement counseling theories into successful counseling practice, who are committed to respecting diversity among all people, and who ascribe to the highest of ethical standards and practice.

## Program Objectives

Program objectives represent a map or plan for meeting learning outcomes of a program. Specifically, the Counselor Education Program's Objectives were developed to communicate the desired learning activities of the program. Further, the objectives were developed based on feedback about the program from students, graduates, site supervisors, advisory board members, and employers. Using themes from the data, the faculty developed the program objectives and agreed upon them. The objectives are required by the program's national accreditation agency CACREP (Council for the Accreditation for Counseling and Related Educational Programs).

1. To support students in establishing a firm professional counseling/counselor education identity
2. To foster professional and personal growth in counseling students
3. To create ethically responsible counselors
4. To encourage counselors-in-training to contribute to the profession in a unique and specialized manner
5. To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities

The following table titled Program Objectives Systematic Evaluation provides an overview of the program objectives and specific measures that evaluate the objectives. Specifically, the five program objectives are listed in the left column and the measures to evaluate the objectives are listed in the columns adjacent to the objectives.

- [Program Objectives Systematic Evaluation Table](#)

## The Model

At the master's level, the outcome for the graduates is that they will successfully develop and implement a Treatment Plan (Clinical Mental Health Counseling) and understand and implement the ASCA National Model (School Counseling). At the PhD level, the outcome for the graduates is that they can develop and implement an Advocacy and Social Justice Leadership Plan. This model complements the College of Education theme, Leading a Revolution in American Education, for inherent in this theme is the concept

of change in the preparation of educators. Similarly, inherent in the Counselor Education mission is the intent to target higher order outcomes to involve change that will enhance the employability and success of the graduates when they enter their careers as professional counselors.

### **Trademark Outcomes**

The Counselor Education faculty identified the following Trademark Outcomes for the MEd programs:

For Clinical Mental Health Counseling, the Trademark Outcome is:

- *Create, implement, and evaluate the impact of treatment plans and programs to serve the needs of clients, communities, and agencies where our graduates are employed.*

For School Counseling, the Trademark Outcome is:

- *Implement current field based and legislative issues impacting school counselors including HB5 and the ASCA National Model, a model whereby school counselors create, implement, and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.*

The Counselor Education faculty identified the following Trademark Outcome for the PhD program:

For the PhD, the Trademark Outcome is:

- *Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

## **Important Student Information**

### **Impairment**

According to the *American Counseling Association Code of Ethics* (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g, F.5.b, and F.8.d). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counselor Education program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Counselor Education program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of “clean” time. While the student is in treatment, the student’s therapist must report on the student’s progress at specified times.

### **Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is

regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

### **Handicapping Conditions/ADA Compliance**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

### **Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university's policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University's policy on violence and sexual harassment can be found in OP 40.03.

## **Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>.

## **Ethics and Professional Development**

The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, students and supervisees must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

## **Classroom Civility**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

- *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
- *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
- *Creativity and Innovation* – A working and learning environment that encourages active participation.
- *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.

- *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
- *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
- *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
- *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806-742-5433.

As students in the Counseling programs and future counselors, we would hope that any conflicts or miscommunications between students or between students and faculty will be handled by open and honest communication between the individuals involved. However, if this is not possible, the University has recourse through the Office of Student Conduct as listed below:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

Further, to report harassment, threatened aggression (non-emergency) or other behaviors related to deprivation of your rights, please report your concerns to the TTU Office of Student Conduct at the following email address: [http://www.depts.ttu.edu/studentconduct/conductcode.php](mailto:http://www.depts.ttu.edu/studentconduct/conductcode.php). You can file reports to this office anonymously. You can also file reports of this nature with TTU Office of Student Responsibilities by calling 806-742- 2405.

### **Affirmative Action**

The Counselor Education Program faculty support and endorse the policies/procedures from the Affirmative Action Office at Texas Tech University. A copy of the policy is available from the Affirmative Action Office in West Hall, Room 242.

### **Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least

one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

### **Professional Associations**

Students are encouraged to seek membership in the American Counseling Association and its divisions. The benefits of student membership are many, while the student membership fee is low. For more information, call 1-800-347-6647 ext. 222 or visit [www.counseling.org](http://www.counseling.org). We also encourage students to be members of the Texas Counseling Association and the West Texas Counseling Association.

Chi Sigma Iota is the national counseling honor society. Students may apply for membership in Chi Sigma Iota if the following criteria are met: the student must be admitted to the Counselor Education program; the student must be in good standing and cannot have remediation or probationary status; the student must maintain a minimum GPA of 3.5; and the student must have completed a minimum of 12 hours of graduate counseling credits. For more information, see [www.csi-net.org](http://www.csi-net.org) or Dr. Charles Crews (806-834-4149), faculty advisor.



## Section 1: Checklist for Applying and Preparing for Practicum and Internship in Counseling

*Be sure you complete all of the following steps:*

- \_\_\_\_\_ 1. Obtain the *Clinical Mental Health Counseling Field Experience Handbook* (Counselor Education/Clinical Webpage, [www.educ.ttu.edu/epce](http://www.educ.ttu.edu/epce)).
- \_\_\_\_\_ 2. Thoroughly read all the materials in this *Handbook*.
- \_\_\_\_\_ 3. Complete the Self-Inventory included in this *Handbook* on page 25. This inventory will assist you in the interview process and in how to select a site.
- \_\_\_\_\_ 4. Make an appointment with the Clinical Coordinator, Dr. Annette Tommerdahl ([atommerd@ttu.edu](mailto:atommerd@ttu.edu)), if you have questions about practicum or internship placement.
- \_\_\_\_\_ 5. Practicum Students must either select a pre-approved clinical site, or obtain approval for a new clinical site the semester before Practicum.
- \_\_\_\_\_ 6. Consult with Dr. Tommerdahl regarding the suitability of a site for Practicum and Internship. Remember, a site must have a licensed site supervisor (LPC, LCSW, MFT, MD, or licensed psychologist) willing to work with you as a supervisor.
- \_\_\_\_\_ 7. Identify approximately three sites, to interview for possible internship placement.
- \_\_\_\_\_ 8. Once you have selected three clinical sites which interest you, please call each of the sites to make appointments for an interview at each site.
- \_\_\_\_\_ 9. Once you have identified a site or sites at which you are planning to obtain clinical hours, contact the Clinical Coordinator, Dr. Annette Tommerdahl ([atommerd@ttu.edu](mailto:atommerd@ttu.edu)) to inform her that you have been offered a clinical site as the result of an interview.
- \_\_\_\_\_ 10. Obtain liability insurance (See Section 2.H). A copy of insurance must be included in the paperwork you turn in for practicum/internship. **You must have personal liability insurance before you enroll in practicum or internship.**
- \_\_\_\_\_ 11. All students enrolling in clinical courses (EPCE 5360 or EPCE 5094) must complete and submit a reservation form at least one semester prior to enrollment in the course. **All students wishing to enroll in EPCE 5360 or EPCE 5094 must be admitted to the Counselor Education Program and have completed all prerequisite and co-requisite coursework.** The reservation form must be submitted to Dr. L.J. Gould (806-834-4224) before you may register for practicum or internship.
- \_\_\_\_\_ 12. All students should sign the Statement of Understanding on page 88 of this *Handbook*. Each student should then make a copy of this attestation and submit the original, along with their reservation form and proof of counseling liability insurance to Dr. Gould (Room 216). You may leave the attestation in Dr. Gould's mailbox by taking them to the COE mailroom (1<sup>st</sup> Floor).

Please note you can register for practicum or internship online. Students are given permission to register on a first come, first enrollment basis depending on the day/time that the Reservation Form was submitted. As per CACREP standards, a maximum number of students are permitted to enroll in each

class. Therefore, students must complete the Reservation Form early (one semester) as classes fill quickly.

Clinical Coordinator     Dr. Annette Tommerdahl  
[atommerd@ttu.edu](mailto:atommerd@ttu.edu)

For office hours, contact:  
Dr. L.J. Gould  
(806) 834-4224

**\*NOTE: SOME INTERNSHIP SITES REQUIRE APPLICATIONS, CRIMINAL BACKGROUND CHECKS AND/OR TRAINING 3-4 MONTHS IN ADVANCE OF THE BEGINNING OF PRACTICUM/INTERNSHIP.**

## Section 2: Application Guidelines for Counselor Education Practicum and Internship

These Guidelines apply to all TTU students enrolled in the MEd program in the Clinical Mental Health Counseling Program in Counselor Education. Separate Handbooks are available for the School Counseling and PhD in Counselor Education programs.

**Counselor Education students, especially those enrolled in practicum or first internship, should carefully read and follow the guidelines described herein. Failure to follow these guidelines may result in delays in enrolling for practicum/internship and/or a less than satisfactory practicum/internship experience.**

### *Preparation Steps:*

Students should begin to make preparations for their first practicum approximately **six (6) months** before the semester in which they plan to enroll. Preparations include the following:

- A. Obtain a copy of the ***Clinical Mental Health Counseling Field Experiences Handbook*** (obtain this Handbook from the clinical website). Review and become familiar with the information in the Handbook.
- B. Fill out the appropriate **Counseling Practicum and Internship Reservation Form** and return it to Dr. L.J. Gould (806-834-4224) six (6) months before beginning your first practicum/internship. A reservation form is included with this Handbook. If you have questions, please make an appointment with the Clinical Coordinator (Dr. Tommerdahl).
- C. All students are required to complete Distance Counseling training prior to beginning the clinical course rotation.
- D. Consult with Dr. Tommerdahl about an appropriate site for internship. Do not sign a contract at a site without the approval of Dr. Tommerdahl as Clinical Coordinator.
- E. Complete the ***Self-Inventory for Practicum/Internship***. This form, (see page 21 of this *Handbook*) is provided for the student's self-review. Students should complete the form before seeking a field site.
- F. If your site is new or if your supervisor is new, confirm clinical approval status with the Clinical Coordinator (Dr. Tommerdahl). All internship sites and site supervisors must be approved by the Clinical Coordinator prior to beginning of the internship class.
- G. Attend the **mandatory** Counselor Education **Clinical Orientation** session held on campus in the fall or spring semester prior to your enrolling in practicum.
- H. Obtain Counselor Professional Liability Insurance with **occurrence coverage**. You may obtain liability insurance from an insurance company endorsed by a counseling association. This insurance must be obtained at least **three (3) months** before beginning your practicum/internship. You cannot begin your practicum/internship without this insurance. *Submit proof of insurance to Dr. Gould.*

Liability insurance may be obtained from:

Health Providers Service Organization (HPSO) at 1-800-982-9491

CPH & Associates at 1-800-875-1911

Texas Counseling Association at 1-800-580-8144

Information about other providers and coverage is available from the Texas Department of Insurance at 1-800-252-3439

Please note: You should have your own policy rather than depending on coverage from your workplace.

- I. Registration: Students register for EPCE 5360, Practicum in Counseling, for their first clinical experience. For their next two clinical experiences, students register for EPCE 5094, Counseling Internship (six semester hours total, divided into a minimum of two 3-semester hour courses taken over a minimum of two semesters). **Students cannot enroll in more than three (3) hours of practicum or internship each semester (including summer).**
- J. Enrollment: Student majoring in School Counseling must complete 1 practicum and 2 internship classes in a school and be supervised a minimum of one hour each week by a certified school counselor with a minimum of two years school counseling experience. Please note that students enrolling in internships during the summer must spend 10 weeks (usually May 1 – July 21) in a school site and be supervised weekly by a certified school counselor.
- K. Enrollment: Students majoring in Clinical Mental Health Counseling must complete one (1) practicum and two (2) internship classes in a clinical mental health counseling setting. The student must be supervised by an approved site supervisor with an LPC (or equivalent degree such as MFT, LCSW, MD, licensed psychologist) and two years of experience.
- L. Enrollment: Students completing a dual major (Clinical Mental Health Counseling and School Counseling) must complete two (2) practica classes and four (4) internship classes in accordance with the procedures described in items I and J. Also, the student must complete all courses required in both tracks (typically, this means an extra 15 semester hours of coursework).

### Section 3: Practicum/Internship Reservations Forms

The reservation forms for the Clinical Mental Health Counseling practicum and internship courses are provided in Appendix A of this Handbook. The reservation forms may also be downloaded from the website. Please complete the appropriate reservation form and return it to Dr. L.J. Gould (Room 216) **one semester** before beginning your first practicum/internship. Fill out **one** form for each semester you plan to enroll in a clinical course.

## Section 4: Field Site Guidelines for Counselor Intern and Practicum Students

### Obtaining a Field Site

The Clinical Coordinator and the Counselor Education faculty will assist prospective counseling interns in obtaining potential internship sites by providing information about approved sites and discussing questions about potential sites. All sites and Site Supervisors must adhere to and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, all sites and all Site Supervisors must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

It is the faculty's policy that students are responsible for finding practicum and internship sites that meet their needs and interests in training. It is the student's responsibility to select their sites and to schedule interviews for potential practicum or internship site placement. It is the student's responsibility to contact the Counselor Education faculty or Clinical Coordinator for assistance as needed. Students may request that the Clinical Coordinator make a follow-up contact, (if necessary) in obtaining a new site for an internship. If the student has been unable to obtain a field site after several interviews, he or she should contact the Clinical Coordinator for further assistance.

**Please note that internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock and the Lubbock area must be reviewed individually and must be approved by the Counselor Education faculty at least one semester prior to enrollment in internship. Sites in Texas outside the 60-mile area may be considered on a case by case basis by the Counselor Education faculty. To be considered for an internship outside the 60-mile radius of Lubbock, students must submit the following application materials to Dr. Tommerdahl at [atommerd@ttu.edu](mailto:atommerd@ttu.edu) one semester prior to enrollment in internship for approval by the faculty. Please note that this is for internship sites only – practicum sites must be in Lubbock or within a 60-mile radius of Lubbock.**

### Clinical Site for Internship In-State Distance Policy

#### Application

- Satisfactory Score on Student Dispositions
- Essay Responses-
  1. What is the reason you are seeking a clinical site for your internship?
  2. What challenges do you anticipate occurring through completing your hours through distance and how will you overcome those challenges?
  3. What skills do you possess to make you eligible for a distance counseling internship?
  4. How would this benefit you?
  5. Describe your extenuating circumstances.
- A GPA of 3.0 is required
- Rating from Techniques and Practicum professors that they are ready to complete internship at a distance
- Professional Organizations
- References- Professional References Outside of the Counselor Education Program
- Proof of Liability Insurance
- Complete the Site Supervisor Information Collection Form
- Complete the Practicum/Internship Agreement

- Complete the Agreement Between Internship
- Complete the Supervisor Internships Student Counselor Form
- Submit a Clinical Site Approval Form
- Require supervision from a doctoral student who is enrolled in internship and supervised by faculty teaching EPCE 5094 & EPCE 6094- require a letter or form from the doctoral student

### **Approve Conditionally**

- Requiring Site Supervisor's Evaluations score of 4 or above
- Students will be required to attend classes in person
- Site has been approved

Prospective counselor interns and practicum students should complete the following steps in obtaining a field site:

#### **A. Identify three sites where you wish to interview for a field site placement.**

If you have information about a potential field site, please contact the Clinical Coordinator (Dr. Tommerdahl) about the procedures for contacting the site. Additional directions for obtaining a field site are given in this *Handbook* in the section titled *Field Site Guidelines for Counseling Interns*. All practicum and internship classes require enrollment and class attendance at Texas Tech. (Techniques, Practicum and Internship are three of the courses that may not be transferred from another school to TTU.)

To be eligible to be a Site Supervisor, the Site Supervisor must have a master's degree in counseling or a closely related field, the appropriate license, and a minimum of two years of (post-master's) professional counseling experience and be available to supervise the intern or practicum student a minimum of one hour/week. All sites and Site Supervisors are required to adhere to and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, all sites and all Site Supervisors must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies. The Site Supervisor cannot be a friend, family member or current EPCE student.

#### **B. Interviews**

Make appointments for interviews with the appropriate contact persons at the counseling sites you selected in Step A. General instructions for the interview are:

- (1) Be prepared to talk about your preparation for participation in internship. For example, provide a list of courses that you have completed or are in the process of completing. Describe any counseling or related experiences you have had. It is strongly suggested that you prepare a resume or vita listing your academic preparation as well as other pertinent information about yourself. Remember that this is a professional interview, and you should present yourself accordingly.
- (2) Before attending the interview, please read and become familiar with all of the information in this *Handbook*. Please note that when you visit with the Site Supervisor, you should inform the Site Supervisor that you need to be able to participate (under supervision) in a variety of direct counseling (individual, group, family) and indirect

counseling experiences (staffing, in-service, workshops, intakes, interviews, assessments, treatment planning etc.) as appropriate to your training and the site's needs.

You should also inform the site supervisor that Practicum (EPCE 5360) requires that you obtain a total of 100 hours at the site during the semester. **Please note that these hours must be accumulated evenly throughout the semester, and cannot, therefore, be obtained in one month.** From the total 100 hours, a total of **40 hours** must be obtained in direct counseling with clients. The remaining **60 hours** may be obtained from indirect counseling (staffing, intakes, etc.) or from direct counseling. **Ten (10) hours of group counseling are required for practicum.** In order to obtain your 100 hours at the site, you will need to spend at least 9 – 10 hours per week at the site, with 3 – 4 hours each week obtained in direct counseling with your clients.

Internship (EPCE 5094) requires that you spend 300 hours at the site each semester for a total of 600 hours. **Please note that these hours must be accumulated evenly throughout the semester, and cannot be obtained in one or two months.** From the total 300 hours, **120 hours** must be obtained in direct counseling with clients. The remaining **180 hours** may be obtained in indirect or direct counseling. In order to obtain the 300 hours, you will need to be at the internship site 24 – 26 hours each week with 10 – 12 hours each week being spent in direct counseling with your clients.

Both practicum and internship classes require that in addition to class work/class supervision at the university, you must meet a minimum of one hour of regularly scheduled supervision with your Site Supervisor each week.

- C. You may receive, and tentatively accept, an internship appointment at the time of your interview or the Site Supervisor may give you a specific time when he or she will get back to you. Otherwise, you should wait about a week to hear from the Site Supervisor, and then you might call the Site Supervisor to see if a decision has been made.
- D. After you have received oral confirmation from the contact person at the field site, you should give this information to your university supervisor (faculty). The university supervisor (faculty) will then contact the Site Supervisor and make arrangements for a formal, written confirmation of your field site placement. Be sure that you and the Site Supervisor have agreed on the beginning date for your practicum or internship. Some sites require preliminary training two to three weeks before the semester begins. Also, many sites require a criminal background check which may take up to four weeks. Please note that decisions made from information gathered in a criminal background search are made by the site (not TTU or the Counselor Education Program).
- E. If you have questions, concerns, or difficulties anytime during the above process, be sure to contact your assigned university instructor or the Clinical Coordinator for advice and assistance.
- F. During the practicum/internship experience at your site, your Site Supervisor has supervisory and administrative responsibility for field site activities. Your university faculty instructor will stay in phone contact with your field Site Supervisor as necessary. The faculty instructor will not generally visit your site during your internship (unless this is necessary or desirable) or unless the field site supervisor or you request a visit. At the middle and end of the semester, the field site supervisor will complete an evaluation form on your practicum/internship activities. You will also evaluate your own work, the supervisor's work, the instructor, and the site.
- G. If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during your practicum/internship experience, you should inform your university instructor (faculty)

immediately. It is the responsibility of the university instructor to work with you and the field site supervisor to properly handle and resolve any special problems or concerns.

- H. At the beginning of the semester in which you are enrolled in internship, the faculty instructor will give you more specific guidelines about the extent to which you are expected to discuss field site issues during on-campus group and individual supervision.

**NOTE:** The maximum number of internship hours that may be enrolled in during a semester is three (3) hours. The CACREP standards also require that field experiences extend over a minimum of three (3) semesters, which for TTU Counselor Education includes one (1) semester of practicum and two (2) semesters of internship. You cannot enroll in six (6) hours of internship during one semester (fall, spring, summer); nor can you enroll in practicum and internship in the same semester.



## Section 5: Clinical Supervision Guidelines for Site Supervisors

### Introduction

These guidelines are designed for Site Supervisors who agree to provide clinical supervision to counseling students in the master's and doctoral programs in Counselor Education at Texas Tech University. The guidelines briefly describe the training/educational objectives of the practicum and internship classes and the roles and responsibilities of Site Supervisors in helping students achieve these objectives.

All sites and all Site Supervisors are required to adhere to and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, all sites and all Site Supervisors must adhere to and endorse the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

A DVD has been developed to give an overview of the role/activities/responsibilities of the Site Supervisors. All Site Supervisors are expected to view the DVD. Site Supervisors may request a DVD be provided by their student(s) or may view the information online at <https://mediacast.ttu.edu/Mediasite/Catalog/catalogs/counselor-education>.

### General Structure of Practicum/Internship

Texas Tech University's Counselor Education Program requires all candidates for the master's degree in Clinical Mental Health Counseling to complete a supervised counseling practicum and internship experience. At the master's level, the requirement is a supervised three (3) semester sequence of practicum (semester 1) and internship (semesters 2 and 3). The first semester begins with a 100 hour practicum (EPCE 5360) in which practicum students are expected to gain initial experiential familiarity with counseling responsibilities, primarily by way of observation and counseling practice, guided learning of site practices and procedures, and guided participation in site activities. The second semester constitutes the beginning of the internship (EPCE 5094) and requires 300 hours of supervised counseling and related responsibilities with clients. The third semester is a continuation of the counseling internship and involves 300 hours of supervised counseling and related activities.

### Minimum Counseling, Clinical and Supervisory Requirements

1. Practicum students must have direct counseling experiences with a minimum of three or four clients each week, where issues are primarily adjustment reactions and mild clinical symptoms.

**NOTE:** Approximately the first three weeks of the practicum student's first semester is an initial clinical experience during which time the student is participating primarily by way of observation. Thereafter, the student should be given supervised responsibility for counseling activities.

2. Internship students must have counseling experiences with clients approximately 24 – 26 hours per week in a mental health counseling setting/agency for a total of 120 direct hours and 180 indirect hours.
3. Both internship and practicum students must have the opportunity to provide on-going counseling with three to four clients over several sessions. Students should not be restricted to only intake interviews, but instead, they should have the opportunity to engage in the full range of counseling activities that the field site offers to clients.

4. In addition to the above minimum expectations, the intern should be given as much opportunity as possible for substantial counseling and counseling-related activities.
5. All practicum and internship students must receive at least one hour per week of individual supervision from a licensed counselor or other mental health professional and one and one-half hours of group supervision at the university. Practicum students must spend an additional one hour per week in supervision with the university faculty or a doctoral-level counseling student (see Supervisor's Role, below).
6. Specific required experiences for school counseling interns seeking the Texas LPC:
  - A. A minimum of 100 hours in practicum in a school and a minimum of 100 hours in a clinical mental health counseling setting (200 hours total, 100 hours at each agency and school site).
  - B. A minimum of 600 hours of internship must be completed in a school setting over a minimum of two semesters.
  - C. A minimum of 600 hours of internship must be completed in a clinical mental health counseling agency/setting.

### **Goal and Objectives of the Supervised Clinical Practice in Counseling**

In addition to supplementing and enriching classroom experiences, the supervised clinical experience is a method of training characterized by "doing." These experiences introduce and engage the counselor trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

At the master's level, TTU offers counseling programs in Clinical Mental Health Counseling and School Counseling. Students enrolled in practicum and internship are placed in clinical mental health counseling (mental health/human service) agencies, schools (public/private) or university settings based on their program concentration.

#### *Goal*

The goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day-to-day work schedule under the close supervision of an approved Site Supervisor who can assist the student in refining professional skills, according to their level of development. For practicum and internship students, this goal is focused on entry-level professional competencies. A very significant factor in the success or failure of an intern's clinical experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth. The clinical experience emphasizes the importance of:

- 1) working with actual cases to provide better understanding of services and professional conduct; and
- 2) training that remains educational in purpose, but is, by agency or institutional standards, productive.

Thus, through the joint efforts of the University Faculty, the counselor trainee, and the Site Supervisor, the trainee is supported in becoming a knowledgeable, skilled, and successful professional counselor.

(NOTE: the term “agency” is used generically throughout this *Handbook* to refer to all types of human service agencies, Clinical Mental Health and private practice agencies, and corporate and government-based counseling services.)

### *Objectives*

The type of professional skill refinement the faculty hopes to observe in the trainee is suggested in the following objectives.

The intern/practicum-trainee will demonstrate:

1. clinical/counseling orientation and task competencies.
2. essential professional identity and ethical code competencies
3. interviewing and counseling (theory and practice) competencies.
4. assessment and appraisal skills.
5. essential vocational evaluation and adjustment competencies.
6. essential knowledge in the preparation and implementation of treatment plans.
7. essential case management competencies including knowledge of available references and resources.
8. consultation, administration, leadership, and psychoeducational competencies in accordance with the student’s program emphasis and field site placement.
9. understanding of diversity issues and their importance to successful counselors.
10. adherence of the ethical standards and codes of ethics competencies (e.g., ACA)

### **Roles and Responsibilities**

Site Supervisors are responsible for having knowledge of the goals and philosophies of the counseling profession and being supportive of these in their interaction with students. Since each student differs in personal and educational readiness and since each agency differs in its purpose, scope, and function, a uniform program of activity applicable to all field settings and all students cannot be outlined. However, the Site Supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the student. The Site Supervisor must provide at least one (1) hour each week of individual supervision. The content and process of the agency supervision is determined on an individual basis between the student and site supervisor. University supervision will also be provided during the weekly meetings. Practicum students will receive individual supervision.

The Counselor Education program requires that the overall sequence of supervised clinical experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation. For master’s practicum students enrolled in practicum (that is, those in their **first** semester of clinical experience), activities should begin with orientation and observation. For students enrolled in internship, (those in their second or third semester of clinical experience), the majority of experiences should be in counseling participation. These categories of experiences no doubt will overlap.

The following activities, listed according to phase, are suggestions for the Site Supervisor who is planning the student’s program. The organization of each specific field setting and the past experience and knowledge of the supervisor in training students may alter the procedures.

#### **A. Orientation**

1. Physical Facilities (Tour of physical plant)
  - a. Counseling, clinical, guidance facilities

- b. Files: charts, case folders, records, etc.
  - c. Supply room: supplies, equipment, forms, etc.
  - d. Reference/material: library, manuals, technical dictionaries, occupational information, vocational testing materials, etc.
- 2. Agency Functions and Services
  - a. History of agency
  - b. Support or income structure
  - c. Overview of services
  - d. Administrative organization
  - e. Acceptance or admission policy
  - f. Referral sources
  - g. Client population
  - h. Reporting and statistical procedures
  - i. Policy regarding confidentiality
- 3. Agency Routines and Office Regulations
  - a. Hours of work
  - b. Lunch times
  - c. "Breaks"
  - d. Holidays
  - e. Use of the telephone
  - f. Use of equipment and clerical personnel
  - g. Travel expenses
  - h. Signing in and out
  - i. Agency report schedules and their significance in agency administration
- 4. Staff (Introduction to)
  - a. Managerial
  - b. Professional
  - c. Clerical
  - d. Personal interviews with administrator and department heads
- 5. Clients
 

Site Supervisor may select several typical cases, current or closed, for study or analysis, as illustrations of agency function, clients served, and the counselor role
- B. Observation
  - 1. Interviewing
    - a. Intake or screening interviews
    - b. Counseling/therapy interviews
    - c. Interviewing involving clients differing as to disability, background, etc.
  - 2. Procedures Involved in Assessment, Appraisal, and Diagnostic Testing
    - a. Medical
    - b. Psychological
    - c. Educational
    - d. Career
    - e. Social
  - 3. Inter- and Intra-agency Case Conferences

4. Staff Meetings
  - a. Administrative
  - b. In-service training
5. Medical, Psychiatric, Psychological, Educational, and Social Work Consultations
6. Case Recording and Record-Keeping
7. Counselor “Field” Rounds (Provision of service)
  - a. Classroom visits
  - b. Community resources
  - c. State employment services
  - d. Rehabilitation centers
  - e. Workshops, etc.
8. Managerial and Consultation Activities as they are appropriate to the intern’s program emphasis and the nature of the field site.

C. Participation

1. With Clients
  - a. Interview: screening, intake, counseling and planning
  - b. Counseling: individual, group, and family
  - c. Assessment and Appraisal
  - d. Psychoeducational or Developmental Guidance interventions
  - e. Follow-up
2. With Facilitating Personnel and Agencies
  - a. Individual consultation with other professional personnel
  - b. Intra-agency team conference
  - c. Inter-agency team conference
  - d. Managerial, consultation, and leadership activities
3. Criteria for Client Case Selection
  - a. It is the faculty’s belief that cases of adjustment reactions and mild disorders are best for practicum students. Cases that are typically representative of those carried or served by the agency are appropriate for interns.
  - b. It might be best to select cases with a minimal number of reality limitations (transportation problems, limited time available for appointments, reluctance to come on the part of the client, etc.) so that students can accrue experience on a consistent basis.
  - c. In the clinical setting, the student should be involved in both new and on-going client relationships. The EPCE faculty encourages clinical students to have a diversity of clinical experiences in practicum and internship; thus, students should counsel with clients throughout the span of the counseling relationship, including intake and assessment, counseling, termination and aftercare. It should be noted that student’s clinical experiences should not be predominately comprised of assessment and intake.
  - d. The cases selected need to have some prospect for change or movement so that the student experiences some degree of success.
  - e. It would be best if the nature of the problem is such that the student and client can work through to the solution and develop a plan of action.

- f. As the student gains self-confidence and skill, increasingly complex cases can be assigned.
- g. Case selection may be based upon the supervisor's judgment to facilitate student learning.
- h. The student should always, in supervision, inform the site supervisor and the university clinical supervisor if they feel overwhelmed in a therapeutic setting or with a particular client situation.

#### D. Student's Role

Students should arrange their work schedule to conform to agency and university requirements with precedence being given to attendance at university classes in which students are enrolled. Agency policy regarding dress, time of arrival and departure, confidentiality of information, holiday and "coffee break" time, notification in case of illness, etc. should be followed. While students are not required to be at the agency during official university vacation periods (e.g., winter and spring breaks), this **must** be discussed in advance with the Site Supervisor so that the supervisor is aware that students are available during the university schedule and are not expected to work during university holidays.

Students are expected to engage in all of the activities normally engaged in by the agency's staff and counselors, at a level commensurate with their experience and responsibility. Although Clinical Mental Health agency personnel retains ultimate responsibility for case disposition, interns should be encouraged to exercise independent judgment as often as possible.

#### E. Supervisor's Role

Supervised clinical experience is most effective for the student and the agency if the agency appoints a qualified and interested staff counselor/supervisor to supervise the student's counseling and provide general guidance. It is the counselor in the agency who has the history and understanding of the agency's policies. For example, a supervisor would be beneficial to the student in helping to explore general reactions to the various roles a counselor is asked to assume and to follow agency policies and procedures, in discussing present and new cases, and in adjusting to developments in the counseling profession. The student interns need a one hour weekly supervision session scheduled each week for supervisor-student consultation. Additionally, the supervisor should be available to the student at other times for less formal assistance. The supervisor, as a representative and advocate for the agency and the counseling profession, can help the student find a series of experiences that would be instructive to the counselor. The supervisor may use the student's performance in these activities as an objective basis by which to evaluate the student at the end of the semester. Supervisors must take time to discuss the most current versions of ACA Code of Ethics, the Texas LPC Code of Ethics, and the ethical codes of all ACA divisions. Additionally, supervisors must discuss the most current versions of the ACA Multicultural and Social Justice Counseling Competencies and the ACA Advocacy Competencies.

#### F. University Role

In addition to the practicum/intern student's field site, the student also spends time each week in individual supervision with the university supervisor or doctoral student and in **group supervision** during the class session. The university delegates supervisory and administrative responsibility for field site activities to the Site Supervisor. The university faculty instructor for the practicum/internship will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty instructor will not generally visit the field site during the internship, unless

this is necessary or desirable, or the Site Supervisor or intern requests a visit. At the middle and end of the semester, the Site Supervisor will complete an evaluation form on internship activities. (Copies of this form are on the website and the student is responsible for providing these forms to the field Site Supervisors at the beginning and end of the semester.)

As mentioned above, the university provides regular individual and group supervisory sessions at which students are expected to present and discuss cases. The agency is asked to authorize, with written client permission, the use of type scripts of field site counseling sessions for on-campus supervision. The group supervision sessions are in the format of a 1-1/2 hour per week group supervision seminar that is taught throughout the semester. Site Supervisors are welcome to attend the on-campus group supervisory meetings, especially when their supervisee is presenting agency cases for discussion. While course guidelines may vary depending on the faculty member teaching the course, the overall objectives are basically the same for all sections of practicum/internship.

#### G. Special Problems

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the Site Supervisor should contact the university practicum/internship faculty instructor immediately as warranted by the nature of the problem. It is the responsibility of the university faculty instructor to work with the field site supervisor and the practicum/internship student to resolve any special problems or concerns.

#### H. Summary

The practicum/internship experience is considered a vital part of the academic programs in Counselor Education at Texas Tech University. It offers the opportunity to implement theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession. The Counselor Education Program faculty are very grateful for the professional service that Site Supervisors provide to counseling practicum/internship students in this critical phase of their professional education and training.

## Section 6: Summary of Field Site Requirements

Prospective practicum/internship students may use this summary as a quick information guide in their interview with a Site Supervisor. This summary represents only an excerpt of all requirements and guidelines which students should be sure to read thoroughly.

Although not required, students enrolled in internship should consider counseling at one site for both semesters of their internship. This enables the student to eventually work as a regular staff member and develop ongoing client contact. The specific requirements are as follows:

1. After adequate orientation and training, students should be involved in the full range of counseling activities and services offered by the site. The university recognizes that the service will vary depending on the philosophy and goals of the site and the clients served. Typically, these services include:
  - a. Individual counseling
  - b. Group counseling
  - c. Career development
  - d. Appraisal and assessment
  - e. Information dissemination
  - f. Staff meetings
  - g. In-service training
  - h. Consulting
  - i. Referral
  - j. Program development and evaluation
  - k. Maintaining records
  - i. Developing and implementing treatment plans
2. During the semester that the student is enrolled in practicum, the student must spend at least 100 hours in practicum experiences. This includes time spent at the site and time spent at the university individual supervision sessions. From the 100 hours, a minimum of 40 hours must be spent in direct counseling.
3. During the two semesters of enrollment in internship, students must spend a minimum of 300 hours at the internship site each semester. This includes time spent at the site (24-26 hours per week) and time spent in the classroom seminar and supervision sessions. Interns are also expected to see a minimum of eight (8) clients per week. From the total of 300 hours required for internship each semester, a minimum of 120 hours must be spent in direct counseling.
4. After obtaining the client's written permission, students must tape their counseling sessions. Transcripts of these site tapes may be used for supervision at the university, and the transcripts/tapes should be helpful for the Site Supervisor. A consent to record must be included in the client's file.
5. All students must receive at least one hour per week in individual supervision with their Site Supervisor. The Site Supervisor must have at least a master's degree in counseling or a related field (psychology, social work), an appropriate license or certification, and at least two years professional counseling experience.
6. The Site Supervisor must complete an evaluation of the student counseling skills at the middle and at the end of each semester.



7. At the end of the semester, the student evaluates (1) the Site Supervisor, (2) university supervisor, and (3) the site.
8. The university faculty member will stay in phone contact with the Site Supervisor as necessary and desirable. The faculty member may visit the site during the semester to discuss the student's progress.
9. Students will maintain a log that outlines all practicum and internship activities (see Section 8, Student Record Forms). The Site Supervisor will review and sign the log during the semester to verify that the log is accurate.
10. In addition to the on-site activities, students meet weekly in class on campus under the supervision of a university faculty member where cases are discussed and tapes are reviewed. Practicum students also receive individual supervision from the university faculty member or an advanced doctoral student. Specific requirements are outlined each semester in the course syllabus.

## Section 7: Self-Inventory for Practicum/Internship Site Selection

**Directions:** Prior to enrolling in practicum or internship, students are asked to complete this self-inventory.

1. My long term career goal is:
2. My area of special interest is:
3. The client who I would most like to work with is:
4. The client who I would least like to work with is:
5. I feel most qualified/skilled to work with:
6. I feel least qualified/skilled to work with:
7. An area of competence I would like to enhance or develop is:
8. My ideal site supervisor would have the following characteristics:

9. I feel most comfortable in a working environment with the following characteristics:
10. I have had the following professional or volunteer experience and/or course work related to counseling:
11. My personal areas of strength and weakness which should be considered in the site selection process include:
- Strengths:
- Areas for improvement:
12. My ideal counseling internship would be a(n) \_\_\_\_\_  
agency performing \_\_\_\_\_ duties with  
\_\_\_\_\_ (type of population).

## Section 8: Student Record Forms

The forms for Practicum and Internship are in the appendices of this handbook. Some of the forms listed below can be downloaded at [www.educ.ttu.edu/epce](http://www.educ.ttu.edu/epce) along with this *Handbook*.

The Appendices contain the following forms:

- Appendix A    Reservation Forms for Practicum and Internship**
  - Master's Practicum in Clinical Mental Health Counseling
  - Master's Internship in Counseling
  - Background Check Authorization Form
  - Clinical Site Approval Form (for new sites)
  
- Appendix B    Practicum/Internship Agreement Forms**
  - Supervisor/Student Counselor Agreement
  - Practicum/Internship Agreement
  - Site Supervisor Information Collection Form
  - Record of Contact Form
  
- Appendix C    Evaluation Forms**
  - Evaluation Forms Description
  - Student Intern Evaluation
  - Site Supervisor Evaluation
  - Counseling Site Evaluation
  - Evaluation of Treatment Planning
  - Supervisor Affidavit
  
- Appendix D    Practicum/Internship Hours Forms**
  - Practicum Student Record
  - Internship Student Record
  - Practicum/Internship Cumulative Log Sheet
  - Practicum Log
  - Internship Log
  
- Appendix E    Practicum/Internship Typescript Forms**
  - Front Sheet
  - Internship Tape Evaluation
  - Counselor-in-Training Feedback Form
  - Interview Record Form
  - Skill Hierarchy Frequency Sheet
  - Release Statement
  - Counseling Hierarchy
  
- Appendix F    Additional Helpful Information**
  - Dr. Bradley's "Counseling Skills" Review
  - Counselor Effectiveness Rating Form
  - Brief Treatment Plan

# Appendix A

## **Reservation Forms for Practicum and Internship**

**EPCE 5360**  
**MASTER'S PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING**  
**Reservation Form**

All Master's candidates in Counselor Education must complete and submit this form at least one semester before enrolling in EPCE 5360. **All students enrolling in EPCE 5360 must be admitted to the Counselor Education Program. Completing this application form does not insure a place in the class.** You must use this reservation form according to the guidelines in the *Field Experiences Handbook*.

Name \_\_\_\_\_ R# \_\_\_\_\_ E-mail \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (Cell) \_\_\_\_\_

Address \_\_\_\_\_

I plan to enroll in EPCE 5360 in (indicate the year): Fall 20\_\_\_\_ Spring 20\_\_\_\_ Summer 20\_\_\_\_

**The following courses passed with a minimum grade of B are minimum prerequisites to EPCE 5360. Please indicate the semester each course was taken and your grade:**

<u>T_Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5353 Intro to Clinical Mental Health Counseling	_____	_____
EPCE 5354 Group Counseling	_____	_____
EPCE 5357 Techniques I	_____	_____
EPCE 5364 Counseling Theories	_____	_____
EPCE 5366 Dysfunctional Behavior (Adult)	_____	_____
EPCE 5367 Family Counseling	_____	_____
EPCE 5370 Ethics & Legal Issues	_____	_____
EPCE 5371 Counseling Diverse Populations	_____	_____
EPCE 5374 Techniques II	_____	_____

The following are **co-requisite** courses. Students may enroll in a maximum of two (2) co-requisite courses when they enroll in EPCE 5360. All other co-requisite courses must be completed before enrolling in EPCE 5360.

<u>Course</u>	<u>Semester Taken</u>	<u>Grade</u>
EPCE 5355 Introduction to Career Counseling	_____	_____
EPCE 5365 Dysfunctional Behavior (Child)	_____	_____
EPCE 5372 Addictions I: An Overview	_____	_____
EPCE 5373 Addictions II	_____	_____
EPCE 5376 Assessment for Counselors	_____	_____
EPCE 5377 Crisis Counseling	_____	_____

Please list courses you plan to take concurrently with EPCE 5360: \_\_\_\_\_

Practicum Site \_\_\_\_\_ Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Return this form to Dr. L.J. Gould **six (6) months** before beginning your practicum.

Return/send this form to: Dr. L.J. Gould		Dr. L.J. Gould
College of Education	OR	Texas Tech University
Room 216		College of Education, Box 41071
FAX (806) 742-2179		Lubbock, Texas 79409-1071

**Please Note:** All prerequisites must be completed prior to enrollment in practicum. All co-requisite courses except two (2) must be completed prior to enrollment in practicum; that is, you may enroll in a maximum of two (2) co-requisite courses when you take 5360. **You cannot enroll in EPCE 5094 until all EPCE coursework is completed.**

**EPCE 5094  
MASTER'S INTERNSHIP IN COUNSELING  
Reservation Form**

All Master's candidates in Counselor Education must complete and submit this form at least one semester before enrolling in EPCE 5094. **All students enrolling in EPCE 5094 must be admitted to the Counselor Education Program.** Completing this application form does not insure a place in the class. You must use this reservation form according to the guidelines in the *Field Experiences Handbook*.

Name \_\_\_\_\_ R# \_\_\_\_\_ E-mail \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (Cell) \_\_\_\_\_

Address \_\_\_\_\_

**Track:** \_\_\_\_ School & CMH Counseling \_\_\_\_ School Counseling \_\_\_\_ Clinical Mental Health (CMH) Counseling

Practicum Completed in (check one): \_\_\_\_ School setting \_\_\_\_ Mental Health/Agency Setting

I plan to enroll in EPCE 5094 in (indicate year): Fall 20\_\_\_\_ Spring 20\_\_\_\_ Summer 20\_\_\_\_

Please note there are prerequisite and co-requisite courses for EPCE 5360. **ALL** prerequisite and co-requisites must be completed prior to the semester in which you enroll in internship.

**Please indicate the semester EPCE 5360 was taken. Also list your grade for EPCE 5360.**

EPCE 5360 Practicum in Counseling (semester and grade) \_\_\_\_\_

List courses (if any) that you plan to take concurrently with EPCE 5094 \_\_\_\_\_

Internship Site \_\_\_\_\_ Site Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

Return this form to Dr. L.J. Gould **six (6) months** before beginning your internship.

Return/send this form to:	Dr. L.J. Gould		Dr. L.J. Gould
	Texas Tech University	or	Texas Tech University
	College of Education	mail to	College of Education, Box 41071
	Room 216		Lubbock, Texas 79409-1071
	FAX (806) 742-2179		

**Please Note:** Students may **not** enroll in more than three (3) hours of internship each semester. Internship must be taken for a minimum of two (2) semesters for six (6) semester hours of credit. Summer Internship: Please note when Summer Internship is offered, it begins May 1 and ends July 22. Students must be available to attend class for 12 weeks during the summer. **You cannot enroll in EPCE 5094 if you have an Incomplete (I) grade in EPCE 5360. You cannot enroll in Internship II (5094) if you have an Incomplete (I) grade in Internship I (5094).**

**Please Note:** All prerequisites and co-requisites for practicum (EPCE 5360) must be completed prior to enrollment in Internship (EPCE 5094). Dual Majors (School and Clinical Mental Health Counseling) are required to take **four** (4) internship courses, **two** (2) **must be** in a school setting under the supervision of a certified school counselor and **two** (2) **must be** in a mental health agency or under the supervision of an LPC.

# Background Check Authorization Form

I, \_\_\_\_\_, hereby give my permission  
Print Name

for the Counselor Education program to conduct a Criminal Background Check. I understand that this information may be shared with any counseling site and/or site supervisor to which I apply for my practicum/internship hours. In addition, this information will be shared if you request a reference for any job application. I consent to the release of any investigative reports as stated above.

I also understand that the information provided below will be held in strictest confidence and will be used only for the purpose of the Criminal Background Check:

_____	_____	_____	
First Name	Middle Name	Last Name	
_____			
_____	_____	_____	_____
Street Address	City	State	Zip
_____			
_____-_____-_____	_____-_____	_____/_____/_____	
Social Security #	Telephone #	Date of Birth	
_____		_____	
Signature		Date	



## Clinical Site Approval Form

Site Name: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_  
Phone (Office): \_\_\_\_\_ Phone (cell): \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Based on the clinical guidelines, this site would be considered (mark all that apply):**

\_\_\_\_\_ Practicum Site      **Number of student practicum(s) available:** \_\_\_\_\_  
\_\_\_\_\_ Internship Site      **Number of student internship(s) available:** \_\_\_\_\_

**Type of Clients Served:** \_\_\_\_\_

**Before seeing clients, students must:**

\_\_\_\_\_ Undergo a background check      \_\_\_\_\_ Take part in an Orientation  
\_\_\_\_\_ Observation of Counseling sessions      \_\_\_\_\_ Other: \_\_\_\_\_

**Type of Counseling Experiences Offered:**

\_\_\_\_\_ Intake Interviewing      \_\_\_\_\_ Group Counseling  
\_\_\_\_\_ Individual Counseling      \_\_\_\_\_ Career Counseling  
\_\_\_\_\_ Family/Couple Counseling      \_\_\_\_\_ Psychoeducational Activities  
\_\_\_\_\_ Assessment/Appraisal      \_\_\_\_\_ Addictions  
\_\_\_\_\_ Other: \_\_\_\_\_

**Student will participate in:**

\_\_\_\_\_ Staff Meetings      \_\_\_\_\_ Case Conferences/Presentations  
\_\_\_\_\_ Consultation      \_\_\_\_\_ Referrals  
\_\_\_\_\_ In-Service Training      \_\_\_\_\_ Treatment Planning  
\_\_\_\_\_ Client Record Maintenance      \_\_\_\_\_ Other: \_\_\_\_\_

**The following is available for student counselors at the site:**

\_\_\_\_\_ Enough clients to provide adequate training.      \_\_\_\_\_ Adequate facilities (room space, privacy, etc.).  
\_\_\_\_\_ Support services for counseling (secretarial, etc.).      \_\_\_\_\_ On-site supervisory support  
\_\_\_\_\_ Reference material (library, manuals, occupational information, testing materials, etc.).

**On-Site Supervisor Information:**

Supervisor Name: \_\_\_\_\_  
Office Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Degrees: \_\_\_\_\_  
\_\_\_\_\_  
License: \_\_\_\_\_  
Specializations/Certifications: \_\_\_\_\_  
\_\_\_\_\_

**Additional Site Information:**

\_\_\_\_\_ The Site Supervisor assigned to student counselors is knowledgeable of state privacy laws governing the training of clinical practicum/internship students.  
\_\_\_\_\_ This site engages in telecounseling and/or remote counseling, and **does** | **does not** provide training in its use for student counselors.  
\_\_\_\_\_ This site recognizes that the student counselors must collect 100 (40 contact) hours in practicum and 300 (120 contact) hours in internship (Two semesters required).  
\_\_\_\_\_ This site endorses the American Counseling Association's *Code of Ethics*.

**Notes (over):**

# Appendix B

## **Practicum/Internship Contract Forms**

The Contract forms in Appendix B (The Supervisor/Student Counselor Agreement (Short form); the Practicum/Internship Agreement (Long form); and the Site Supervisor Information Collection Form) are to be completed and signed by your Site Supervisor ***each semester*** that you are enrolled in a clinical course (EPCE 5360 and EPCE 5094). You will also be asked to provide proof of insurance coverage. These forms are the contract between the Counseling program, you, and your site. All of these forms and your proof of insurance must be turned in to Dr. Gould no later than the first day of classes for each semester you are enrolled in clinical courses. You cannot see clients or collect hours until your contracts are turned in. **You may turn in a scanned .pdf file by email; however, a .jpg file from your smart phone will not be accepted because the files are not clear enough.**

These forms are for the program and the University. If the site wishes to have copies, they may certainly have them. As a practicum/internship student, you should be prepared to complete other forms for your site.

Also, included in Appendix B is a copy of the Record of Contact form that is to be given to your Site Supervisor. This form is to keep track of contact between the University supervisor (faculty) and the Site Supervisor. This form should be sent to Dr. Gould at the end of each semester.

Again, **please note** that the contract between you and your site is good for **only one semester at a time**, so you must redo your paperwork each semester you are enrolled.

Texas Tech University  
College of Education/Counselor Education  
**Agreement Between Internship/Practicum  
Supervisor and Internship/Practicum Student Counselor**

Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Counselor (name) \_\_\_\_\_ has permission to begin  
counseling interviews, etc., under my supervision. This student is enrolled in \_\_\_\_\_  
(practicum or internship) for \_\_\_\_\_ (Fall, Spring, Summer) semester.

Supervisor Signature: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Site Supervisor Email: \_\_\_\_\_

Site Supervisor Phones: \_\_\_\_\_

Site Name: \_\_\_\_\_

Site Address/Street: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Sincerely,

*Annette Tommerdahl, PhD*

Instructor & Clinical Coordinator  
Counselor Education  
Texas Tech University  
[atommerd@ttu.edu](mailto:atommerd@ttu.edu)

Texas Tech University  
College of Education/Counselor Education  
**Practicum/Internship Agreement**

The practicum and internship experiences are designed to provide students (hereafter referred to as Counselors-in-Training) enrolled in the graduate Counseling Program at Texas Tech University with the necessary clinical experiences to prepare them for careers in counseling. The success of these experiences requires close cooperation between the University, the University Professor, and professional counselors in School and Community settings.

**I. Purpose of Agreement:**

The purpose of this agreement is to specify the duties and responsibilities of the Counselor-in-Training, the On-Site Supervisor at \_\_\_\_\_, and the Supervisor from Texas Tech University. The principals involved in the conduct of the training experience during the \_\_\_\_\_ semester are \_\_\_\_\_, Counselor-in-Training; \_\_\_\_\_, On-Site Supervisor; and \_\_\_\_\_, University Supervisor.

**II. Length of the Practicum or Internship Experience:**

The Counselor-in Training's tentative schedule during the training period will include \_\_\_\_\_ hours per week, between \_\_\_\_\_ and \_\_\_\_\_ (dates).

This agreement will be in effect until the end of the semester at which time the Counselor-in-Training must have completed the required hours (300 hours for internship class, 100 hours for practicum class) of counseling duties as specified in this agreement. The training experience is normally begun on the first day of class for the semester and ends on the last day of class for that same semester.

In the event that the training experience is concluded prematurely because of unsatisfactory work, the University Professor will facilitate, if appropriate, communication among all parties. Reason(s) for termination will be discussed and if appropriate, alternative educational experiences for the Counselor-in-Training will be recommended.

**III. Policies and Procedures**

All written policies and procedures governing the conduct of the Counselor-in-Training shall be made available to all parties and considered a part of this agreement. These documents include, but are not limited to: (a) the course syllabus; (b) personnel policies applicable to the Counselor-in-Training; (c) professional ethical standards; and (d) procedures relative to counseling, evaluation, referrals, and record keeping.

#### **IV. Liability Claims**

The University requires the Counselor-in-Training to have professional liability insurance; in addition, it is recommended that Site Supervisors share with the Counselor-in-Training their suggestions or requirements regarding the amount and scope of liability insurance.

In the event there is litigation against the Counselor-in-Training, the University, or the University Professor, the Placement Site agrees to provide access and authority to investigate the claims directly on-site and to obtain such information from the Internship/Practicum Site as it may be required in the defense of claims related to the Counselor-in-Training, University, or University Professor.

The Internship/Practicum site agrees to indemnify and hold harmless University professors, administrators, and Board of Regents for any claims or lawsuits brought against University Professors, University Administrators, and the Board of Regents for negligence by the placement site or its employees.

#### **V. Student Records**

Student records are protected by the Family Education Rights and Privacy Act. By signing this Agreement, the Counselor-in-Training authorizes the sharing of information about his or her academic or work performance between the On-Site Supervisor and the University Supervisor.

#### **VI. Non-discrimination Policy**

The Counselor-in-Training, On-Site Supervisor, and University Supervisor agree to afford equal opportunities for selection of the Counselor-in-Training and the delivery of services to clients regardless of age, color, creed, disability, national origin, race, religion, or gender, in accordance with all applicable federal and state constitutions, laws, and valid regulations.

#### **VII. Training vs. Employment**

The training experience is designed to meet the educational requirements established by the University. Arrangements between the Internship/Practicum Site and the Counselor-in-Training relative to scheduling and any remuneration for the Counselor-in-Training's work activities are between those two parties. The relationship between the Counselor-in-Training and the Internship/Practicum Site is not considered an employer/employee relationship within the meaning of the Fair Labor Standards Act, and therefore the time the Counselor-in-Training engages in activities to complete training requirements is not subject to the provisions of this act.

### **VIII. Modification of this Agreement**

The Agreement will be governed by Texas law and any disputes arising under this contract will utilize the dispute resolution process set forth in Chapter 2260 of the Texas Government Code. Any modification of this Agreement will be in writing and signed by all of the parties.

### **IX. Additional Specific Responsibilities of the Parties**

#### **a. Responsibilities of the Counselor-in-Training**

The Counselor-in-Training shall be responsible for

- i. utilizing supervision and instruction to learn about the programs and routines at \_\_\_\_\_ (Site Name);
- ii. conducting his or her site activities in an ethical and professional manner;
- iii. completing the activities assigned by the University Supervisor and written in the course syllabus; and
- iv. completing a minimum of \_\_\_\_\_ training hours which includes the specific activities to be performed during this training period. A description of Counselor-in-training duties is included as the last page of this document.

#### **b. Responsibilities of the On-Site Supervisor**

The placement site agrees to provide a safe working environment, free from harassment and in compliance with the requirements of the Americans with Disabilities Act (ADA).

The On-Site Supervisor will serve as consultant and supervisor of the Counselor-in-Training. The On-Site Supervisor will be responsible for:

- i. providing orientation to policies, procedures, personnel, and resources at the Work Site;
- ii. providing opportunities for the Counselor-in-Training to engage in \_\_\_\_\_ of professional counseling activities under supervision;
- iii. monitoring and providing any necessary assistance for the Counselor-in-Training as he or she becomes more proficient in counseling;
- iv. providing a minimum of one hour per week of supervision (supervision of cases/planning/evaluation/consultation session) with the Counselor-in-Training. The supervisor's input in these sessions will be based on observations of the Counselor-in-Training's performance.
- v. communicating with the University Supervisor about problems relating to the performance of the Counselor-in-Training's performance, based on criteria established by the University Program.

- vi. providing written evaluations of the Counselor-in-Training's performance, based on criteria established by the University Program.

**c. Responsibilities of the University Supervisor**

The University Supervisor will also serve as consultant and supervisor for the Counselor-in-Training. The University Supervisor will be responsible for:

- i. providing the prospective On-Site Supervisor with information about the requirements and expectations for the internship experience;
- ii. notifying the Counselor-in-Training that he or she must adhere to the administrative policies, rules, standards, schedules, and practices of the Work Site;
- iii. being available for consultation with both the On-Site Supervisor and the Counselor-in-Training, and contacting the On-Site Supervisor if any problems or changes occur that are related to the Counselor-in-Training's progress;
- iv. providing a minimum of one and one-half hours per week of group supervision which will include assistance with case conceptualization and additional instruction as needed. The University Supervisor will provide an additional 1 (one) hour per week of individual supervision for practicum students which will include observation and feedback about the student's basic counseling skills and further assistance as needed. This supervision is in addition to the 1 (one) hour per week provided by the Site Supervisor.
- v. assigning a course grade for the Counselor-in-Training.

By signing this agreement the parties agree that they have read, understood, and accepted the terms and conditions of this agreement.

Counselor-in-Training: \_\_\_\_\_

Date: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

On-Site Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_



### **A Sample Description of Community Intern's Duties**

1. *Individual Counseling:* The counseling Internship/Practicum requires 20-25 hours per week at this site for students enrolled in Internship and 10-12 hours per week for students enrolled in practicum. The counseling training should include although not be limited to treatment goals, counseling theories, counseling techniques, assessment techniques, multicultural and diversity issues, and other issues related to counseling the client/student.
2. *Group Counseling:* The Counseling Internship/Practicum is focused on individual counseling although some group counseling experience is encouraged. Students enrolled in practicum must complete a minimum of 10 hours conducting group counseling.
3. *Conducting Psychoeducational classes:* Counselors-in-Training may deliver psychoeducational classes in areas in which they are qualified.
4. *Program Planning:* Counselors-in-Training are expected to attend staff meetings, write reports, and prepare for delivery of direct services.
5. *Consultation:* Counselors-in-Training are expected to participate in case management with professional staff. They are also required to participate in on-site supervision (a minimum one hour per week). The supervision is conducted by the on-site, approved supervisor.
6. *Professional Development:* Students are expected to attend workshops and conferences as assigned by the Site Supervisor and/or University Professor.
7. *Other duties as may be assigned.*

### **A Sample Description of School Intern's Duties**

1. *Individual Counseling:*
  - a. *Elementary Counselors-in-Training* counsel with students on such issues (although not limited to) as personal, academic, family, and social skills.
  - b. *High School Counselors-in-Training* counsel with students on such issues (although not limited to) as personal, academic, family, and career planning.
2. *Group Counseling:*
  - a. *Elementary Counselors-in-Training* counsel with small groups of students related to such issues as (although not limited to) school adjustment, study skills, social skills, etc. Counselors-in-Training conduct classroom guidance lessons on such topics (although not limited to) as anger management, study skills, social skills, building self-confidence, problem-solving, etc.
  - b. *High School Counselors-in-Training* counsel small groups of students on such issues (although not limited to) as school adjustment, career planning, college planning, etc.
3. *Program Management:* Counselors-in-Training prepare for activities such as classroom guidance, small group counseling, assessment, etc.
4. *Assessment:* Counselors-in-Training assist with the administration and interpretation of counseling assessment inventories.
5. *Consultation:* Counselors-in-Training consult with teachers, parents, or administrators as requested.
6. *Professional Development:* Counselors-in-Training attend workshops, seminars, and meetings as recommended by the Site Supervisor and/or the University Professor.
7. *Other duties as may be assigned.*

**Texas Tech University**  
**College of Education/Counselor Education**  
**Site Supervisor Information Collection Form**

The purpose of this form is to gather information required for CACREP accreditation. Please complete the information as accurately and completely as possible.

**Name of Supervisor:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Site Information:**

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone (Office): \_\_\_\_\_ Phone (cell): \_\_\_\_\_

E-mail: \_\_\_\_\_

**Based on the clinical guidelines, your site would be considered (mark all that apply):**

\_\_\_\_\_ Practicum Site      **Number of student practicum(s) available:** \_\_\_\_\_

\_\_\_\_\_ Internship Site      **Number of student internship(s) available:** \_\_\_\_\_

**Type of Clients Served:** \_\_\_\_\_

**Licenses/Certifications Held by Site Supervisor:**

---

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**Degrees Held (please list your earned degrees):**

<i>Degree</i>	<i>Institution</i>	<i>Major</i>	<i>Date Earned</i>

**Professional Experience(s) (show at least two years of pertinent counseling experience):**

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**Please Read and Sign Below:** I have received a copy of the “Supervision Guidelines for Site Supervisors” from the TTU Counselor Education Program and have knowledge of the Program’s expectations, requirements, and procedures. Additionally, I agree to watch the Counselor Education training videos for supervisors and notify the program after viewing them. Further, I agree to abide by and endorse the most current versions of the ACA Code of Ethics, the Texas LPC Ethics Code, and the ethical codes for all ACA Division in supervision. I also agree to abide by and endorse the most current versions of the ACA Multicultural and Social Justice Competencies and the ACA Advocacy Principles and discuss these in supervision. I hereby attest that I adhere to and endorse the above mentioned ethical codes, competencies, and principles in my practice as a counselor.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# University Supervisor and Site Supervisor Record of Contact Practicum/Internship

Student Name: \_\_\_\_\_ Student R#: \_\_\_\_\_

EPCE \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Instructor: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

**Instructions:** Please keep a record of your conversations with the University instructor regarding the practicum/internship student listed above. If you need more room for notes or calls, please copy the form as needed. At the end of the semester, please send this form to Dr. L.J. Gould for the student's records.

Contact Date/Time

## Notes

[illegible]

# Appendix C

## Evaluation Forms

## **Evaluation Forms**

The forms found in this section are ones that you or your supervisor will use in evaluating your performance in certain aspects of practicum and/or internship. Some of the forms will be used in both courses and others in only one course. Some of the forms will be used only once during a semester, while others will be used more than once.

Please note that the practicum/internship instructor will give you more information about the forms.

- Forms used in both practicum and internship
  - Site Supervisor Evaluation (end of semester)
  - Site Evaluation (end of semester)
- Forms used in internship only
  - Evaluation of Treatment Planning (Internship I and II)
- Forms used by supervisors in both practicum and internship
  - Student Intern Evaluation (mid-semester and end of semester)
  - Supervisor Affidavit (end of semester)

**Texas Tech University**  
**College of Education/Counselor Education**  
**Midsemester Student Intern Evaluation**

(CACREP II.G.1.bdfgj; III; III.G.123456; CMHC A.23478; B.12; C.3579; D.12456789; E.34; F.123; G.1; H.123; I.123; J.12; K.12; L.12; SC A.23456; B.12; D.12345; E.124; F.1234; G.1; H.12345; I.1234; J.123; L.123)

**Directions: This form is completed by the Site Supervisor.**

Student Name: \_\_\_\_\_ Student R#: \_\_\_\_\_  
 Supervisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of practicum/internship students. The time you take to complete this form is very much appreciated. This form will become a part of the student's record for this course and may be considered in assigning grades. Please use the scale below and select the box for the number corresponding to your rating of each student. Space is provided for specific comments following each category group.

**1 = Far Below Expectations; 2 = Below Expectations; 3 = At Expectations; 4 = Above Expectations;**  
**5 = Far Above Expectations**

**I. Basic Work Requirements**

- a. Arrives on time consistently
- b. Uses time effectively
- c. Informs supervisor and makes arrangements for absences
- d. Completes requested or assigned tasks on time
- e. Completes required total number of hours or days on site
- f. Is responsive to norms about clothing, language, etc., on site

1	2	3	4	5

Comments:

**II. Ethical Awareness and Conduct**

- a. Exhibits knowledge of general ethical guidelines
- b. Exhibits knowledge of ethical guidelines of practicum/internship
- c. Demonstrates awareness and sensitivity to ethical issues
- d. Exhibits personal behavior consistent with ethical guidelines
- e. Consults with others about ethical issues, if necessary

1	2	3	4	5

Comments:

--

**III. Knowledge and Learning**

- a. Exhibits knowledge about the client population
- b. Exhibits knowledge of treatment setting and approach
- c. Is receptive to learning new information
- d. Actively seeks new information from staff or supervisor
- e. Exhibits ability to learn and understand new information
- f. Exhibits understanding of counseling concepts, theories, and skills
- g. Exhibits ability to apply new information in clinical/school setting
- h. Evidence has been demonstrated to show increased achievement
- i. Exhibits knowledge of all components of the ASCA Model

1	2	3	4	5

Comments:

--

**IV. Response to Supervision**

- a. Actively seeks supervision when necessary
- b. Is receptive to feedback and suggestions from supervisor
- c. Understands information communicated in supervision
- d. Successfully implements suggestions from supervisor
- e. Is aware of areas that need improvement
- f. Is willing to explore personal strengths and weaknesses

1	2	3	4	5

Comments:

--

**V. Work Products**

- a. Records are accurately kept and are completed on time
- b. Written or verbal reports are accurate and factually correct
- c. Written or verbal reports are presented in a professional manner
- d. Reports are clinically and/or administratively useful
- e. Treatment Plan was correctly developed and included parent involvement if appropriate
- f. Treatment brought about positive outcomes for the client
- g. Postsecondary options, instructional strategies, and other components of the ASCA Model were implemented effectively

1	2	3	4	5

Comments:

--

**VI. Interactions with Clients**

- a. Appears comfortable interacting with clients
- b. Initiates interactions with clients
- c. Communicates effectively with clients
- d. Builds rapport and respect with clients
- e. Is sensitive and responsive to client's needs
- f. Is sensitive to issues of multicultural counseling
- g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, physical challenges, SES

1	2	3	4	5

Comments:

--

**VII. Interactions with Coworkers**

- a. Appears comfortable interacting with other staff members
- b. Initiates interactions with staff
- c. Communicates effectively with staff
- d. Effectively conveys information and expresses own opinions
- e. Effectively receives information and opinions from others

1	2	3	4	5

Comments:

--

**Overall, what would you identify as this student's strengths?**

--

**What would you identify as areas in which the student could improve?**

--

**Would you recommend this student for employment or continued graduate studies?**

--

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Texas Tech University**  
**College of Education/Counselor Education**  
**Final Student Intern Evaluation**

(CACREP II.G.1.bdfgj; III; III.G.123456; CMHC A.23478; B.12; C.3579; D.12456789; E.34; F.123; G.1; H.123; I.123; J.12; K.12; L.12; SC A.23456; B.12; D.12345; E.124; F.1234; G.1; H.12345; I.1234; J.123; L.123)

**Directions: This form is completed by the Site Supervisor.**

Student Name: \_\_\_\_\_ Student R#: \_\_\_\_\_  
 Supervisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of practicum/internship students. The time you take to complete this form is very much appreciated. This form will become a part of the student's record for this course and may be considered in assigning grades. Please use the scale below and select the box for the number corresponding to your rating of each student. Space is provided for specific comments following each category group.

**1 = Far Below Expectations; 2 = Below Expectations; 3 = At Expectations; 4 = Above Expectations;**  
**5 = Far Above Expectations**

**I. Basic Work Requirements**

- a. Arrives on time consistently
- b. Uses time effectively
- c. Informs supervisor and makes arrangements for absences
- d. Completes requested or assigned tasks on time
- e. Completes required total number of hours or days on site
- f. Is responsive to norms about clothing, language, etc., on site

1	2	3	4	5

Comments:

**II. Ethical Awareness and Conduct**

- a. Exhibits knowledge of general ethical guidelines
- b. Exhibits knowledge of ethical guidelines of practicum/internship
- c. Demonstrates awareness and sensitivity to ethical issues
- d. Exhibits personal behavior consistent with ethical guidelines
- e. Consults with others about ethical issues, if necessary

1	2	3	4	5

Comments:

--

**III. Knowledge and Learning**

- a. Exhibits knowledge about the client population
- b. Exhibits knowledge of treatment setting and approach
- c. Is receptive to learning new information
- d. Actively seeks new information from staff or supervisor
- e. Exhibits ability to learn and understand new information
- f. Exhibits understanding of counseling concepts, theories, and skills
- g. Exhibits ability to apply new information in clinical/school setting
- h. Evidence has been demonstrated to show increased achievement
- i. Exhibits knowledge of all components of the ASCA Model

1	2	3	4	5

Comments:

--

**IV. Response to Supervision**

- a. Actively seeks supervision when necessary
- b. Is receptive to feedback and suggestions from supervisor
- c. Understands information communicated in supervision
- d. Successfully implements suggestions from supervisor
- e. Is aware of areas that need improvement
- f. Is willing to explore personal strengths and weaknesses

1	2	3	4	5

Comments:

--

**V. Work Products**

- a. Records are accurately kept and are completed on time
- b. Written or verbal reports are accurate and factually correct
- c. Written or verbal reports are presented in a professional manner
- d. Reports are clinically and/or administratively useful
- e. Treatment Plan was correctly developed and included parent involvement if appropriate
- f. Treatment brought about positive outcomes for the client
- g. Postsecondary options, instructional strategies, and other components of the ASCA Model were implemented effectively

1	2	3	4	5

Comments:

**VI. Interactions with Clients**

- a. Appears comfortable interacting with clients
- b. Initiates interactions with clients
- c. Communicates effectively with clients
- d. Builds rapport and respect with clients
- e. Is sensitive and responsive to client's needs
- f. Is sensitive to issues of multicultural counseling
- g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, physical challenges, SES

1	2	3	4	5

Comments:

**VII. Interactions with Coworkers**

- a. Appears comfortable interacting with other staff members
- b. Initiates interactions with staff
- c. Communicates effectively with staff
- d. Effectively conveys information and expresses own opinions
- e. Effectively receives information and opinions from others

1	2	3	4	5

Comments:

**Overall, what would you identify as this student's strengths?**

**What would you identify as areas in which the student could improve?**

**Would you recommend this student for employment or continued graduate studies?**

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Texas Tech University  
College of Education/Counselor Education  
Site Supervisor Evaluation**

**Directions: This form is completed by the student.**

Site Supervisor's Name: \_\_\_\_\_ Email: \_\_\_\_\_

Site Address \_\_\_\_\_ Date: \_\_\_\_\_

Students please use this form to evaluate your clinical supervision experiences. Circle one number to the right of each item to indicate how you perceived your experience with your site supervisor. The ratings range from (1) Disagree Strongly to (5) Agree Strongly.

<i>Disagree Strongly</i>	<i>Disagree</i>	<i>Agree</i>	<i>Agree Strongly</i>	<i>Not Sure</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>NS</i>

**The Supervisor:**

- |     |   |   |   |   |   |    |
|-----|---|---|---|---|---|----|
| 1.  | Conveyed acceptance and respect.  | 1 | 2 | 3 | 4 | NS |
| 2.  | Recognized and encouraged further development of my strengths.                                  | 1 | 2 | 3 | 4 | NS |
| 3.  | Helped me gain knowledge and insight about agency policies.                                     | 1 | 2 | 3 | 4 | NS |
| 4.  | Helped me gain knowledge and insight on referral processes.                                     | 1 | 2 | 3 | 4 | NS |
| 5.  | Helped me to be more proficient in formulating treatment plans,<br>progress notes, and reports. | 1 | 2 | 3 | 4 | NS |
| 6.  | Gave me useful feedback when I did something well.  | 1 | 2 | 3 | 4 | NS |
| 7.  | Gave me useful feedback when my performance was not<br>satisfactory.                            | 1 | 2 | 3 | 4 | NS |
| 8.  | Helped me to develop more effective counseling skills.  | 1 | 2 | 3 | 4 | NS |
| 9.  | Helped me use assessment instruments effectively.   | 1 | 2 | 3 | 4 | NS |
| 10. | Helped me understand the implications and dynamics of the<br>counseling approaches I used.      | 1 | 2 | 3 | 4 | NS |
| 11. | Helped me organize relevant case data in planning goals and<br>strategies for my clients.       | 1 | 2 | 3 | 4 | NS |

	<i>Disagree Strongly</i> <i>1</i>	<i>Disagree</i> <i>2</i>	<i>Agree</i> <i>3</i>	<i>Agree Strongly</i> <i>4</i>	<i>Not Sure</i> <i>NS</i>
12. Helped me articulate a theoretically sound basis for ways In which I worked with clients.	1	2	3	4	NS
13. Addressed issues related to difficult clients.	1	2	3	4	NS
14. Encouraged me to become more independent as my skills increased.	1	2	3	4	NS
15. Modeled ethical and professional behavior.	1	2	3	4	NS
16. Helped me define and maintain ethical behavior.	1	2	3	4	NS
17. Encouraged me to engage in professional behavior.	1	2	3	4	NS
18. Offered resource information when I requested or needed it.	1	2	3	4	NS
19. Encouraged self-monitoring and development of self-evaluation skills.	1	2	3	4	NS
20. Provided periodic and timely assessment of my counseling skills.	1	2	3	4	NS
21. Clearly delineated standards of evaluation.	1	2	3	4	NS

Comments:

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**Texas Tech University  
College of Education/Counselor Education  
Site Evaluation**

**Directions: This form is completed by the student**

Student Name: \_\_\_\_\_ Student R#: \_\_\_\_\_

- Please Check the Type of Supervised Experience at this Site:

School Practicum Placement: \_\_\_\_\_

School Internship Placement: \_\_\_\_\_

Agency Practicum Placement: \_\_\_\_\_

Agency Internship Placement: \_\_\_\_\_

- Name of Placement Site: \_\_\_\_\_

- Address of Site: \_\_\_\_\_

- Name of Site Supervisor: \_\_\_\_\_

- List your total direct contact counseling hours accrued at this site: \_\_\_\_\_

- List your total indirect contact counseling hours accrued at this site: \_\_\_\_\_

- List the total number of individual supervision hours received from your site supervisor: \_\_\_\_\_

- List the total number of group supervision you hours received from your site supervisor: \_\_\_\_\_

- Were you able to finish your experience on schedule at this site? \_\_\_\_\_

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

*Please circle your response as Satisfactory (S), or Unsatisfactory (U) for the following items. For any item circled as unsatisfactory please write a brief response under comments.*

1. Availability of clients:

**S      U**

Comments: \_\_\_\_\_

\_\_\_\_\_

2. Adequacy of facilities (room space, privacy, etc.):

**S      U**

Comments: \_\_\_\_\_

\_\_\_\_\_

3. Support services for counseling (secretarial help, etc):

**S      U**

Comments: \_\_\_\_\_

\_\_\_\_\_

4. On-site supervisory support:

**S      U**

Comments: \_\_\_\_\_

\_\_\_\_\_

Counseling Site Evaluation

2

Student Name: \_\_\_\_\_

Student R#: \_\_\_\_\_

5. Professional atmosphere of site:

**S      U**

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. Please mark each experience found at your site. Mark all that apply:

____ Report Writing	____ Intake Interviewing
____ Administration and Interpretation of Tests	____ Group Counseling
____ Staff Presentation/Case Conferences	____ Individual Counseling
____ Family/Couple Counseling	____ Career Counseling
____ Psychoeducational Activities	____ Consultation
____ Others (Please list/described) _____	

7. What experience/training do you wish you could have experienced at this site but did not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What were the major benefits gained/learned from working at this site?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Texas Tech University  
College of Education/Counselor Education  
**Evaluation of Treatment Planning - Phase 3**

(CACREP II.G.gj; II.G.2.d; III; CMHC C.5; D12; G1; H12; J23; SC C.245; H.1235; J.23; L.13; P.12)

Student's Name: \_\_\_\_\_

Student R#: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Internship Site: \_\_\_\_\_

This form is designed to help supervisors provide feedback about the performance of students enrolled in practicum or internship. The time you take to complete this form is very much appreciated. This form will become a part of the student's record for this course and may be considered in assigning grades. Please use the scale below and enter the number corresponding to your rating of each item. There is space at the end for comments.

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>TREATMENT PLAN</b>						
<i>Develops a multi-level treatment plan that gives a clear direction for therapy</i>	The student never demonstrated the ability to develop a <b>multilevel treatment plan</b> .	The student almost never demonstrated the ability to develop a multilevel treatment plan.	The student sometimes demonstrated the ability to develop a multilevel treatment plan.	The student almost always demonstrated the ability to develop a multilevel treatment plan with deep insight, and offered a clear direction for therapy; and articulated the rationale for each of the interventions.	The student always demonstrated the ability to develop a multilevel treatment plan with deep insight, and always offered a clear direction for therapy beyond what would be expected by practitioners in the field; incorporated multiple models or techniques selected for treatment that were always clearly linked to the presenting issue(s).	
<i>Plans and conducts treatment in a manner that is clearly reflects a theory of change</i>	The student never <b>articulated a theory of change</b> with the client.	The student almost never articulated some theory of change with the client.	The student sometimes articulated a theory of change with the client.	The student almost always articulated a theory of change with client.	The student always articulated a theory of change with the client.	
<i>Applies influence strategies effectively</i>	The student never <b>applied influence strategies</b> effectively.	The student almost never applied influence strategies effectively.	The student applied influence strategies effectively.	The student almost always applied influence strategies effectively in therapy.	The student always applied influence strategies effectively in therapy by using multiple techniques.	



Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>CLIENT SYSTEMS</b>						
<i>Integrates client systems into therapy / presentations</i>	The student never <b>integrated client-system components</b> in therapy / presentations.	The student almost never integrated client-system components in therapy / presentations.	The student sometimes integrated client-system components in therapy / presentations.	The student almost always able to integrate client-system components in therapy/ presentations; and almost always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling.	The student always able to integrate client-system components in therapy/ presentations; and always demonstrated a systematic orientation with understanding of micro, macro and mezzo systems in which client exists in regards to personal, career, and group counseling.	
<b>THEORY</b>						
<i>Articulates and applies multiple theories in case notes</i>	The student never articulated and applied multiple theories in therapy case notes.	The student almost never articulated and applied multiple theories in therapy case notes.	The student sometimes articulated and applied multiple theories in therapy case notes.	The student almost always articulated and applied multiple theories in therapy case notes.	The student always articulated and applied multiple theories in therapy case notes.	
<i>Maintained theoretical consistency between the plan and presenting issues</i>	The student never maintained theoretical consistency between the plan and presenting issues.	The student almost never maintained theoretical consistency between the plan and presenting issues.	The student sometimes maintained theoretical consistency between the plan and presenting issues.	The student almost always maintained theoretical consistency with client(s) between the treatment plan and presenting issue.	The student always maintained theoretical consistency with client(s) within treatment plan and presenting issue.	
<b>ETHICS</b>						
<i>Adheres to professional ethical standards</i>	The student never adhered to professional ethical standards.	The student almost never adhered to professional ethical standards.	The student sometimes adhered to professional ethical standards.	The student almost always adhered to professional ethical standards.	The student always adhered to professional ethical standards related to the case.	
<i>Proactively addresses ethical concerns or questions</i>	The student never addressed ethical concerns or questions in supervision or consultation.	The student almost never addressed ethical concerns or questions in supervision or consultation.	The student sometimes addressed ethical concerns or questions in supervision or consultation.	The student almost always addressed several ethical concerns or questions in supervision or consultation.	The student always proactively addressed ethical concerns or questions in supervision or consultation.	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<i>Implements a decision-making model with clients</i>	The student never used a decision-making model with clients.	The student almost never used a decision-making model with clients.	The student sometimes used a decision-making model with clients.	The student almost always implemented a decision-making model with clients.	The student always implemented a decision-making model with all clients.	
<b>DIVERSITY</b>						
<i>Shows respect and appreciation of differences</i>	The student never demonstrated respect for client(s) and never showed understanding and appreciation of differences/ diversity with clients.	The student almost never demonstrated respect for client(s) and almost never showed understanding and appreciation of differences/ diversity with clients.	The student sometimes demonstrated respect for client(s) and sometimes showed understanding and appreciation of differences/ diversity with clients.	The student almost always demonstrated respect for client(s) and almost always actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients.	The student always demonstrated an exemplary respect for client(s) and actively engaged in tangible efforts to understand, appreciate and engage differences/diversity with clients.	
<i>Provides counseling in a culturally-appropriate manner</i>	The student never provided culturally appropriate counseling.	The student almost never provided culturally appropriate counseling.	The student sometimes provided culturally appropriate counseling.	The student almost always provided culturally appropriate counseling.	The student always provided culturally appropriate counseling.	
<b>SELF OF THERAPIST</b>						
<i>Demonstrates awareness of personal characteristics of self and the role of self as therapist</i>	The student never demonstrated an awareness of personal characteristics of self and role of self as therapist.	The student almost never demonstrated awareness of personal characteristics of self and role of self as therapist.	The student sometimes demonstrated an awareness of personal characteristics of self and role of self as therapist.	The student almost always demonstrated a higher level of awareness of personal characteristics of self and role of self as therapist.	The student always demonstrated an exemplary awareness of personal characteristics of self and role of self as therapist related to the client and the client's experiences.	
<i>Understands limitations of self, and adjusts techniques for presenting issues</i>	The student never demonstrated an understanding of limitations of self.	The student almost never demonstrated awareness of limitations of self and almost never recognized limitations.	The student sometimes demonstrated an understanding of limitations of self.	The student almost always demonstrated an understanding of limitations of self.	The student always demonstrated an understanding of limitations of self and was always able to determine how to adjust personal counseling techniques for client presenting issues.	



# Supervisor Affidavit

*Please complete the information on this form and return it to the Counselor Education program office by mail (Dr. L.J. Gould, COE Box 41071, Lubbock, TX 79409-1071) or by email ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)) after the student has completed his/her practicum or internship with you.*

**Practicum/Internship Student** \_\_\_\_\_

**Course Number** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Practicum/Internship Site:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I, \_\_\_\_\_, recommend that this student,**  
Print Supervisor's Name

\_\_\_\_\_, who completed practicum/internship  
Print Student's Name

**under my supervision at the above named site, go on to the next level of training.**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

# Appendix D

## Practicum/Internship Hours Forms

## PRACTICUM STUDENT RECORD

Name \_\_\_\_\_ Student R# \_\_\_\_\_

Practicum Course/Section: EPCE \_\_\_\_\_ Semester \_\_\_\_\_ 20\_\_\_\_

University Supervisor: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Practicum Site(s): \_\_\_\_\_

### Practicum Record

Date	Preparation Time	Contact Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Totals (front & back)	_____	_____

(Use back of page if additional space is needed.)

University Supervisor Site Visits or Contacts \_\_\_\_\_

I certify the above to be a true record of my Practicum.

\_\_\_\_\_  
Student

\_\_\_\_\_  
On-site Supervisor

\_\_\_\_\_  
Date

**Note to Student:** Be sure to return one copy for your file, and keep one copy for your records.

## INTERNSHIP STUDENT RECORD

Name \_\_\_\_\_ Student R # \_\_\_\_\_

Internship Course/Section: EPCE \_\_\_\_\_ Semester \_\_\_\_\_ 20\_\_\_\_

University Supervisor: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Internship Site(s): \_\_\_\_\_

### Internship Record

Date	Preparation Time	Contact Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Totals (front & back)	_____	_____

(Use back of page if additional space is needed.)

University Supervisor Site Visits or Contacts \_\_\_\_\_

I certify the above to be a true record of my Internship.

\_\_\_\_\_  
Student

\_\_\_\_\_  
On-site Supervisor

\_\_\_\_\_  
Date

**Note to Student:** Be sure to return one copy for your file, and keep one copy for your records.

## Master's Practicum/Internship Cumulative Log Sheet

Month	Direct Hours	Indirect Hours
Totals		

Print Name

Signature

Date \_\_\_\_\_



## Practicum Log

Student Name: \_\_\_\_\_  
Site Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_  
Site: \_\_\_\_\_

[illegible]

Student (Signed): \_\_\_\_\_  
Site Supervisor (signed): \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Page # \_\_\_\_\_

## Internship Log

Student Name: \_\_\_\_\_  
Site Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_  
Site: \_\_\_\_\_

[illegible]

Student (Signed): \_\_\_\_\_  
Site Supervisor (signed): \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Page # \_\_\_\_\_

# Appendix E

## **Practicum/Internship Typescript Forms**

**Texas Tech University  
College of Education/Counselor Education  
Practicum/Internship Typescript Evaluation**

**These items MUST be included in Typescript Evaluation:**

- \_\_\_\_\_ 1. Evaluation/Feedback Forms (Counselor-in-Training Feedback Form and Counselor-in-Training Counseling Competencies Form)
- \_\_\_\_\_ 2. Release Form (signed by Counseling student)
- \_\_\_\_\_ 3. Interview Record Form
- \_\_\_\_\_ 4. Typescript: the typescript represents 10 minutes of the counseling session which is 7-10 typed pages from the counseling session. Please label your counselor responses on the typescript.
- \_\_\_\_\_ 5. Frequency Count: Using the frequency count sheet provided, please calculate the percentages for each response on your typescript.

**NOTE: Client names are not to be used on any forms or typescripts. Do not use the client's name on the feedback forms, release form, Interview Record Form, or in the typescript.**

Please Note: As you review your responses on your typescript, you may correct your responses on the typescript by using a red font color or red pen to illustrate how you would correct your responses. Please rewrite your corrected responses, label your corrected responses, and make a third column on the Frequency Count to illustrate the percentages represented after you corrected your responses.

**Texas Tech University**  
**College of Education/Counselor Education**  
**Counselor-in-Training Feedback Form**

(CACREP II.G.1.bj; II.G.2.d; III; III.G.56; CMHS B.12; D. 1245689; F.123; H.123; J.12; L.12; SC A.5; B.12; D.12345;F.1234; H.12345; J.123; I.3; L.123; N.1245; P.12)

**Directions:** Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Client Name: \_\_\_\_\_ Tape #: \_\_\_\_\_

<b>Faculty Evaluation:</b> _____ <b>Meets Minimum Competency Skill Levels</b>  _____ <b>Does not meet Minimum Competency Levels</b>
---

<i>Far Below Expectations</i>	<i>Below Expectations</i>	<i>At Expectations</i>	<i>Above Expectations</i>	<i>Far Above Expectations</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Note:** The above scale has been applied to the following statements. A rating below 3 does not meet minimum program standards.

- \_\_\_\_\_ 1. Counselor greets client in friendly, warm, manner, and opens the session with the appropriate amount of structure.
- \_\_\_\_\_ 2. Counselor encourages client to tell his/her own story by appearing accepting and interested. In addition, counselor allows the client to set the pace and determine the initial direction of the session.
- \_\_\_\_\_ 3. Counselor timing is appropriate (e.g., does not rush the client, appropriate use of silence).
- \_\_\_\_\_ 4. Counselor employs open-ended responses to encourage client participation.
- \_\_\_\_\_ 5. Counselor tracks client statements accurately (e.g., does not lead or lag behind).
- \_\_\_\_\_ 6. Counselor responds accurately, reflecting both the content and affect of client's message.
- \_\_\_\_\_ 7. Counselor allows client to lead through feedback and clarification of client messages, rather than sending counselors own messages.
- \_\_\_\_\_ 8. Counselor uses responses effectively in controlling the direction of the counseling session. Counselor uses higher level counseling responses.
- \_\_\_\_\_ 9. Counselor communicates warmth, caring, and positive regard through voice tone and body language (when applicable).
- \_\_\_\_\_ 10. Counselor closes the session appropriately.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Texas Tech University**  
**College of Education/Counselor Education**  
**Counselor-in-Training Counseling Competencies**  
**Phase 3**

(CACREP II.G.1.bj; II.G.2.d; III; III.G.56; CMHS B.12; D. 1245689; F.123; H.123; J.12; L.12; SC A.5; B.12; D.12345;F.1234; H.12345; J.123; I.3; L.123; N.1245; P.12)

**Directions: Lines 1 and 2 of this Feedback are completed by the Counselor-in-Training (student). The remainder of the form will be completed by your University Professor. This form is to be turned in with the audio/video tape and given to your University Professor.**

Student's Name: \_\_\_\_\_

Semester: \_\_\_\_\_

Client Name: \_\_\_\_\_

Tape #: \_\_\_\_\_

<b>Faculty Evaluation:</b> <div style="text-align: center; margin-top: 10px;"> <div style="border-bottom: 1px solid black; width: 100px; margin: 0 auto;"></div> <div style="border-bottom: 1px solid black; width: 100px; margin: 0 auto;"></div> </div>	<b>Meets Minimum Competency Skill Levels</b>  <b>Does not meet Minimum Competency Levels</b>
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Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Opening of session is conducted appropriately in a friendly manner	The student never exhibits a friendly manner during the opening of the session.	The student almost never exhibits a friendly manner during the opening of the session.	The student sometimes exhibits a friendly manner during the opening of the session.	The student almost always exhibits a friendly manner during the opening of the session.	the student always exhibits a friendly manner during the opening of the session.	
Opening of session is conducted appropriately providing structure for the session	The student never provides structure during the opening of the session.	The student almost never provides structure during the opening of the session.	The student sometimes provides structure during the opening of the session.	The student almost always provides structure during the opening of the session.	The student always provides structure during the opening of the session.	
Exhibits encouraging behavior to the client	The student never encourages the client to tell his/her own story and direct the session.	The student almost never encourages the client to tell his/her own story and direct the session	The student sometime encourages the client to tell his/her own story and direct the session	The student almost always encourages the client to tell his/her own story and direct the session	The student always encourages the client to tell his/her own story and direct the session	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>Exhibits appropriate timing in responding to the client</b>	The student never uses appropriate timing; always rushes the client; never uses silence	The student almost never uses appropriate timing; almost always rushes the client; almost never uses silence	The student sometimes uses appropriate timing; sometimes rushes the client; sometimes utilizes silence	The student almost always uses appropriate timing; almost never rushes the client; almost always utilizes silence appropriately	The student always uses appropriate <b>timing</b> ; never rushes the client; always <b>uses silence</b> appropriately	
<b>Asks open-ended questions</b>	The student never employs open-ended responses to encourage client participation.	The student almost never employs open-ended responses; however almost always uses close-ended responses.	The student sometimes employs open-ended responses to encourage client participation.	The student almost always employs open-ended responses to encourage client participation.	The student always employs <b>open-ended responses</b> to encourage client participation.	
<b>Accurately tracks client's statements</b>	The student never tracks client's statements accurately.	The student almost never tracks client's statements accurately.	The student sometimes tracks client's statements accurately.	The student almost always tracks the client's statements accurately.	The student always tracks the client's statements accurately.	
<b>Accurately reflects client's content and affect</b>	The student never responds accurately to client by reflecting the content or affect of the client's message.	The student almost never responds accurately to client by reflecting the content or affect of the client's message.	The student sometimes responds accurately to client by reflecting the content or affect of the client's message.	The student almost always responds accurately to client by reflecting the content or affect of the client's message.	The student always responds accurately to client by reflecting the content or affect of the client's message in a way that enhances the counseling relationship and client's insight into self.	
<b>Clarifies client's message</b>	The student never allows the client to lead through feedback and clarification of client's message; always sends his/her own messages.	The student almost never allows the client to lead through feedback and clarification of client's message; almost always sends his/her own messages.	The student sometimes allows the client to lead often through feedback and clarification of client's message; sometimes sends her/his own messages.	The student almost always allows the client to lead through feedback and clarification of client's message; almost never sends her/his own messages.	The student always allows the client to lead through feedback and clarification of client's message; never sends his/her own messages.	
<b>Uses responses to control the direction of the session</b>	The student never uses responses effectively in controlling the direction of the counseling session.	The student almost never uses responses effectively in controlling the direction of the counseling session.	The student sometimes uses responses effectively in controlling the direction of the counseling session; sometimes uses higher level counseling responses.	The student almost always uses responses effectively in controlling the direction of the counseling session; almost always uses higher level counseling responses.	The student always uses responses effectively in controlling the direction of the counseling session; always uses higher level counseling responses.	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>Exhibits empathy, Congruence, and Unconditional Positive Regard</b>	The student never communications warmth, caring, and positive regard through voice tone and body language.	The student almost never communications warmth, caring, and positive regard through voice tone and body language.	The student sometimes communications warmth, caring, and positive regard through voice tone and body language.	The student almost always communications warmth, caring, and positive regard through voice tone and body language.	The student always communicates warmth, caring, and positive regard to client through voice tone and body language.	
<b>Closing of session is conducted appropriately in a friendly manner</b>	The student never exhibits a friendly manner during the closing of the session.	The student almost never exhibits a friendly manner during the closing of the session.	The student sometimes exhibits a friendly manner during the closing of the session.	The student almost always exhibits a friendly manner during the closing of the session.	The student always exhibits a friendly manner during the closing of the session.	
<b>Closing of session is conducted appropriately providing structure for the session</b>	The student never provides structure during the closing of the session.	The student almost never provides structure during the closing of the session.	The student sometimes provides structure during the closing of the session.	The student almost always provides structure during the closing of the session.	The student always provides structure during the closing of the session.	
<b>Total Score</b>						
<b>Mean Score</b>						

**Note: A rating below 3 does not meet minimum program standards.**

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Texas Tech University**  
**College of Education/Counselor Education**  
**Interview Record**

**Directions:** This form is to be completed by the Counselor-in-Training. It is to be placed with the typescript of the counseling session and given to the University Professor.

Client Name: \_\_\_\_\_ Session Number: \_\_\_\_\_

Counselor Name: \_\_\_\_\_

Session Length (e.g., 30 minutes) \_\_\_\_\_ Date: \_\_\_\_\_

**I. Session Goals:**

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**II. Course of Interview**

- a. Brief notes on: what transpired behaviorally, what client and counselor said, and how client acted.

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- b. Interpretations of session content, what counselor thought, and how this might affect client progress.

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Counselor Name: \_\_\_\_\_  
Client Name: \_\_\_\_\_

Interview Record  
2

**III. Counselor's Reaction to Session:**

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**IV. Plans for Ensuing Sessions (e.g., homework).**

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**V. What Counselor Would have Done Differently:**

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**EPCE 5094: Counseling Internship**  
**Skill Hierarchy Frequency Sheet**

Name: \_\_\_\_\_ Tape #: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Skill</i>	<i>Occurrence of Skill (Frequency)</i>	<i>Percentage (frequency of individual skill divided by total frequency of all skills combined)</i>
Influencing		
Reflection of Feeling		
Reflection of Meaning		
Self Disclosure		
Focusing		
Confrontation		
Summarization		
Paraphrase		
Restatement		
Encouraging		
Open Question		
Closed Question		
Attending Behaviors		
<i>Total</i>		<i>100%</i>

**Sample:**

<i>Skill</i>	<i>Occurrence of Skill</i>	<i>Percentage</i>
Influencing	1111	.40 (4/10)
Reflection of Feeling	11	.20 (2/10)
Reflection of Meaning	111	.30 (3/10)
Self Disclosure	1	.10 (1/10)
<i>Total</i>	<i>10</i>	<i>100 %</i>

## **Release Statement**

Date: \_\_\_\_\_

The signed consent form giving me permission to counsel and record counseling sessions is in the client's counseling file/record at

\_\_\_\_\_ in a secured location.

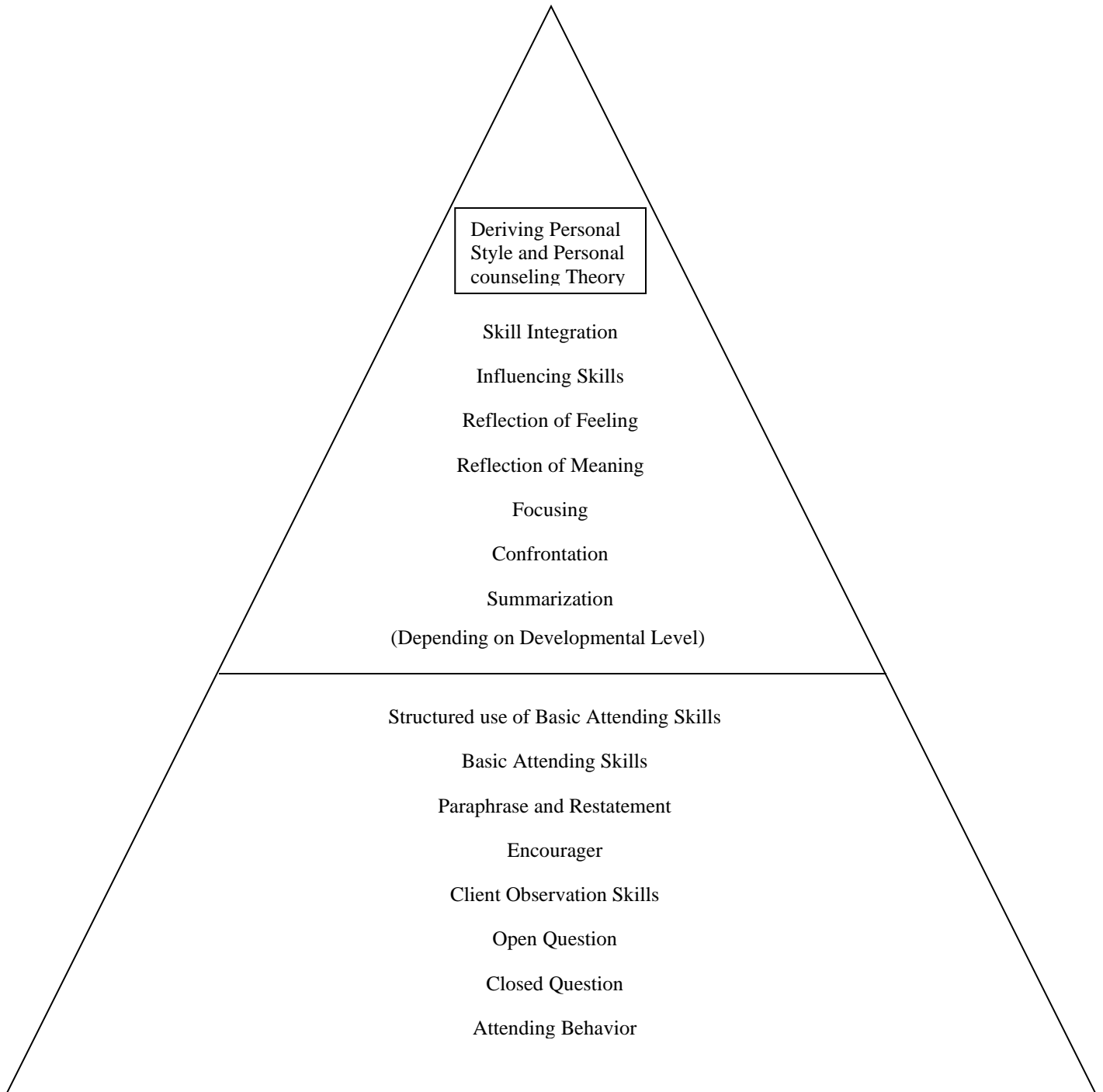
\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Counseling Intern  
Texas Tech University

# Counseling Hierarchy

Counseling Practicum/Internship



Adapted from: Ivey; Cormier & Hackney; Shertzer & Stone

# Appendix F

## **Additional Helpful Information**

## **Counseling Skills®** **by Loretta Bradley, PhD**

Personal qualities of effective counselors:

- Self-awareness and understanding
- Good psychological health
- Open-mindedness
- Objectivity
- Ability to promote the welfare of the client
- Sensitivity to and understanding of racial, ethnic, and cultural factors in oneself and others.
- Genuineness
- Unconditional Positive Regard
- Ability to handle ambiguity

Skills necessary to be an effective counselor:

- **Interpersonal skills:** an array of characteristics that contribute to the counselor's ability to put clients at ease, elicit trust, form a collaborative and respectful relationship, and help clients work through difficult moments, tasks, and problems. Included are:
  1. Empathy, respect, genuineness
  2. Client empowerment and self-responsibility
  3. Ability to listen and accurately communicate
- **Conceptualization Skills:** As the counseling relationship evolves, the counselor becomes more a part of the client's world; this challenges the counselor to be in the relationship and yet remain apart and objective.
  1. Ability to exhibit congruence, honesty, and professional responsibility
  2. Ability to listen, comprehend, relate, think through, recognize connections and contradictions, and conceptualize within a theoretical framework
  3. Ability to react, instigate, support, challenge, empathize, and have a spirit of inquiry
  4. Ability of the counselor to be reflective about his/her work and about clients and their issues
- **Intervention Skills:** Must be able to implement conceptualizations of what would facilitate client growth and success with presenting problems.
  1. Interventions may address client's feelings and attitudes, thought processes and assessment of life situations, behaviors, efforts to change, and interpersonal relationships
  2. Some interventions are common sense; others are unique to therapeutic relationships and formed from theoretical concepts
  3. These "tool" form the repertoire of skills counselors need in working with diverse clients and the flexibility to delivery various

Examples:

**Attending Behaviors:**

- nods
- eye contact
- “umhm”

**Closed Question:**

This is any question that has only one answer (often yes or no).

- “What’s your name?”
- “Where are you from?”
- “Do you like school?”
- “Are you comfortable with your friends?”

**Open Question:**

This is a question that has no single answer, although the client may only give you one answer.

- “What do you think makes a person an effective counselor?”
- “How do you think a good mother acts?”

**Encouraging:**

This is an expansion of attending behaviors, and involves short encouraging statements.

- “Wonderful plans.”
- “Wow!”
- “That’s exciting.”
- “Great news.”
- “Perfect idea.”
- “Uh-huh”

**Restatement:**

This is literally that...restating all or part of what the client said.

- “That makes you angry.”

**Paraphrase:**

This is similar to restatement, but involves using words different from those the client used in describing the thought or feeling.

- Client says: “My boss pays no attention to my suggestions or ideas unless he can use them as his. It’s infuriating.”
- Paraphrase: “Your boss ignores you unless he is claiming your ideas as his own, and this makes you angry.”

**Summarization:**

Repeating in several sentences the essence of what the client has said in a previous part of the session or in a previous session.

- “Last week, you told me how frustrated you were by your family’s behavior toward you and your husband. You also discussed your feelings of depression and unhappiness. You spoke of being unfocused and needing to make decisions. We can’t work on all of this in one week, so I’m asking you to decide what you would like to concentrate on first.”



**Confrontation:**

Addressing any incongruity in the client's words or behavior. It does not have to be harsh or punitive.

- "You're talking about the loss of your son, yet you're smiling. I'm confused."
- "I hear you saying that you want to change, yet you avoid doing anything that might help you change."
- "What were you thinking?"

**Focusing:**

This is keeping the client on track when they begin to wander off. It may also be used for clarification when you (counselor) don't understand the client's point.

- "I understand that you are concerned about your father's impression of you, but let's talk about you right now."
- "It's important to consider other's feelings, but what are your feelings"
- "I don't understand what you mean when you say that you're not the person everyone thinks you are."
- "Explain for me ..."
- "Help me understand ..."
- "Describe for me ..."
- "Tell me about ..."

**Self-Disclosure:**

This is using your experiences that may be similar to the client's to form a bond of understanding."

- "I understand your feelings of loss at your father's death. My father died when I was 10."

**Reflection of Meaning:**

This is taking the client's comments/statements and expanding on the meaning behind them.

- "Your mother tells you over and over that you don't care about her or understand her feelings of loss...that must be difficult for you to hear when you had such a close relationship with your father."

**Reflection of Feeling:**

This is adding feelings to a client's statement.

- "Hearing your mother talk like that must really hurt since you feel the loss of your father so deeply."
- "It sounds like you are frustrated with ..."

**Influencing:**

This is convincing the client to recognize something or do something.

- "If I were you, I'd ..."
- "Sometimes, we have to ..."
- "You need to ..."
- "It's time to ..."
- "I agree that your decision is a good one."
- "I think you made a good choice."

## Counseling Stem/Hierarchy Description

Closed Question	Answer Yes or No
Open Question	Requires more than Yes or No
Summary	Summary of counseling issue(s) Usually 3 or more sentences
Reflection	Often uses on of the senses (hearing, seeing, tasting) Feeling (adjective) Meaning (noun) Stems: "Sounds like ..." "Looks as if ..."
Reflection of Feeling	"It sounds as if you are angry."
Reflection of Meaning	"It sounds like you think he is sick."
Focus	Focus on the counseling issue "Tell me ..." "Help me understand what you mean by ..." "Describe for me what you meant by ..."
Influencing	Influence by the counselor. "That is a good plan." "Yes, that seems better."
Confrontation	Use gentle confrontation to highlight incongruities "You said _____, but your actions indicate _____" "You agreed to _____, but your actions were _____" "Help me understand why you didn't follow through."

## Counseling Stems

- Let me summarize what I heard you say ...
- It seems to me that you concluded that ...
- If I understood your comment, you said ...
- Based on the expression on your face, you are ...
- As I look at your eyes, I see ...
- Your verbal statement says \_\_\_\_\_, but your behavior indicates ...
- It sounds like you have anger that is directed towards ...
- It sounds like you are feeling ...
- It sounds like you are ...
- It sounds like you regret ...
- Based on your comments of \_\_\_\_\_, it sounds like you are feeling ...
- Tell me more about ...
- Describe for me ...
- Give me examples to help me understand ...
- As I listen to your concerns, it seems there are more than we can work on today. Help me understand which areas you want to work on today.
- As I observe you crying, I can feel your pain about ...
- I am sensing lots of \_\_\_\_\_ (*label the client's feelings*) on this issue
- If you could change \_\_\_\_\_, describe for me how things would be.
- As you think about your situation, describe for me the options (*2 or 3 options*) that you have.
- As you review your actions on this conflict, describe for me how it feels, and how you would like it to feel.

## Counseling Session Scenario

**Directions:** *Label the following Counselor Responses*

<i>Speaker</i>	<i>Responses</i>	<i>Label</i>
Counselor:	“So ... you’re thinking about divorce again.”	1. _____
Client:	“Yeah, this divorce has really thrown me for a loop, I can tell you. I really care a lot about my partner and ... well ... we get along well together. But there’s something missing.”	
Counselor:	“Uh-huh ... Something missing?”	2. _____
Client:	“Yeah, we just never really share anything meaningful. You know ... it’s as if the relationship doesn’t have enough depth to go anywhere. We like each other, we amuse each other, but beyond that ... I don’t know.”	
Counselor:	“I think I can understand that. As I listen, there seems to be many different things going on. What sense do you make of it?”	3. _____ 4. _____
Client:	“Well, in a way, I guess it seems like the relationship is shallow. When we got married, there just wasn’t much ... ah ... depth there that I’d hoped for in a meaningful relationship”	
Counselor:	“MM-mmmm ... You seem to be talking in terms of meaningful versus shallow relationship. Sounds like for you, the two are different.”	5. _____ 6. _____ 7. _____
Client:	“Yes, I guess they are different. I guess, for me, in order to be married, there has to be some real ... you know ... real caring beyond just a daily basis. It has to be something that goes right to the soul. I guess like you are really connected to your partner in a powerful way.”	
Counselor:	“So, connections, soul. Deeper aspects strike you as really important.”	8. _____
Client:	“That’s right. If I’m married to somebody, I have to have more than a roommate. There has to be some reason for me to want to stay married, and I think with her ... (silence). Well, those connections and that depth were missing, and when we were apart, we didn’t miss each other that much. We liked each other, you know, but when one of us was gone, it just didn’t seem to matter if one of us was here or not.”	
Counselor:	“So there are some really good feelings about a relationship that is meaningful even when the other person is gone. This relationship doesn’t have that. It doesn’t have those values for you.”	9. _____ 10. _____
Client:	“Uh-huh.”	

## Counselor Effectiveness Rating Form

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Rater: \_\_\_\_\_ Sessions Completed: \_\_\_\_\_

Directions: Use the scale below to rate the counselor. Circle the number that most closely describes the counselor. If an item does not apply (non-applicable), circle NA.

<i>Very Typical or Characteristic of the Counselor</i> <b>1</b>	<i>Quite Typical or Characteristic of the Counselor</i> <b>2</b>	<i>Somewhat Typical or Characteristic of the Counselor</i> <b>3</b>	<i>Somewhat Atypical or Characteristic of the Counselor</i> <b>4</b>	<i>Quite Atypical or Characteristic of the Counselor</i> <b>5</b>	<i>Very Atypical or Characteristic of the Counselor</i> <b>6</b>
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The Counselor/Therapist:

1	Conveyed empathic understanding, genuineness, acceptance	1	2	3	4	5	6	NA
2	Lacked credibility (trustworthiness, knowledge, poise)	1	2	3	4	5	6	NA
3	Was attentive (made eye contact, used head nods, etc.)	1	2	3	4	5	6	NA
4	Lacked being animated about/engaged in the counseling process	1	2	3	4	5	6	NA
5	Showed support without rescuing	1	2	3	4	5	6	NA
6	Provided too much or too little structure/direction	1	2	3	4	5	6	NA
7	Extended trust as appropriate	1	2	3	4	5	6	NA
8	Conveyed humor in a timely, appropriate way	1	2	3	4	5	6	NA
9	Failed to acknowledge fallibility when appropriate	1	2	3	4	5	6	NA
10	Conveyed firm sense of self-identity	1	2	3	4	5	6	NA
11	Failed to identify relevant issues as they emerged	1	2	3	4	5	6	NA
12	Interpreted meaning for greater insight/understanding	1	2	3	4	5	6	NA
13	Was genuine	1	2	3	4	5	6	NA
14	Provided information when appropriate	1	2	3	4	5	6	NA
15	Remained hidden in her/his feelings, ideas, or views	1	2	3	4	5	6	NA
16	Facilitated/evoked awareness and expression of feelings	1	2	3	4	5	6	NA
17	Established and maintained a therapeutic focus	1	2	3	4	5	6	NA
18	Was unhelpful as a role model	1	2	3	4	5	6	NA
19	Asked appropriate, meaningful open-ended questions	1	2	3	4	5	6	NA
20	Accurately paraphrased and reflected client's ideas/feelings	1	2	3	4	5	6	NA
21	Failed to clarify communication that was unclear	1	2	3	4	5	6	NA
22	Was concrete and specific in his/her communications	1	2	3	4	5	6	NA
23	Addressed resistance/flight to allow therapy to advance	1	2	3	4	5	6	NA
24	Promoted reality testing (e.g., addressed distortions)	1	2	3	4	5	6	NA
25	Helped instill hope	1	2	3	4	5	6	NA
26	Failed to create an alliance with the client	1	2	3	4	5	6	NA
27	Changed topics or focus inappropriately	1	2	3	4	5	6	NA
28	Helped client identify and address unresolved issues	1	2	3	4	5	6	NA
29	Synchronized/joined with the client in meaningful ways	1	2	3	4	5	6	NA
30	Used summarization effectively	1	2	3	4	5	6	NA
31	Used confrontation in appropriate, timely, and caring ways	1	2	3	4	5	6	NA
32	Failed to create a climate of safety and trust	1	2	3	4	5	6	NA
33	Used immediacy to advance the therapy	1	2	3	4	5	6	NA
34	Expressed her/his own feelings in appropriate and effective ways	1	2	3	4	5	6	NA

	<i>Very Typical or Characteristic of the Counselor 1</i>	<i>Quite Typical or Characteristic of the Counselor 2</i>	<i>Somewhat Typical or Characteristic of the Counselor 3</i>	<i>Somewhat Atypical or Characteristic of the Counselor 4</i>	<i>Quite Atypical or Characteristic of the Counselor 5</i>	<i>Very Atypical or Characteristic of the Counselor 6</i>		
35	Used self-disclosure in effective, timely, and relevant ways	1	2	3	4	5	6	NA
36	Prepared the client for the session ending	1	2	3	4	5	6	NA
37	Structured for change effectively	1	2	3	4	5	6	NA
38	Protected the client’s rights (e.g., to privacy and to disagree)	1	2	3	4	5	6	NA
39	Neither over or understated in response to the client’s experiences	1	2	3	4	5	6	NA
40	Helped clarify the client’s goals	1	2	3	4	5	6	NA
41	Used role-playing effectively	1	2	3	4	5	6	NA
42	Used specific interventions (e.g., guided imagery) effectively	1	2	3	4	5	6	NA
43	Suggested and utilized homework effectively	1	2	3	4	5	6	NA
44	Identified and utilized the client’s strengths	1	2	3	4	5	6	NA
45	Reinforced/supported meaningful client self-disclosure	1	2	3	4	5	6	NA
46	Utilized questions effectively	1	2	3	4	5	6	NA
47	Conveyed effective non-verbal behaviors (e.g., head nods)	1	2	3	4	5	6	NA
48	Recognized and helped the client address his/her maladaptive roles, ploys, and interpersonal styles	1	2	3	4	5	6	NA
49	Helped the client see what her/his behavior is like	1	2	3	4	5	6	NA
50	Was unable to help the client understand how his/her behavior influences the way others feel toward him/her	1	2	3	4	5	6	NA
51	Helped the client recognize and address her/his maladaptive actions, thoughts and behaviors	1	2	3	4	5	6	NA
52	Used interpretation effectively	1	2	3	4	5	6	NA
53	Was unable to help the client understand how his/her behavior influences the opinion of him/her by others	1	2	3	4	5	6	NA
54	Helped the client understand how her/his behavior influences their opinion of her/him	1	2	3	4	5	6	NA
55	Helped the client see which of his/her behaviors are self-defeating	1	2	3	4	5	6	NA
56	Was unable to help the client see and accept that he/she is responsible for and in control of his/her behavior	1	2	3	4	5	6	NA
57	Helped the client evaluate whether they are satisfied with the worlds they have created	1	2	3	4	5	6	NA
58	Failed to help the client reach a decision to change a dissatisfying way of being or relating to others	1	2	3	4	5	6	NA
59	Helped the client engage in the act of change	1	2	3	4	5	6	NA
60	Helped the client realize that they can change the worlds they have created	1	2	3	4	5	6	NA
61	Was unable to help the client see that they exaggerate the danger in their changing	1	2	3	4	5	6	NA
62	Helped the client see that to attain what they really want, they must change	1	2	3	4	5	6	NA
63	Failed to help the client believe in their power to change	1	2	3	4	5	6	NA
64	Used silence effectively	1	2	3	4	5	6	NA
65	Made good transitions from one topic or issue to another	1	2	3	4	5	6	NA
66	Was able to help the client understand the underlying meaning of their behaviors	1	2	3	4	5	6	NA
67	Was unable to demonstrate cultural sensitivity and competence	1	2	3	4	5	6	NA
68	Was able to establish, shift, or deepen focus when appropriate	1	2	3	4	5	6	NA
69	Overloaded the client	1	2	3	4	5	6	NA
70	Was, overall, effective	1	2	3	4	5	6	NA

## ***Treatment Plan***

**Presenting Problem:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Definitions of Problem:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Long Term Goals:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Short Term Goals:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Objectives and Interventions/Techniques:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
A. \_\_\_\_\_  
\_\_\_\_\_

- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

3. \_\_\_\_\_
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

4. \_\_\_\_\_
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

**Diagnosis:**

- **Primary** \_\_\_\_\_
- **Secondary** \_\_\_\_\_

**Co-morbid Conditions:** \_\_\_\_\_

**Clinician's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



I \_\_\_\_\_ hereby certify that I have read  
(Print name)

and that I understand the information presented in this *Handbook*.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)