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INTRODUCTION

Welcome to the Applied Skills portion of your counseling education. It is an exciting time when you get to put everything you have been learning into practice. The department wants to support your success, and offers this Practicum and Internship Guide (affectionately known as “The P.I.G.”) to assist your learning.

This guide contains essential information regarding administrative, clinical, and ethical responsibilities. It also outlines procedures for initiating and maintaining a practicum and internship placement, provides student objectives and competencies to be addressed, provides supervision guidelines for faculty and site supervisors concerning student performance, and provides a format for evaluation of student, faculty, and site supervisor performance.

DEPARTMENT MISSION

The mission of the Department of Counselor Education at the University of Montana is to provide a stimulating, safe, and academically rigorous learning environment for graduate students in Counselor Education. Our principal goal is to prepare students to function as competent professional counselors who can work sensitively with culturally diverse consumers within a wide range of school and mental health settings. Our department recognizes the need for client advocacy, the importance of social justice, and the perpetual nature of multicultural competence and continued professional development for counselors.

THE PRACTICUM AND INTERNSHIP PROGRAM

The practicum/internship program is designed to assist students to transfer concepts, skills, and abilities obtained in classroom activities to actual practice in professional settings. Applied Skills courses (1) emphasize the development of school and/or mental health counseling competencies and specialized skills; (2) encourage ongoing self-appraisal of acquired skills; and (3) identify appropriate learning needs. Students in both School and Mental Health tracks complete their initial 100 hours of clinical work (COUN 530) under close supervision by core department faculty.
ASSIGNMENT TO PLACEMENT SITES

A complete description of the requirements for the Applied Skills courses is provided in the coming pages.

COUN 530: This class is designed to be a supportive, structured learning experience.

Practicum Placement: Your practicum work is arranged by the Counselor Education Department. Talk to your Faculty Practicum instructor if you have special needs or interests.

COUN 585: (COUN 530 must be completed before you can register for COUN 585)
You should begin planning for your internship experience early in your program. It is your opportunity to gain supervised experience in a work setting, and builds skill and employability.

Application to Internship Sites: Please plan to discuss your internship goals and needs with your advisor. The Department of Counselor Education has a number of established internship sites, but we are open to developing new sites as appropriate. You cannot simply arrange your own internship. It must be done in collaboration with the Counselor Education faculty. You have input on selecting your internship site, however, the faculty must approve all site arrangements. We carefully consider appropriate matches between supervisors and supervisees. When you commit to an internship site, it is imperative that you honor that commitment, and only in the case of extenuating circumstances, and with faculty involvement and approval, is it acceptable to terminate an internship placement.

You should approach applying to an internship as if you are applying for a job at that site—even though most of our internships are unpaid. Many sites require interviews and a formal application process. It is wise to develop a vita (a resume) and letter of interest.

School Track students should be aware schools will likely expect interns to be available throughout THEIR school schedule. A campus supervisor will be available to you via group or individual supervision, even if the university term has ended.

Supervising faculty will be in regular contact with each student’s site supervisor during the time that the student is enrolled in 585. This will involve a combination of site visits, telephone contact, and email contact.

Internship at Place of Employment: The intention of an internship is to gain professional experience. Students who are employed in a setting that might serve as an internship may not use their customary employment to gather internship hours. However, if possible, you may add to your regular hours and/or duties and use these hours for internship. This must be approved, in advance, by the appropriate faculty member and should include advanced (beyond case management, for example) skills. Students must attend internship class weekly. If the student is in an internship some distance from campus, special arrangements must be made in advance if the student anticipates being unable to make a weekly meeting on campus.

Site supervision is ordinarily provided in your internship setting by a licensed professional with training in supervision. For Clinical Mental Health Counseling students, the supervisor must have three years post licensure experience or at least 20 SWP Board-approved continuing education credits in supervision. For school counseling students, the supervisor must be licensed in School Counseling.
COUN 530: Applied Counseling Skills  
(AKA Practicum)---3 credits

COUN 530 is your first opportunity to interact with real clients/students in a professional capacity. Through working with clients/students under faculty supervision, you will begin to synthesize material from your coursework, use the theories and techniques you have learned, and begin to develop a professional style. Supervision will occur during the scheduled Practicum (530) class and also in faculty supervised individual or triadic supervision for one hour per week.

This 3-credit course is required for both School and Mental Health Counseling tracks. It equals 100 total hours of work. At least 40 hours must be direct client contact. Additional hours beyond the total of 100 do not count for internship. However, if you are planning to pursue the LCPC with the state, you can count any “extra” Practicum hours at the time that you apply for licensure. Be sure to record any extra hours in your Practicum log.

The 40 hours of direct client/student contact must be video or audio-taped unless supervised live. Direct service activities include: individual counseling and consultation with clients, crisis intervention, group counseling and/or psychoeducation, and client/student education (e.g., classroom presentations, parenting and other types of classes or workshops, consultation with client/student family members).

The additional 60 hours involve doing professional work related to counseling. For example, writing case notes, reviewing video recordings of work, research and reading relevant to client/student needs, telephone contact, staff meetings as required, consultations regarding client/student care, individual and group/faculty supervision.

CACREP STANDARDS and STUDENT LEARNING OUTCOMES

CACREP Related Course Objectives  
COUN 530—School Counseling

G.1.d Self-care strategies appropriate to the counselor role
G.5.d Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

CACREP Specialty Standards: School Counseling

D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.5 Demonstrates the ability to recognize their limitations as school counselors and to seek supervision or refer clients when appropriate.
F.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

COUN 530—Clinical Mental Health

CACREP Related Course Objectives

G.1.d Self-care strategies appropriate to the counselor role
G.5.d Counseling theories that provide the student with models to conceptualize client presentation and that
help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

CACREP Specialty Standards: Clinical Mental Health Counseling

B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
D.1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
D.4 Applies effective strategies to promote client understanding of and access to a variety of community resources.
D.7 Applies current record-keeping standards related to clinical mental health counseling.
D.9 Demonstrates the ability to recognize limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
F.1 Maintains information regarding community resources to make appropriate referrals.
J.1 Applies relevant research findings to inform the practice of clinical mental health counseling.
COUN 585: Counseling Methods  
(School Internship)—5 (or more) credits

Students who are in the **School Counseling Track** must enroll in 5 credits of COUN 585 over two or three semesters. This entails **600 hours (120 hours per credit)** of work in a school setting under the supervision of a licensed school counselor. **At least 240 of these hours must include direct work with clients/ students, usually in individual, group, and classroom activities, as well as consultation with parents/ guardians of students at the school.**

Direct service activities for school counseling interns are:

- Classroom presentations and activities with children that enhance their ability to function well in the school setting and with their peers
- Individual counseling with students
- Group counseling with students
- Consultation with parents/ Parent training
- Some teacher consultation work
- Administration/interpretation of assessment and or testing experiences

Activities that make up the remaining 360 indirect hours include:

- Consultation with teachers, administrators and other mental health/human service professionals
- Program development
- Individual and group supervision/ Writing case notes and summaries
- Preparing for sessions, class presentations, workshops, etc.
- Attending staff meetings, trainings, and other meetings regarding particular students

Typically, students enrolled in COUN 585 work more independently than in COUN 530 and are given more professional responsibilities. Details of assignments related to student learning outcomes and course objectives are provided in the syllabus for COUN 585.

In some settings, counselors-in-training might be given the opportunity to substitute for their primary internship site supervisor. Instances such as brief illness or off-site meetings for one day or less are considered reasonable times where students can continue to function in their defined internship role, following their site safety plans (i.e., who to contact for help and support if an issue arises). When opportunities to provide services in replacement of your site supervisor go beyond one day or take place at a secondary internship site, the following procedures should be followed:

1. Immediate notification to faculty internship supervisor of the situation including number of days and expectations of the site. This information will be brought to the department faculty for approval.
2. Arrangement with school to be under formal contract with the site with a role description. For example, becoming a substitute with Missoula County Public Schools therefore gaining additional liability coverage and being paid for increased responsibilities.
3. Working with site and faculty supervisors to ensure on-site supervision is continuously available.

**CACREP Standards in COUN 585 – School Internship**

**Foundations**

B. Skills and Practices

B. 1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

**Counseling, Prevention, and Intervention Skills and Practices**

D. Skills and Practices

D. 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals,
groups, and classrooms.
D 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Diversity and Advocacy Knowledge
F. 4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment Skills and Practices
H. 1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H. 3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
H. 4. Makes appropriate referrals to school and/or community resources.
H. 5. Assesses barriers that impede students’ academic, career, and personal/social development.

Research and Evaluation
J. 2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Academic Development
L. Skills and Practices
L. 1. Conducts programs designed to enhance student academic development.
L. 2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
L. 3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Consultation and Collaboration
N. Skills and Practices
N. 1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
N. 3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
N. 4. Uses peer helping strategies in the school counseling program.

Leadership
P. Skills and Practices
P. 1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
P. 2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
COUN 585: Counseling Methods
Clinical Mental Health Internship
5 credits

After completing the 100 hours for COUN 530, students who are in the Clinical Mental Health Counseling Track sign up for internship. They need a minimum total of 5 credits of COUN 585. This entails 600 hours (120 hours per credit). At least 240 of the 600 hours must include direct work with clients. Students serve under the supervision of a licensed professional clinical counselor, psychologist, or licensed clinical social worker. All requirements for supervision remain the same as described for COUN 530. Typical activities in which mental health counseling interns engage that are considered to be direct service are as follows:

- Individual and group counseling or psychoeducation
- Case management
- Public or professional education through student presentation of lectures, workshops and trainings
- Consultation with client family members
- Career or other forms of mental health assessment and feedback

Activities that make up the remaining 360 hours may include the following:

- Individual and group supervision
- Consultation with mental health/human service professionals
- Program development and management
- Writing case notes and termination summaries
- Preparing for sessions, presentations, workshops, etc.
- Attending staff meetings, trainings, and other meetings regarding particular clients
- Outside reading and research relevant to provision of counseling
- Conducting public information activities for the agency
- Conducting and participating in professional development activities for the agency

Typically, students enrolled in COUN 585 work more independently than in COUN 530 and are given more professional responsibilities. Details of assignments related to student learning outcomes and course objectives will be provided in the class syllabus for COUN 585.

CACREP Standards in COUN 585: Clinical Mental Health Internship

CACREP Related Course Objectives
G.1.d self-care strategies appropriate to the counselor role
G.5.d counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

CACREP Specialty Standards: Clinical Mental Health Counseling
D.1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
D.4 Applies effective strategies to promote client understanding of and access to a variety of community resources.
E.4 Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
H.2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
L.2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
SUMMER INTERNSHIP POLICY

SUMMER POLICY FOR CLINICAL WORK

The department offers an Applied Skills group supervision section during the summer semester. If you are participating in clinical work during the summer you must attend this class, and enroll for the number of credits of 585 which reflects the estimated number of clinical hours you will be completing. **Those students who are continuing in clinical work from the previous semester and have received a previous grade of “N” must consult with the faculty instructor of the summer section regarding their specific situation.** If you are just finishing up a small number of hours you may only need to attend class until those hours are completed. However, if you have a significant number of hours to complete, you will be required to formally enroll in the course.

- All students identifying as an Intern are representatives of The Department of Counseling at The University of Montana. As such, students **must** be enrolled in the internship class for a minimum of one credit regardless of how many hours they are accruing and when they accrue them. This is in place for liability reasons. Students should strive to take the number of credits that actually reflect the hours they will work.

- If students are completing their hours amid shortened blocks of time (ie, a one week intensive experience, the last month of the public school calendar year, etc.) they must attend class a minimum of four meetings, including the first class meeting and offer a presentation of their counseling work within that time frame. They are welcome to attend all classes, and obtain indirect hours when they do so. We value the richness of the collective group supervision.

- Students must participate in internship group supervision **throughout the time they are identifying as an intern at a site.** However, should the student not be available for group supervision because away at an intensive internship experience (such as wilderness counseling, grief camp counseling, etc.) the student must attend group supervision the weeks before and after the experience. Of course, recording these experiences is still a requirement. Please discuss these experiences **in advance** with the summer faculty supervisor.

- Students wishing to count internship hours in the weeks following the termination of summer session and the beginning of fall session, must have attended summer session AND must attend at least one group supervision course at a date to be determined and arranged by the faculty. In addition, only students who will be receiving weekly site supervision and who have on-call access to their site supervisors qualify for this extended placement. Students wishing to participate are responsible for obtaining prior approval from their advisers before then end of summer session.

- For some students, site participation may extend beyond the scheduled Internship course. In these cases, the faculty will arrange group supervision to meet student needs until the following semester begins. Group supervision will typically take place in an extended time block (3 hours) the week prior to the beginning of spring and fall semesters. Attendance at this meeting is required of all students completing Internship hours outside of the regular academic semester.
The CACREP STANDARDS and DEFINITIONS

PRACTICUM

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNERSHIP

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

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
Practicum and Internship Video/Audio Taping Policy

Videotaping and reviewing your clinical work is an important learning tool in your development as a counselor. Reviewing recorded sessions will be a key component in both your individual and group supervision, and cameras are provided for your use in both the Practicum Lab and sometimes on site for COUN 530. It is your responsibility to arrange for the videotaping of your clinical work in other settings.

The Department of Counselor Education requires that all students in practicum and internship video or audio record their counseling sessions. It is important to exercise extreme caution in guarding the confidentiality of our clients and students. Therefore, we require that students strictly adhere to the policies below. Failure to do so can result in failing practicum or internship, or removal from the graduate program.

ALL RECORDED SESSIONS NEED TO BE ENCRYPTED PRIOR TO THEIR TRANSPORT BETWEEN INTERNSHIP SITES AND SUPERVISION AT THE UNIVERSITY. The following details instructions for how to install free encryption software on your personal computer. To install Axcrypt:

1. Go to http://www.axantum.com/axcrypt/
2. Choose the version of Axcrypt that is appropriate for your personal computer
3. You should save it to your desktop, then install it. This is so you can decrypt files to listen to on your computer. Unless exceptions have been made with university supervisors, files should be deleted immediately after being shown for supervision.

Most cameras have internal storage, the option for a card/chip storage, and the option to transfer the video to a personal computer. Since you cannot remove Counselor Education cameras from our location, if using a program camera, either have a storage card of your own, or use the wire to transfer your session to a password protected location on your personal computer. We expect this to be a location that you use ONLY to store professional, confidential sessions.

For sessions with UM student/clients, there are two cameras stored in each location (the Consultation Center on first floor of the PJW CoEHS, and the filing room of the CSD space).

We assume that in most cases, for group presentations, you will connect your personal computer to the screen in the classroom to show your session. In individual supervision, you can simply show your session on your computer. Do not upload any segment of your recorded sessions on the Internet. Be very careful about where you review your recordings. Review should always be in a private location where others (including friends and family) cannot see or hear your recording.

In this era of rapidly developing technologies and competing options for creating video recordings, it is important to remember that our essential function is to record our sessions with great care, to watch the recordings of each session so we can grow and develop as professionals, to obtain supervision, and then, after viewing the session and obtaining supervision, to erase the session both from the camera and from your computer. On rare occasions, your supervisor may wish to have you save a session for further consultation. This is permissible, but must be closely monitored.
CLINICAL GUIDELINES ON SITE

CLIENT RECORDS
As mental health and school professionals, it is important that we maintain accurate, up-to-date records concerning our work with clients/students. Records allow us to document and review the delivery of counseling services, and also:

- assist us in planning and implementing appropriate treatment for our clients/students;
- help protect us in terms of professional liability;
- provide a history and current status information, should a client/student seek counseling elsewhere, though some records are kept only for a short period of time.

Most sites will provide you with the forms they wish you to use in working with clients/students. Be sure to ask about the required paperwork for your site. Some general guidelines follow:

- All client/student files and recordings of sessions are strictly confidential and should be stored and disposed of accordingly. These must be password protected and/or stored in a locked file cabinet.
- Do not remove client/student files from your site unless this is a formal part of the arrangement.
- When it is necessary to transport electronic records, use encryption software. When transporting paper records off campus, use a lock box or briefcase. If on campus, transport only the case note, unidentified, and not the whole client file.
- Record all relevant consultation and supervision.
- Note any unusual occurrences or emergency situations, the client’s/student’s condition, and what you did to assist.
- Make copies of any materials you give your client/student to read and place them in the file.
- It is best to make entries the same day as the client/student contact.
- Records should contain all information needed for you to treat the client/student.

INFORMED CONSENT
Informed consent is a process, and continues throughout counseling. It is both a verbal interaction and a written record. It is your responsibility to construct a complete and appropriate form for use with your clients, if your site does not have one that meets our guidelines.

Later in this document, there is a sample form that you can use to construct a client/student informed consent form, or to upgrade one already in use at your site. Your practicum/internship supervisor must approve any forms that you use.

CONFIDENTIALITY
Clients/students are rightfully concerned that their privacy and rights to confidentiality be protected. For the counseling relationship to be successful, trust needs to be established and maintained. Therefore, at the beginning of the counseling relationship, it is imperative that you discuss the matter of confidentiality and its limitations. Assure your clients/students that confidentiality is the foundation of the counseling relationship, but also openly inform them that there are exceptions to the rule. These exceptions include:

1. If clients/students indicate that there is clear and imminent danger to themselves (suicidal intent or clients are gravely disabled such that they can’t care for themselves) or to another person (or identifiable group of people), you must “take reasonable personal action or inform responsible authorities.” In the case of concern regarding suicide risk, you must do all you can to prevent it, even if that entails breaking confidentiality. In the case of harm to another person, you must notify authorities and the person(s) being threatened.
2. If the client/student informs you of a case of physical or sexual abuse of a child or elderly person that has previously been unreported, you must notify proper authorities after you notify your practicum instructor, or encourage the client/student to make the report in your presence.
3. If records are subpoenaed by a court order, you must legally comply after consulting with a supervisor, or in a school, the principal. Your faculty instructor must be involved before any records are released. Records are not released to a requesting attorney, only to the court after you remind the judge of confidentiality.

4. You must have written permission from clients/students or their parents/guardians to video or audio record and to use portions of the sessions to receive supervision. Get this permission BEFORE beginning to video.

As a practicum or intern student, always consult with a supervisor if at all possible before breaching confidentiality.

ADDITIONAL ETHICAL CONCERNS

- You may only discuss specific clients/students with persons that you have been authorized to use as consultants or supervisors.
- Be absolutely certain that you have a complete understanding of your site’s policies and procedures regarding duty to warn and exceptions to confidentiality. For example, be sure you know how to proceed if you are given information in your work with a client/student regarding child abuse, suicide, teen pregnancy, etc.
- Never discuss clients/students in a public place. Remember that just omitting names from the discussion does not protect confidentiality. Others may be able to identify your client/student from the circumstances discussed.
- Be very careful in your use of technology. Remember that cell phones, computer-stored case notes, and email are not entirely secure.
- We do not allow counselors-in-training to meet with clients in a building that is otherwise unoccupied. If you unexpectedly find that you have ended up alone in the building when your client arrives, you must reschedule the session.
- Do not engage in dual relationships with your clients/students. Specifically:
  - Do NOT counsel someone who is already known to you in another capacity (friend, relative, neighbor, business associate, etc.)
  - Do NOT have any form of romantic or sexual contact with your clients/students.
- **You must consult with your site and faculty supervisor whenever possible before you:**
  - are involved in any correspondence regarding a client/student;
  - consult another professional regarding your client/student (either in person or by phone);
  - give over any records to a court of law;
  - report an instance of abuse, threatened suicide or homicide.

Students are expected to adhere to the Code of Professional Ethics for the American Counseling Association, and to the codes specific to school or mental health counselors. Failure to do so may result in removal from your clinical site and possibly from the Department of Counselor Education.
IMPORTANT INFORMATION

INSURANCE AND BACKGROUND CHECK:
Many internship sites require a background check, as do most licensing entities. You are also required to carry student liability insurance during your pre-practicum work in Counseling 512, Fundamentals of Counseling. You must carry insurance continually thereafter until you graduate. Most students obtain the student insurance offered by the HPSO (Healthcare Providers Service Organization) which is associated with the American Counseling Association (ACA). At the present time, insurance is included with ACA or ASCA membership. Forms can be downloaded by accessing www.hpso.com, or on the ACA/ASCA student membership websites. As indicated in the Student Handbook, you are must become a member of ACA or ASCA as soon as you begin the program.

CELL PHONES
Remember to TURN OFF YOUR CELL PHONE during clinical work, staff and professional meetings, class and supervision. Because it has become common practice for mental health professionals to use their cell phones for professional messages, it is your choice as to whether you give clients your cell number to use to make or cancel appointments only. Make sure that during the informed consent process, you explain that do not do any counseling on the phone, and that you will not necessarily return calls in any certain time frame. Also, be sure that your voicemail message is professional and nondisclosive. Some of your clients may prefer to text and this is also your choice. It’s a good conversation to have early in supervision. If a counselor in training is uncomfortable using a personal cell phone for client arrangements, they can arrange a meeting with the clinic director for alternate arrangements.

CASE NOTES
When working with UM students, your case notes should be filed in the locked filing cabinet in 109. Bring examples of your case notes to your individual supervision sessions so that your supervisor can help you develop appropriate case note taking skills.

WORKING WITH YOUR SUPERVISORS
You will often be working with at least two supervisors during some clinical experiences: the clinical site supervisor and the faculty supervisor. Each person will have his or her own professional style, theory base and approach, and you may find that supervisors do not always agree. You are encouraged to reflect on these differences and use them for learning, and to address them with your supervisors as needed. In nearly every situation, there is no one right answer, and as you continue to gain knowledge and skills, you will be able to integrate all your experiences and solidify your own approach to the work.

LICENSE INFORMATION

School Counselors: To obtain a Class 6 Specialist License with a School Counselor endorsement, an applicant must provide verification of a master's degree in school counseling (K-12) or a master's degree with an equivalent graduate level school counseling content; and a school counselor and/or faculty supervised internship of at least 600 hours in a school or school related setting. (--from the OPI website: www opi state mt us)

Mental Health Counselors: 3,000 supervised experience hours, completed at the time of application. A maximum of 1,500 hours may be done pre-degree; a minimum of 1,500 hours must be post-degree. A licensed counselor, social worker, psychologist or psychiatrist must provide the supervision. 1,000 of the 1,500 hours must be direct client contact. Practice hours are “engaging in the practice of counseling” as defined in the statutes: 37-23-102(3), MCA. The Board of Social Work Examiners and Professional Counselors...
website can be found at http://bsd.dli.mt.gov/license/bsd_boards/swp_board/board_page.asp. At the present time, faculty member Cathy Jenni is a SWP Board member. She may be able to answer questions or provide students with more information. While the faculty is knowledgeable about licensure, faculty cannot speak for the Board and regulations change from time to time.
CHECKLISTS AND FORMS

Student Responsibilities for Site-Based Clinical Work

___ Read this entire document and sign the sheet in the forms section.

___ Develop a schedule with the site supervisor for orientation and training, clinical work, staff meetings, etc.

___ Become familiar with and abide by the procedures, policies and regulations established by the practicum site, school or agency.

___ Meet with site supervisor for individual or triadic supervision for at least one hour per week. Use supervision constructively and effectively.

___ Treat the clinical experience as a professional commitment or job. Be aware that agencies/schools do not operate on the same time schedule as the university, so may require you to adapt accordingly.

___ Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the site supervisor.

___ Inform the site supervisor of work-related difficulties in a timely manner.

___ Obtain informed consent for your services, using your site form or one you develop specific to your work.

___ Video all individual and group counseling sessions with permission from the client (and parents/guardians in the case of a client under the age of 18).

___ Attend practicum/internship class weekly for group supervision and instruction. Present case material and videos during group supervision class.

___ Keep weekly logs (format provided in this handbook) reflecting all of your work. Have your individual supervisor sign it each week, provide a copy to your faculty supervisor and keep a copy for your files. (Note: You will need this information for licensure/certification so be sure to keep copies).

___ Evaluate yourself at the end of the semester, using the Student Performance Evaluation Form (pages 24-25). Also provide a copy of the evaluation form to your clinical site supervisor to complete as part of your formal evaluation at the end of each semester of clinical work. (Your performance will be evaluated on an informal basis by both your individual and your group supervisor throughout the practicum experience.)

___ Evaluate your clinical site supervisor and placement site with appropriate forms. You are encouraged to discuss this evaluation with your supervisor but it is not mandatory. Provide a signed copy of the evaluation to your group supervisor in a sealed envelope on the last day of group supervision class.

___ Evaluate your faculty supervisor using the form provided in class.
SITE RESPONSIBILITIES/EXPECTATIONS

___Provide an opportunity, space and setting for the student to begin to do supervised professional work.

___Provide the space and setting for necessary technologies that assist learning, such as video and audio recording equipment. The student or department will provide recording equipment if necessary.

___Orient the student to the school/agency, its components, policies and procedures, and inform students of expectations of them.

CLINICAL SITE SUPERVISOR RESPONSIBILITIES

Note: In many but not all sites, the same person will serve as both site contact and clinical site supervisor.

___Familiarize yourself with this guide and the CACREP Standards related to your work with the students.

___Obtain formal training in supervision, and provide evidence of this to UM. Note: The Counselor Education Department provides an online training module, as well as annual continuing education supervision workshops.

___Provide an opportunity for the student to begin to do professional work under professional supervision.

___Provide active supervision to the student for at least 1 hour per week, either individually or in pairs. It is important that interactive supervision also be available informally to students during their on-site hours.

___Keep notes regarding your supervision sessions for your own records.

___Refer the student to appropriate resources for learning how to meet specific client needs.

___Model professional and ethical conduct for the student.

___Frequently review all or part of the student’s recorded sessions of work. A minimum of 4 reviews is expected. Provide feedback about the student’s strengths and areas in need of improvement. Live observation of the student’s work is also encouraged if possible.

___Keep the student informed of progress as a developing counselor.

___Verify the student’s clock hours of activity by reviewing and signing off on the student’s log at least once each month.

___Provide a formal evaluation of the student’s performance to the student and to the faculty supervisor at the end of the practicum experience. Meet with the student to discuss your evaluation and compare it with the student’s self-evaluation.

___Contact the department faculty member providing group supervision to discuss the student’s progress when necessary.

___Carry professional liability insurance that covers supervisory responsibilities. For School Counselors, the school’s general insurance has been historically considered sufficient.
FACULTY SUPERVISOR RESPONSIBILITIES

___ Provide group class/supervision each semester, meeting weekly for 1½ to 2 hours.

___ Prepare the student for the field experience, and arrange for site visits as appropriate.

___ Refer the student to appropriate resources for learning to meet specific client needs.

___ Assist the student in using supervision effectively and constructively.

___ Help students refine their understanding of the profession and ethical, professional behavior.

___ Provide opportunities for students to discuss their practicum experience.

___ Assure that active, qualified, supervision is provided by the site formally for at least one hour per week, and that supervision is available any time the student is performing on-site duties.

___ Be available throughout the semester for consultation with the on-site supervisor.

___ Keep students informed of their progress in developing basic counseling skills.

___ Address any academic or clinical practice problems that may develop between students and school/agency or between students and their individual supervisor.

___ Collect all completed forms from students regarding their clinical placements. Signed logs of direct and indirect hours should be collected weekly.

___ Evaluate the student and assign grades based on observations made in group supervision, student logs, through regular contact with on-site supervisors, and from the evaluation form completed each semester by the agency/school supervisor.
CONTACT INFORMATION—necessary for each site
University of Montana Department of Counselor Education

Instructions to the student: Please get this form completed and make **three copies**—one for yourself, one for your Counseling Department Faculty Supervisor, and one for your Clinical Site supervisor. You need a separate form for each site. This is due by the third week of the term.

Student Name: ___________________________ Phone: __________________
Email Address: __________________________ Semester/Year ________________
Counselor Ed. Faculty Supervisor: ___________________ Cell: __________________
Faculty Office Phone________________________ Email: ______________________
Clinical Site Supervisor: ______________________ Email: ______________________
Office Phone: ____________________________ Home or Cell Phone: ________________

SUPERVISOR AGREEMENT

I have agreed to supervise ___________________________.

I carry professional liability coverage for supervisory activities such as these (School Counselors, please note that your school’s general insurance is sufficient.) I will provide my credentials to the Department of Counselor Education. I agree to notify the University regarding any concerns I may have as soon as is reasonably possible.

I will provide copies of the following to the Department of Counselor Education:

- Professional License
- Information necessary for any stipends or opportunities for Continuing Education
- Evidence of formal training in supervision.

I have read applicable portions of this Practicum and Internship Guide and agree to the responsibilities listed for site and clinical site supervisors.

Signature: ___________________________ Date: __________________

Faculty Signature: ________________________ Date: __________________

Student Signature: ________________________ Date: __________________
## CLINICAL EXPERIENCES LOG

**University of Montana Department of Counselor Education**

**Student name:** ____________________________  **Semester/Year:** _________________

**Time period:** _____________________________  **Course:** _________________

**Students:** Keep logs of all counseling related activities using this form. Use a separate form for each site, and have your site supervisor sign the form when it is full, after 10 hours of direct service, or at the end of the term, whichever comes first. Give copies of your logs to your faculty supervisor and keep the originals for your own records.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title and Description of Activity</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Supervision Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Sept. 1</td>
<td>Client Session</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intake and Diagnostic assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Case notes</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrote SOAP note and treatment plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Individual supervision</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussed differential diagnosis and treatment plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Group supervision</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case conceptualization and theoretical orientation development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total for this period (combine Sup. and Indirect for 1 total): 1 3.5

Total from previous records:

Running total (All hours to date):

---

**Supervisor name:** ____________________________  **Site:** ____________________________

**Supervisor signature:** ____________________________  **Date:** ____________________________

---

21
DIRECT AND INDIRECT HOURS CLARIFICATION

Direct hours are those in which you are providing direct service in your role as counselor. The following are some examples of what would constitute direct hours:

- Individual counseling
- Couples counseling
- Group therapy
- Psycho-educational presentations
- Individual student and classroom guidance activities
- Co-counseling
- Meetings with clients and/or family members that have clear therapeutic purpose or evidence goal attainment as stated in treatment plan
- Client observations with clear assessment plan (e.g. classroom observations of a student)

Indirect hours include any activities where you are either not in direct contact with clients, or are not acting in a therapeutic role or with clear purpose. The following are activities that would constitute indirect hours.

- Training and orientation
- Related readings and research
- Writing of case notes
- Individual and group supervision
- Class time in COUN 530 and COUN 585 ONLY
- Observations of counseling
- Unstructured, informal time spent with clients that does not have clear goal or is not part of treatment plan
- Treatment team meetings
- Case management activities (i.e. contacting human service agencies, consulting with treatment team members)
PRAC/INTERNSHIP STUDENT EVALUATION - CLINICAL MENTAL HEALTH

Student: ___________________________ Date: ___________________________
Supervisor: _________________________ Site: ____________________________

☐ Self Evaluation ☐ Supervisor Evaluation

This form should be completed (1) by the student as a self-evaluation, and (2) by the student’s individual supervisor at the end of each semester. Important domains of practicum student/intern competence are listed below along with specific items in each domain. Signed copies of the student’s self-evaluation and of the supervisor’s evaluation should be turned into the faculty instructor/group supervisor at the beginning of the last week of the semester.

Please rate the student counselor using the following scale:

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Please know that the expected score is 3, with 5 being reserved for exceptional effort or skill, and 1 being used to signal the need for significant educational or interpersonal intervention.

*IO = Inadequate Opportunity to Observe  *NR = Not Relevant to this setting

Personalization Skills
Please rate the student therapist’s ability to:

_____ Convey warmth and establish a therapeutic environment
_____ Be genuine and authentic in the role of a therapist
_____ Gain client confidence and establish an effective working relationship
_____ Monitor reactions and remain aware of own defenses as they emerge in session
_____ Build rapport with all parties in the agency or school system (classroom teacher, parents, etc.)

Additional Comments:

Conceptualization Skills
Please rate the student therapist’s ability to:

_____ Comprehend the client’s issues, including identifying a working diagnosis
_____ Understand theoretical and conceptual principles as applied to particular client concerns
_____ Show an understanding of diverse ethno-cultural and racial dynamics, as well as multicultural complexities and values
_____ Collaborate with the client to develop a therapeutic framework
_____ Show awareness of developmental stages and tasks, as appropriate

Additional Comments:

Intervention Skills
Please rate the student therapist’s ability to:

_____ Gather historical and relevant information about clients
_____ Facilitate client expression of concern (thoughts, feelings, behaviors)
_____ Purposefully implement a variety of counseling responses (reflection, summary, etc.) and intervention strategies
_____ Facilitate the client's resolution of concerns
_____ Appropriately refer clients and terminate the counseling relationship effectively
Identify the source of the presenting problem (schools, classroom, home, client)

Additional Comments:

**Professional Development**
Please rate the student therapist's ability to:
- _____ Behave professionally (e.g., demeanor, dress, language, etc.)
- _____ Articulate and adhere to ethical and legal aspects of counseling
- _____ Manage schedule responsibly, use time well
- _____ Write concise, complete intake summaries and case notes
- _____ Keep adequate and timely client records
- _____ Understand and respect components of the system in which they are placed

Additional Comments:

**Group Counseling Skills**
Please rate the student therapist's ability to:
- _____ Identifies group stages and understands the role of the group leaders at each stage
- _____ Understands the difference between content and process in group sessions and is able to effectively address both during sessions.
- _____ Adequately paces the group sessions while attending to effective role and norm development.
- _____ Effectively uses advanced group counseling skills

Additional Comments:

**Utilization of Supervision**
Please rate the student therapist's ability to:
- _____ Meet with Supervisor as scheduled
- _____ Form an effective working relationship with the supervisor
- _____ Handle feedback well and use supervision constructively
- _____ Be open and engaged in supervision

Additional Comments:

**Specific CACREP STANDARDS:**
- _____ B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- _____ D.1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- _____ D.4 Applies effective strategies to promote client understanding of and access to a variety of community resources.
- _____ D.7 Applies current record-keeping standards related to clinical mental health counseling.
- _____ D.9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor.
and to seek supervision or refer clients when appropriate.

___F.1 Maintains information regarding community resources to make appropriate referrals.

___J.1 Applies relevant research findings to inform the practice of clinical mental health counseling.

Overall comments/observations:

__________________________________________________________  ______________________________
Signature of Supervisor                                Date

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation.

__________________________________________________________  ______________________________
Signature of Supervisee                                Date
PRACTICUM STUDENT EVALUATION – SCHOOL COUNSELING

Student: __________________________ Date: __________________________
Supervisor: ______________________ Site: __________________________

☐ Self Evaluation  ☐ Supervisor Evaluation

This form should be completed (1) by the student as a self-evaluation, and (2) by the student’s individual supervisor at the end of each semester. Important domains of practicum student/intern competence are listed below along with specific items in each domain. Signed copies of the student’s self-evaluation and of the supervisor’s evaluation should be turned into the faculty instructor/group supervisor at the beginning of the last week of the semester.

<table>
<thead>
<tr>
<th>Please rate the student counselor using the following scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Development</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Please know that the expected score is 3, with 5 being reserved for exceptional effort or skill, and 1 being used to signal the need for significant educational or interpersonal intervention.

*IO = Inadequate Opportunity to Observe  *NR = Not Relevant to this setting

Personalization Skills
Please rate the student counselor’s ability to:

_____ Convey warmth and establish a therapeutic environment
_____ Be genuine and authentic in the role of a therapist
_____ Gain client confidence and establish an effective working relationship
_____ Monitor reactions and remain aware of own defenses as they emerge in session
_____ Build rapport with all parties in the agency or school system (classroom teacher, parents, etc.)

Additional Comments:

Conceptualization Skills
Please rate the student counselor’s ability to:

_____ Comprehend the student’s issues, including identifying systems perspective
_____ Understand theoretical and conceptual principles as applied to particular student concerns
_____ Show an understanding of diverse ethno-cultural and racial dynamics, as well as multicultural complexities and values
_____ Collaborate with the student to develop a therapeutic framework
_____ Show awareness of developmental stages and tasks, as appropriate

Additional Comments:

Intervention Skills
Please rate the student therapist’s ability to:

_____ Gather historical and relevant information about students
_____ Facilitate student expression of concern (thoughts, feelings, behaviors)
_____ Purposefully implement a variety of counseling responses (reflection, summary, etc.) and intervention strategies
_____ Facilitate the student’s resolution of concerns
_____ Appropriately refer student and terminate the counseling relationship effectively
Identify the source of the presenting problem (schools, classroom, home, client)

Additional Comments:

Professional Development
Please rate the student counselor's ability to:
- _____ Behave professionally (e.g., demeanor, dress, language)
- _____ Articulate and adhere to ethical and legal aspects of counseling
- _____ Manage schedule responsibly, use time well
- _____ Write concise, complete progress notes
- _____ Keep adequate and timely student records
- _____ Understand and respect components of the system in which they are placed
- _____ Uses self-care strategies appropriate to the counselor role.

Additional Comments:

Group Counseling Skills
Please rate the student counselor's ability to:
- _____ Identifies group stages and understands the role of the group leaders at each stage
- _____ Understands the difference between content and process in group sessions and is able to effectively address both during sessions
- _____ Adequately paces the group sessions while attending to effective role and norm development
- _____ Effectively uses advanced group counseling skills
- _____ Can articulate a plan for the group and make adjustments based on group needs
- _____ Effectively seeks referrals, screens and invites students to group

Additional Comments:

Utilization of Supervision
Please rate the student counselor's ability to:
- _____ Meet with Supervisor as scheduled
- _____ Form an effective working relationship with the supervisor
- _____ Handle feedback well and use supervision constructively
- _____ Be open and engaged in supervision

Additional Comments:

Specific CACREP STANDARDS:
- _____ D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Additional Comments:

- _____ D.5 Demonstrates the ability to recognize their limitations as school counselors and to seek supervision or refer clients when appropriate

Additional Comments:
F.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

Additional Comments:

Overall comments/observations:

________________________________________  _______________________________
Signature of Supervisor                       Date

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation.

________________________________________  _______________________________
Signature of Supervisee                       Date
INTERNERSHIP STUDENT EVALUATION – SCHOOL COUNSELING

Student: ___________________________ Date: ___________________________
Supervisor: _________________________ Site: ___________________________

☐ Self Evaluation  ☐ Supervisor Evaluation

This form should be completed (1) by the student as a self-evaluation, and (2) by the student's individual supervisor at the end of each semester. Important domains of practicum student/intern competence are listed below along with specific items in each domain. Signed copies of the student's self-evaluation and of the supervisor's evaluation should be turned into the faculty instructor/group supervisor at the beginning of the last week of the semester.

Please rate the student counselor using the following scale:

<table>
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</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
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Please know that the expected score is 3, with 5 being reserved for exceptional effort or skill, and 1 being used to signal the need for significant educational or interpersonal intervention.

*IO = Inadequate Opportunity to Observe  *NR = Not Relevant to this setting

Personalization Skills
Please rate the student counselor's ability to:

_____ Convey warmth and establish a therapeutic environment
_____ Be genuine and authentic in the role of a therapist
_____ Gain client confidence and establish an effective working relationship
_____ Monitor reactions and remain aware of own defenses as they emerge in session
_____ Build rapport with all parties in the agency or school system (classroom teacher, parents, etc.)

Additional Comments:

Conceptualization Skills
Please rate the student counselor's ability to:

_____ Comprehend the student's issues, including identifying systems perspective
_____ Understand theoretical and conceptual principles as applied to particular student concerns
_____ Show an understanding of diverse ethno-cultural and racial dynamics, as well as multicultural complexities and values
_____ Collaborate with the student to develop a therapeutic framework
_____ Show awareness of developmental stages and tasks, as appropriate

Additional Comments:

Intervention Skills
Please rate the student therapist's ability to:

_____ Gather historical and relevant information about students
_____ Facilitate student expression of concern (thoughts, feelings, behaviors)
_____ Purposefully implement a variety of counseling responses (reflection, summary, etc.) and intervention strategies
_____ Facilitate the student's resolution of concerns
_____ Appropriately refer student and terminate the counseling relationship effectively
Identify the source of the presenting problem (schools, classroom, home, client)

Additional Comments:

**Professional Development**
Please rate the student counselor's ability to:
- _______ Behave professionally (e.g., demeanor, dress, language)
- _______ Articulate and adhere to ethical and legal aspects of counseling
- _______ Manage schedule responsibly, use time well
- _______ Write concise, complete progress notes
- _______ Keep adequate and timely student records
- _______ Understand and respect components of the system in which they are placed

Additional Comments:

**Group Counseling Skills**
Please rate the student counselor's ability to:
- _______ Identifies group stages and understands the role of the group leaders at each stage
- _______ Understands the difference between content and process in group sessions and is able to effectively address both during sessions
- _______ Adequately paces the group sessions while attending to effective role and norm development
- _______ Effectively uses advanced group counseling skills
- _______ Can articulate a plan for the group and make adjustments based on group needs
- _______ Effectively seeks referrals, screens and invites students to group

Additional Comments:

**Utilization of Supervision**
Please rate the student counselor's ability to:
- _______ Meet with Supervisor as scheduled
- _______ Form an effective working relationship with the supervisor
- _______ Handle feedback well and use supervision constructively
- _______ Be open and engaged in supervision

Additional Comments:

**Specific CACREP STANDARDS:**

**Foundations**
B. 1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

Additional Comments:

**Counseling, Prevention, and Intervention Skills and Practices**
D. 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse
individuals, groups, and classrooms.

D 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Additional Comments:

**Diversity and Advocacy Knowledge**

F 4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Additional Comments:

**Assessment Skills and Practices**

H 1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H 3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

H 4. Makes appropriate referrals to school and/or community resources.

H 5. Assesses barriers that impede students’ academic, career, and personal/social development.

Additional Comments:

**Research and Evaluation**

J 2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Additional Comments:

**Academic Development**

L 1. Conducts programs designed to enhance student academic development.

L 2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

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

Additional Comments:
Consultation and Collaboration

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

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

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

Additional Comments:

Leadership

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

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

Additional Comments:

Overall comments/observations:

_________________________________________________________  __________________________
Signature of Supervisor Date

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation.

_________________________________________________________  __________________________
Signature of Supervisee Date
STUDENT EVALUATION OF INDIVIDUAL SUPERVISOR
University of Montana Department of Counselor Education

Supervisor Name: ___________________________ Semester: ____________ Student Name: ___________________________ Date: ____________

Supervisors receive feedback from each student supervised at the end of each semester for the following reasons: (1) to provide for improving supervisory skills, and (2) to encourage communication between the supervisor and the student counselor.

**DIRECTIONS:** Check the box below the number that best represent your perception of the supervision you received this semester. Provide copies of your completed evaluation to your supervisor and to your faculty supervisor by finals week. You are encouraged to discuss this evaluation with your supervisor, particularly if you are continuing with the same supervisor in the upcoming semester, but this is NOT required.

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- Accepts and respects me as a person.
- Recognizes and encourages further development of my strengths and capabilities.
- Gives me useful feedback when I do something well.
- Provides freedom to develop flexible and effective counseling styles.
- Encourages and listens to my ideas and suggestions for developing my counseling skills.
- Provides suggestions for developing my counseling skills.
- Helps me to understand the implications and dynamics of the counseling approaches I use.
- Helps me to define and achieve specific, concrete goals for myself during the practicum or internship experience.
- Gives me useful feedback when I do something that is ineffective or wrong.
- Allows me to discuss problems I encounter in my practicum or internship setting.
- Focuses on verbal and nonverbal behavior that consumers and I display in our interactions.
- Helps me define and maintain ethical and professional behavior in counseling and case management.
- Maintains confidentiality in material discussed in supervisory sessions.
- Helps me organize relevant case data in planning goals and strategies.
- Helps me to formulate my theoretical orientation for working with clients.
- Offers resource information when I request or need it.
- Explains criteria for evaluation clearly and in behavioral terms.
- Is open to my feedback and accepts it without defensiveness.
- How would you rate this supervisor if a peer asked for your recommendation?
SITE EVALUATION
University of Montana Department of Counselor Education

Complete this evaluation of your practicum or internship site at the end of the semester. Turn the completed form in to the faculty instructor for your practicum or internship class.

Site: ___________________________________ Semester/Year: ____________________
Site Supervisor: ___________________________ Faculty Supervisor: ________________
Student: __________________________________ Date: _______________________

For each item below, indicate your level of satisfaction with the site based on your experience and perceptions using the following scale:

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>NA: Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- Amount of on-site supervision
- Quality and usefulness of on-site supervision
- Usefulness and helpfulness of faculty supervisor
- Relevance of experience to career goals
- Communication of counseling goals appropriate for specific clients
- Communication of counseling procedures appropriate for specific clients
- Exposure to professional roles and functions within the agency
- Exposure to relevant information about community resources for clients
- Exposure to and communication of ethical standards
- Overall evaluation of the site

**Indicate level of satisfaction with the opportunity to engage in the following activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case recording and report writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake interviewing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Psychosocial assessment</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Staff presentations/case conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual counseling</td>
<td></td>
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<td></td>
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<tr>
<td>Group counseling</td>
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<tr>
<td>Case coordination</td>
<td></td>
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<td></td>
<td></td>
</tr>
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<td>Career counseling</td>
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SAMPLE CLIENT INFORMED CONSENT FORM
University of Montana Department of Counselor Education

Client Name: ____________________________ Date of Birth: ____________________________

Dear Client: This form is intended to provide you with important information about the counseling relationship and your rights and responsibilities. Please read the form carefully. Feel free to ask your counselor questions about anything on this form.

1. Your counselor is a graduate student in Counselor Education at the University of Montana. Their work with you will be supervised by a faculty member at the university and by a certified or licensed professional.

2. In order to receive adequate supervision, your counselor will be required to make video- or audio recordings of their work with you or your child. Both supervisors will review two or more of these sessions for the purpose of providing feedback to the student counselor on their counseling skills. Once or twice during the semester, the student will show a small portion of a counseling session in a group setting with the university supervisor and 4-5 other counseling students in the department. Confidentiality will be strictly maintained.

3. Your confidentiality is very important. No one outside the supervisory arrangement will have access to the information you discuss with your counselor, except in situations required by law. These situations are described as follows:
   • If your counselor or supervisor feels you are in danger of harming yourself or others, they are obligated to take action. Every effort will be made to work with you and inform you first in such a case.
   • If instances of previously unreported child or elder sexual or physical abuse are brought to light, Montana State Law requires your counselor to report this to the proper authorities, or to assist you in making the report.
   • If records are court-ordered, your counselor will attempt to contact you first. However, legally they must comply with the court.
   • OTHER AGENCY REGULATIONS SHOULD BE NOTED HERE

4. In an emergency, if you are unable to contact your counselor, you may call: CHECK WITH YOUR SCHOOL/AGENCY REGARDING POLICIES FOR EMERGENCIES

5. Regarding therapy with minor children: although what takes place in individual or group therapy is confidential, parents have the right to be informed of their children’s general progress. THIS SHOULD BE MORE FULLY SPELLED OUT, DEPENDING ON SCHOOL/AGENCY POLICIES.

6. Being in counseling can offer relief from a number of distressing emotional and interpersonal problems. However, it is not uncommon for you to feel temporarily worse instead of better. This is because you are now paying attention to difficult areas in your life or in your relationships and sometimes this has an effect of “turning up the heat.” Old ways of thinking and behaving are hard to change, but ultimately your efforts should produce some benefits.

7. We will meet weekly, for fifty minutes.

I have read the above information and agree to abide by the guidelines listed including video-taping of all sessions, and terms of confidentiality. I understand my student counselor will receive supervision from a faculty supervisor and from supervisor at the agency or in the community. I also understand that my counselor will be required to make video or audio recordings of their counseling work with me or my child.

Client or Parent/Guardian Signature: ____________________________ Date: ______________

Counselor Signature: ____________________________ Date: ______________
Faculty Documentation Form for Site Contacts

Student: ________________________ Term: ________________

Site: ________________________ Supervisor(s): ________________________

Site Contact Date: _______________ Type of Contact: ________________________
Notes: ________________________

Site Contact Date: _______________ Type of Contact: ________________________
Notes: ________________________

Site Contact Date: _______________ Type of Contact: ________________________
Notes: ________________________

Site Contact Date: _______________ Type of Contact: ________________________
Notes: ________________________
**CLINICAL EXPERIENCES LOG**

**University of Montana Department of Counselor Education**

Student name: ___________________________ Semester/Year: ____________

Time period: ___________________________ to ___________________________ Course __________

**Students:** Keep logs of all counseling related activities using this form. Use a separate form for each site, and have your site supervisor sign the form when it is full, after 10 hours of direct service, or at the end of the term, whichever comes first. **Give copies of your logs to your faculty supervisor and keep the originals for your own records.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title and Description of Activity</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Supervision Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Sept. 1</td>
<td>Client Session</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>Intake and Diagnostic assessment</td>
<td></td>
<td></td>
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<tr>
<td>Sept. 1</td>
<td>Case notes</td>
<td>.5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wrote SOAP note and treatment plan</td>
<td></td>
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<tr>
<td>Sept. 1</td>
<td>Individual supervision</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>Discussed differential diagnosis and treatment plan</td>
<td></td>
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<tr>
<td>Sept. 2</td>
<td>Group supervision</td>
<td>2</td>
<td></td>
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<td></td>
<td>Case conceptualization and theoretical orientation development</td>
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</tbody>
</table>

Total for this period (combine Sup. and Indirect for 1 total): 1 3.5

Total from previous records: ____________________________________________

Running total (All hours to date): ______________________________________

Supervisor name: ____________________________________________ Site: ______________

Supervisor signature: ____________________________________________ Date: ______________
DOCTORAL CLINICAL STUDENT EVALUATION

Student: ____________________________ Date: ____________________________
Supervisor: ____________________________ Site: ____________________________

☐ Self Evaluation  ☐ Supervisor Evaluation

This form should be completed (1) by the student as a self-evaluation, and (2) by the student’s individual supervisor at the end of each semester. Important domains of practicum student/intern competence are listed below along with specific items in each domain. Signed copies of the student’s self-evaluation and of the supervisor’s evaluation should be turned into the faculty instructor/group supervisor at the beginning of the last week of the semester.

Please rate the student counselor using the following scale:

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please know that the expected score is 3, with 5 being reserved for exceptional effort or skill, and 1 being used to signal the need for significant educational or interpersonal intervention.

*IO = Inadequate Opportunity to Observe  *NR = Not Relevant to this setting

**Personalization Skills**

Please rate the student therapist’s ability to:

_____ Convey warmth and establish a therapeutic environment
_____ Be genuine and authentic in the role of a therapist
_____ Gain client confidence and establish an effective working relationship
_____ Monitor reactions and remain aware of own defenses as they emerge in session
_____ Build rapport with all parties in the counseling session, agency, and/or school system

Additional Comments:

**Conceptualization Skills**

Please rate the student therapist’s ability to:

_____ Comprehend the client’s issues, including identifying a working diagnosis
_____ Understand theoretical and conceptual principles as applied to particular client concerns
_____ Show an understanding of diverse ethno-cultural and racial dynamics, as well as multicultural complexities and values
_____ Collaborate with the client to develop a therapeutic framework
_____ Show awareness of developmental stages and tasks, as appropriate

Additional Comments:

**Intervention Skills**

Please rate the student therapist’s ability to:

_____ Gather historical and relevant information about clients
_____ Facilitate client expression of concern (thoughts, feelings, behaviors)
Purposefully implement a variety of advanced counseling responses that are theoretically congruent and intentional
Facilitate the client's resolution of concerns
Appropriately refer clients and terminate the counseling relationship effectively
Identify client and systemic patterns that are the source of the presenting problem

Additional Comments:

**Professional Development**
Please rate the student therapist's ability to:

- Behave professionally (e.g., demeanor, dress, language, etc.)
- Articulate and adhere to ethical and legal aspects of counseling
- Manage schedule responsibly, use time well
- Write concise, complete intake summaries and case notes
- Keep adequate and timely client records
- Understand and respect components of the system in which they are placed

Additional Comments:

**Utilization of Supervision**
Please rate the student therapist's ability to:

- Meet with Supervisor as scheduled
- Form an effective working relationship with the supervisor
- Handle feedback well and use supervision constructively
- Be open and engaged in supervision

Additional Comments:

Overall comments/observations:

Signature of Supervisor ___________________________ Date ___________________________

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation.

Signature of Supervisee ___________________________ Date ___________________________
DOCTORAL EVALUATION OF INDIVIDUAL SUPERVISOR
University of Montana Department of Counselor Education

Supervisor Name: ___________________________ Semester: ___________ Student Name: ___________________________ Date: ___________

Supervisors receive feedback from each student supervised at the end of each semester for the following reasons: (1) to provide for improving supervisory skills, and (2) to encourage communication between the supervisor and the student counselor.

DIRECTIONS: Check the box below the number that best represent your perception of the supervision you received this semester. Provide copies of your completed evaluation to your supervisor and to your faculty supervisor by finals week. You are encouraged to discuss this evaluation with your supervisor, particularly if you are continuing with the same supervisor in the upcoming semester, but this is NOT required.

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<tr>
<th>Needs Development</th>
<th>Acceptable</th>
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<tr>
<td>1</td>
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<td>3</td>
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</table>

1. Accepts and respects me as a person.
2. Recognizes and encourages further development of my strengths and capabilities.
3. Gives me useful feedback when I do something well.
4. Provides freedom to develop flexible and effective counseling styles.
5. Encourages and listens to my ideas and suggestions for developing my counseling skills.
6. Provides suggestions for developing my counseling skills.
7. Helps me to understand the implications and dynamics of the counseling approaches I use.
8. Helps me to define and achieve specific, concrete goals for myself during the practicum or internship experience.
9. Gives me useful feedback when I do something that is ineffective or wrong.
10. Allows me to discuss problems I encounter in my practicum or internship setting.
11. Focuses on verbal and nonverbal behavior that consumers and I display in our interactions.
12. Helps me define and maintain ethical and professional behavior in counseling and case management.
13. Maintains confidentiality in material discussed in supervisory sessions.
14. Helps me organize relevant case data in planning goals and strategies.
15. Helps me to formulate my theoretical orientation for working with clients.
16. Offers resource information when I request or need it.
17. Explains criteria for evaluation clearly and in behavioral terms.
18. Is open to my feedback and accepts it without defensiveness.
19. How would you rate this supervisor if a peer asked for your recommendation?
DOCTORAL SITE EVALUATION
University of Montana Department of Counselor Education

Complete this evaluation of your practicum or internship site at the end of the semester. Turn the completed form in to the faculty instructor for your practicum or internship class.

Site: ____________________________ Semester/Year: ____________________________
Site Supervisor: ____________________________ Faculty Supervisor: ____________________________
Student: ____________________________ Date: ____________________________

For each item below, indicate your level of satisfaction with the site based on your experience and perceptions using the following scale:

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>NA: Not Applicable</th>
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- Amount of on-site supervision
- Quality and usefulness of on-site supervision
- Usefulness and helpfulness of faculty supervisor
- Relevance of experience to career goals
- Communication of counseling goals appropriate for specific clients
- Communication of counseling procedures appropriate for specific clients
- Exposure to professional roles and functions within the agency
- Exposure to relevant information about community resources for clients
- Exposure to and communication of ethical standards
- Overall evaluation of the site

Indicate level of satisfaction with the opportunity to engage in the following activities:

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<th>Activity</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>NA</th>
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<td>Case recording and report writing</td>
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<td>Intake interviewing</td>
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<td>Psychosocial assessment</td>
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<td>Staff presentations/case conferences</td>
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<td>Individual counseling</td>
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STUDENT VERIFICATION OF RECEIPT AND READING OF THE PRACTICUM AND INTERNSHIP GUIDE
University of Montana Department of Counselor Education

The Practicum and Internship Guide addresses concerns many students have about counseling practicum and internship. Consult the guide first when you have questions. You are responsible to uphold the policies and procedures detailed in this guide.

Please read and sign the following statement and return this form to the Clinical Experiences Manager for your file. Keep a copy for yourself.

I, (please print name)__________________________________________, have read the Practicum and Internship Guide and know that I am responsible to carry out the policies and procedures described herein. I have read the American Counseling Association Code of Professional Ethics and agree to uphold this code in all of my clinical work as a counseling trainee.

Student Signature _____________________________ Date ___________________