

Heritage University Graduate Studies in Psychology



Practicum & Internship Manual

2025-2026

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Introduction

Welcome to the practicum and internship component of the Masters in Mental Health Counseling program. This manual serves as a comprehensive guide for students seeking on-site experience in either a K-12 school setting or a behavioral health agency. Our program is committed to upholding the highest standards of education and training, as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). By adhering to CACREP accreditation standards and student learning objectives, we aim to ensure that our students receive the most rigorous and effective preparation for their future careers as professional counselors.

Overview of Practicum and Internship

Practicum and internship experiences are foundational elements of the training process for mental health counselors. These experiences provide students with the opportunity to integrate theoretical knowledge with practical skills in authentic counseling contexts, under the supervision of experienced professionals. The practicum typically occurs early in the program and involves supervised direct client contact, while the internship is a more intensive experience occurring later in the program, focusing on advanced clinical skills and professional identity development. Both practicum and internship are required to graduate from the MMHC program with your Master's degree. Please read this manually thoroughly, and reach out to program faculty if you have any questions.

Liability Insurance

Students are expected to maintain individual liability insurance throughout their practicum and internship experiences. You likely already applied for and submitted your liability insurance facesheet at the beginning of the program. Liability insurance should be updated and maintained yearly. A copy of your facesheet should be provided to co-field directors Dr. Kayden Vargas or Chelsea Buffum prior to starting any practicum or internship experience, and should remain up to date throughout. Many students opt to become student members of the American Counseling Association (<https://www.counseling.org/membership/tiers>) and obtain student liability insurance through the ACA. Some students elect not to get student memberships, but instead purchase their liability insurance through HSPO, which is the same provider. You can get a quote here: <https://www.hpsso.com/>. Please consult with your site supervisor and

program faculty if you have questions about how to obtain your liability insurance. Once you have purchased your liability insurance

Agency Affiliate License & Other Credentials

Some practicum and internship placement sites may have additional requirements of student interns, such as the acquisition of additional licenses or other requirements (e.g., pass a language proficiency exam, Agency Affiliate License, SUDPT License, etc.). Students should work with their supervisors and agency to acquire any additional requirements specific to their placement sites.

Site Selection and Placement Procedures

Practicum and internship placements are currently offered in selected school and community based settings. The program field placement directors, in conjunction with other program faculty, are responsible for finalizing the placement of students in appropriate sites. Site selection is determined by each student's professional goals, past experience, and level of expertise and availability of community sites.

A list of approved sites will be provided for students by the program faculty and staff sometime in their first year of the MMHC program. After identifying sites of interest at the end of Fall Semester in year 1, and receiving approval by the field supervisors of the MMHC program, students will need to submit a Declaration of Intent form (see Appendix A) to Co-Field Directors Dr. Vargas and/or Chelsea Buffum in which they outline their potential sites of interest. Field Directors will track student interest/availability for internship sites and work with those sites to provide the best possible fit for both the site and the intern. Interns may or may not receive their first choice for internship.

A large portion of each MMHC cohort will be assigned to 1 of the 10 participating school districts in ESD 105. Some of these locations will not have work for interns during the summer at the end of the academic year. In this instance, students will be able to complete “micro-internships” during the summer months to ensure the appropriate accrual of clinical hours.

A smaller subset of students will not be placed for practicum and internship within ESD 105 and will instead have placements in a variety of community-oriented sites.

With the exception of potential micro-internships for students who are placed in school districts, it is expected that students will remain at one primary practicum/internship site for the duration of their clinical year (Year 2 of the program). Should there be a need for

a student to change sites after their practicum semester, the Psychology Department will handle such cases on a rare, case by case basis.

Those students who wish to complete field experiences at their current place of employment must submit a written request to the Clinical Director one semester prior to the commencement of the field experience (e.g. Spring semester of Year 1). It should be noted that this practice is discouraged for a variety of reasons. However, program faculty may be willing to make exceptions when the student's work site is able to accommodate requirements posed by the field experience if an existing agreement with the site does not already exist.

Please note that while the program faculty and staff work hard to incorporate student preferences into practicum/internship selections, we cannot guarantee that students will be matched to their top choice. The matching process is a collaborative effort based on input from students, faculty and staff, as well as internship sites.

Prior to progressing into the clinical phase of training, students will complete

1. **Two total Student Competency Assessments** (one at the end of Semester 1 and one at the end of Semester 2) with program faculty to assess student readiness for clinical work. Recommendations will be forwarded to the Program Director and program core faculty who will make the final determination regarding acceptance into clinical training. When there are identified competency areas needing more development, students will be provided a Student Development Plan. Student Development Plans can include delaying or modifying practicum/internship based on what a student needs.
2. **Attestation for Readiness to Enter Practicum** (Appendix A). This attestation asks students to self-reflect on their readiness to enter into more intensive clinical experiences given the increasing time and personal/professional demand. Once students complete Practicum, they will also complete an Attestation for Readiness to Enter Internship (Appendix B)

Students will also receive a Site Supervisor Handbook that they can share with their Site Supervisors in order to create a Supervision Agreement. The Site Supervisor Handbook is meant to outline expectations, roles, and responsibilities of sites and students so that students can be sure to meet Practicum/Internship Requirements.

Using a Job as a Practicum or Internship

At times students are fortunate enough to work at a site where there is the opportunity to use the site as a placement for their Practicum or Internship. So that you have a

productive and educationally enriching experience, the following guidelines have been developed.

- The practicum/internship must allow you to practice as a counselor. On your practicum/internship contract, it must be delineated what the new learning will be at the site and a description of how this will be differentiated from or incorporated into your employment duties.
- Your employment or administrative supervisor must not be your clinical supervisor. (This is in keeping with the ACA Code of Ethics which states that dual relationships are to be avoided.)
- You must be allowed to be a student learner. In other words, there must be a provision for you to receive the support that any other student intern would receive to help support them in becoming a proficient counselor.
- If you are working with the same client population as you do for your job, your new role as a Graduate intern must be made clear with the clients, as you would in any setting regardless of population.
- If you have any questions about the feasibility of using the site as a practicum/internship, this should be discussed with the Program Director.
- Refer to the CACREP guidelines (below) for clinical instruction and supervision.

Clinical Instruction

A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all the following:

1. Settings for individual counseling with assured privacy and sufficient space for appropriate equipment (For example, TV monitoring and recording).
2. Settings for small-group work with assured privacy and sufficient space for appropriate equipment necessary and appropriate technologies that assist learning, such as audio

Direct, Indirect, and Total Hour Requirements

Both Practicum and Internship have specific direct and indirect service hour requirements. Generally speaking, direct service hours include activities such as individual therapy, group therapy, provision of support groups, crisis management, outreach activities, and clinical assessment activities. Indirect service hours include note-taking, coordinating care, consultation/supervision, program/classroom management, etc. Typically, direct service hours can be more challenging to accumulate and can be counted toward indirect service. Therefore, it is suggested that students pay close attention to these hourly requirements as they progress through their field experiences. Questions regarding how to calculate hours should be directed first to 1) the site supervisor 2) the practicum/internship faculty member (Gary Hemminger) and 3) the HU field director (Chelsea Buffum) and graduate program director (Kayden Vargas).

Practicum: Students complete a **total of 100 hours.**

- **40 hours** should be **direct service**
- **60 hours** should be **indirect service**

Internship: After successful completion of their first semester of clinical work, students will advance to the “internship” experience(s) that will meet the following clinical criteria:

- **600 total hours**
- **240 hours** should be **direct service.**
- **360 hours** should be **indirect service.**

By the end of their practicum and internship year, MMHC students will have completed a grand total of at least 700 clock hours at their internship sites, with a minimum of 280 direct service hours. Please note that these hours are required to obtain the LMHC-A credential in Washington state upon graduation.

Students will accrue both their hours and class credits through the following courses:

- PSY 599 Practicum
- PSY 594 Internship I
- PSY 596 Internship II
- PSY 597 Internship III

Practicum hours are completed in the first 10 weeks of Semester 4. Students then move to Internship I for the remainder of Semester 4. Internship II is completed in Semester 5 and Internship III is completed in Semester 6.

Students must complete their Practicum hours in order to move to Internship I. In order to pass Internship I, students must complete at least 10 hours of indirect experience. All other internship hours can be completed in Internship II and III.

Please see the table below for exact hours requirements in order to pass each course:

MMHC PRACTICUM AND INTERNSHIP HOURS BREAKDOWN

| SEMESTER 4 | Direct Hours | Indirect Hours | Total hours | Completed? |
|--|--------------|----------------|-------------|------------|
| PRACTICUM CLASS- 10 Weeks | 40 | 60 | 100 | |
| INTERNSHIP I- 6 Weeks | 10 | 20 | 30 | |
| • Note: Hours listed for direct, indirect, | | | | |
| and total hours are the minimum in | | | | |
| order to pass Internship I | | | | |

| SEMESTER 5 | Direct Hours | Indirect Hours | Total Hours | Completed? |
|--|--------------|----------------|-------------|------------|
| INTERNSHIP II- 16 Weeks | 115 | 170 | 285 | |
| In order to pass internship II, students | | | | |
| must accrue the following: | 92 (80%) | 136 (80%) | 228 (80%) | |

| SEMESTER 6 | Direct Hours | Indirect Hours | Total Hours | Completed? |
|---|--------------|----------------|-------------|------------|
| INTERNSHIP III- 16 Weeks | 115 | 170 | 285 | |
| In order pass Internship III ALL hours must | | | | |
| be accrued for internship, which includes | | | | |
| hours from Internship I, II, and III | 240 | 360 | 600 | |
| | | | | |
| TOTAL hours for Practicum and Internship | 280 | 420 | 700 | |
| | | | | |

Supervision Assist and Hours Tracking

Supervision Assist is an hours tracking and supervision software provided to students. Students will be provided login information prior to starting Practicum. *Supervision Assist* is also where faculty and site supervisors will be able to submit regular evaluations of student progress (See Evaluation and Retention below).

It is imperative that students keep careful track of their hours, both direct and indirect, throughout Practicum and Internship. **Students are responsible for tracking their hours.** In order to graduate from the program and apply for LMHCA Licensure, hours must be completed fully and accurately. It is recommended that students log their hours weekly, if not daily, in order to maintain accurate records. Faculty and site supervisors will regularly sign off on tracked hours. Students' hours will be calculated and documented by Heritage University at the end of practicum, and each semester of internship. Timely submission of hours is crucial to student success in the program. Failure to track direct and indirect hours appropriately could result in: difficulty obtaining licensure upon graduation, failure of the practicum/internship coursework, delay of program completion, or even dismissal from the MMHC program, depending on the circumstance.

Supervision

Supervision at clinical sites is provided by practitioners licensed in the fields of mental health counseling. When possible, sites with supervisors that are Licensed Mental Health Counselors will be given preference in intern assignments due to CACREP standards. **At a minimum, site supervisors must have:**

1. A minimum of a master's degree, preferably in counseling or a related profession
2. Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession (i.e., when LMHCs are not available, LICSWs, LMFTs or Licensed Psychologists may be supervisors)
3. A minimum of two years post-master's professional experience relevant to mental health counseling.
4. Relevant training for in-person and/or distance counseling supervision
5. Relevant training in the technology utilized for supervision
6. Relevant knowledge of Heritage's MMHC program's expectations, requirements, and evaluation procedures for students.

Supervision is required throughout both Practicum and Internship. Students will be supervised both by their site/field supervisors as well as core faculty in the MMHC program during their enrolled “Practicum” or “Internship” classes. Students will receive the following supervision at a minimum:

1. One hour of individual or triadic supervision per week on a regular schedule that is provided by their site supervisor.
2. 1.5 hours of group supervision per week on a regular schedule provided by HU MMHC faculty. Group supervision will never exceed 12 students per group.

Students are welcome to receive extra supervision from their sites if it is provided in other formats (e.g., consultation, group supervision, etc.)

Evaluation and Retention

Faculty and Site Supervisors have an ethical responsibility to assess student competency and disposition for professional practice. Students will be evaluated by their site and faculty supervisors at regular intervals throughout their Practicum and Internship experiences utilizing the Counselor Competencies Scale- Revised (see Appendix B). It is expected that students receive an average of 3s on the CCS-R at the end of Practicum and that they receive an average of 4s at the end of Internship. CCS-Rs will be completed via *Supervision Assist* at the following intervals:

1. At the end of Practicum
2. At the end of Semester 4 mid-internship
3. At the end of Semester 5 mid-internship
4. At the end of Semester 6 at the end of internship

Students will also have the opportunity to regularly evaluate their supervisors utilizing the Supervisee Needs Index and their internship sites (see Appendix D and E, respectively).

Should a student struggle with or fail to meet competencies in practicum and internship, core program faculty (and relevant supervisors, as indicated) will meet with the student to create a Student Development Plan. Student Development Plans can include (but are not limited to) repeating Practicum/Internship, recommendation for extra training or supervision, repeating the Counseling Skills class, personal counseling, and/or any other combination of training or support needed for students to meet competencies. Should students be unable to complete their Student Development Plans or if they are unable to improve their competencies, students will be dismissed from the program.

In addition to formal evaluations, students will be asked to evaluate themselves as they grow into effective practitioners. Self-awareness is an essential skill as a counselor, and these self-evaluations are intended to increase self-awareness and identify personal and professional areas of growth. Throughout the program and internship, students will complete the Counselor Self-Efficacy Scale (see Appendix F) that will be utilized in supervision during practicum and internship classes.

Finally, students will complete at least one case conceptualization each semester in their practicum and internship seminars, where they will present and conceptualize an active case with their peers. These will be graded on a standardized rubric, and that rubric will be included in the program's evaluation of the student's overall performance and a copy placed in their student files. Please defer to your practicum/internship syllabus for more information on this key assignment as it develops.

Student Attendance & Participation Policy

Attendance and participation are both expected and required and are essential for internship learning. Students are expected to attend and participate in all internship hours, internship class sessions, and maintain a positive attendance record throughout practicum and internship.

Attendance and participation is crucial during practicum and internship. It is an ethical imperative when providing trauma-informed care, to the best of our ability as professional counselors and counselors-in-training, to be consistent in attendance and with punctuality. As counselors-in-training, you must meet the hours required per week of individual and group supervision (1 hour individual supervision; 1.5 group supervision). This requires perfect attendance for your practicum and internship courses or if you miss individual and/or group supervision one week (e.g. you're sick, have an appointment, etc.), you must make up that supervision time.

It is expected that you continue to engage in internship hours over breaks, depending on internship site procedures. This expectation is not only trauma-informed as it maintains continuity of care for the clients you will serve; but it also supports you in gaining all of your internship hours required for graduation and your LMHCA licensure.

FERPA Release

Students are expected to sign an up-to-date FERPA release between Heritage University and their placement sites. This is designed to allow for Heritage University to support students at their training sites, and allow for transparent, collaborative communication to occur between site supervisors, practicum/internship faculty, and

Heritage University. Please note that all parties are well versed in the ACA code of ethics, FERPA, and HIPAA requirements that pertain to counselors-in-training and will maintain your privacy according to those standards. You may find a copy of the FERPA form in the appendix.

Ethical Standards During Practicum and Internship

Students are expected to have a working knowledge of and abide by the ethical standards that govern professional practice (ACA Code of Ethics) throughout their practicum and internship experiences. If students have concerns about an ethical dilemma, they should consult with their site supervisor and with their faculty supervisor. Should any concerns with regard to appropriate behavior under specific circumstances arise, students are to immediately contact their field supervisor or other program faculty. A breach of any ethical standard may result in the need for remediation, or for more serious grievances, termination from the MMHC program.

Conclusion

The practicum and internship experiences represent invaluable opportunities for students to integrate classroom learning with real-world practice, preparing them for the challenges and rewards of professional counseling. By adhering to CACREP accreditation standards, student learning objectives, and prioritizing multicultural competence, social justice, advocacy, and self-reflection, our program ensures that students receive the highest quality education and training. We are confident that your experiences in the practicum and internship will not only enhance your skills and knowledge but also contribute to your growth as a compassionate, competent, and socially responsible counselor. We wish you success in your journey toward becoming a professional counselor.

Appendix A: Attestation for Readiness for Practicum

Attestation for Readiness to Enter Practicum
Heritage University, Masters in Mental Health Counseling Program

Prior to starting your practical experience, we would like for you to consider your readiness to enter Practicum. Practicum and Internship experiences are time-intensive and require you to embody the values and ethics of a professional counselor. Please take some time to self-assess that this profession is the right fit for you, and that you are ready for the commitment of Practicum.

Take some time to self-reflect on the following statements. Initial if you feel confident that you are ready to proceed:

____ 1. I have read the MMHC Practicum/Internship Manual in its entirety and understand what is expected for my clinical experience.

____ 2. I feel confident in my ability to manage the intensive time demands of Practicum (20 hours+ per week) along with other (work, school, personal) responsibilities.

____ 3. I understand that I must complete 100 hours of Practicum, 40 hours of which are direct service, in order to advance to Internship. I understand that I must complete these hours, pass my Practicum course and demonstrate adequate professional counseling skills, as assessed by Site and Faculty Supervisors, in order to advance to Internship.

____ 4. I have a plan to ask for support and/or help if I am feeling overwhelmed. I have a self-care plan in place.

____ 5. I feel that my identity as a professional counselor is developing, and I feel ready to continue to embody this identity. This means that I am prepared to follow the ACA Code of Ethics personally and professionally.

____ 6. I understand that I will receive *frequent* feedback about my counseling, interpersonal, and professional skills throughout Practicum. I feel prepared to hear this feedback and will utilize it to continue to develop my skills and professional identity as a counselor. Should I disagree with feedback, I will communicate professionally and through appropriate channels.

If you have any questions or concerns about the above attestations, or if you feel like you want to pause or discuss them further, please do not hesitate to discuss them with Field Director Chelsea Buffum, MS, LMHC (buffum_c@heritage.edu) or Graduate Program Director Dr. Kayden Vargas (vargas_k@heritage.edu).

Student Signature

Date

For Department Use Only

___ Approved for Practicum

___ Some materials or information needed, please describe below

___ SDP in Place, please describe below

Notes:

Field Director Signature

Date

Field Director Signature

Date

Appendix B: Attestation for Readiness to Enter Internship

Attestation for Readiness to Enter Internship
Heritage University, Masters in Mental Health Counseling Program

In order to continue to the next phase of your clinical experience, we would like for you to consider your readiness to enter Internship. Internship requires increased clinical skill and professionalism. Please take some time to reassess that this profession is the right fit for you. Consider Practicum experiences, feedback you have received thus far, as well as your other time commitments that may impact your Internship experience.

Take some time to self-reflect on the following statements. Initial if you feel confident that you are ready to proceed:

____1. I feel confident in my ability to manage the intensive time demands of Internship (20 hours+ per week) along with other (work, school, personal) responsibilities.

____2. I understand that I must complete 600 total hours in Internship, 240 hours of which are direct service, in order to finish Internship. Should I not complete these hours within semester time frames, I understand that I will need to extend my internship experience and coursework.

____2. I have a plan to ask for support and/or help if I am feeling overwhelmed. I have a self-care plan in place.

____3. I feel that my identity as a professional counselor is developing, and I feel ready to continue to embody this identity. This means that I am prepared to follow the ACA Code of Ethics personally and professionally.

____4. I understand that I will receive *frequent* feedback about my counseling, interpersonal, and professional skills throughout Practicum. I feel prepared to hear this feedback and will utilize it to continue to develop my skills and professional identity as a counselor. Should I disagree with feedback, I will communicate professionally and through appropriate channels.

____5. I understand that internship is the next phase in my training and thus requires me to develop increasingly advanced counseling skills as I progress.

If you have any questions or concerns about the above attestations, or if you feel like you want to pause or discuss them further, please do not hesitate to discuss them with Field Director Chelsea Buffum, MS, LMHC (buffum_c@heritage.edu) or Graduate Program Director Dr. Kayden Vargas (vargas_k@heritage.edu).

Student Signature

Date

For Department Use Only

___ Approved for Internship

___ Some materials or information needed, please describe below

___ SDP in Place, please describe below

Notes:

Field Director Signature

Date

Appendix C: Counselor Competencies Scale-Revised
Counselor Competencies Scale- Revised (CCS-R)

The CCS-R will be utilized periodically to assess and evaluate your counseling skills throughout Practicum and Internship. It will be emailed to your site supervisor to complete through (Supervision Assist). Keep completed copies in your records. *The CCS-R is shown here for illustrative purposes only.*

Counselor Competencies Scale—Revised (CCS-R) ©

(Lambie, Mullen, & Swank, & Blount, 2014)

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

Scales Evaluation Guidelines

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

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

Part I: Counseling Skills & Therapeutic Conditions

| # | Score | Primary Counseling Skill(s) | Specific Counseling Descriptors | Exceeds Expectations / Demonstrates Competencies (5) | Meets Expectations / Demonstrates Competencies (4) | Near Expectations / Developing towards Competencies (3) | Below Expectations / Unacceptable (2) | Harmful (1) |
|------|-------|--|--|--|---|--|---|---|
| 1. A | | Nonverbal Skills | Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client) | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%). | Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%) | Demonstrates inconsistency in his or her nonverbal communication skills. | Demonstrates limited nonverbal communication skills. | Ignores client &/or gives judgmental looks. |
| 1. B | | Encouragers | Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm" | Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%). | Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%) | Demonstrates inconsistency in his or her use of appropriate encouragers. | Demonstrates limited ability to use appropriate encouragers. | Uses skills in a judgmental manner. |
| 1. C | | Questions | Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions) | Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%). | Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%). | Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods. | Uses open-ended questions sparingly & with limited effectiveness. | Uses multiple questions at one time |
| 1. D | | Reflecting _a Paraphrasing | Basic Reflection of Content – Paraphrasing | Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%). | Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%). | Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses. | Demonstrates limited proficiency in paraphrasing or is often inaccurate. | Judgmental, dismissing, &/or overshoots |
| 1. E | | Reflecting _b Reflection of Meaning | Reflection of Feelings | Demonstrates appropriate use of reflection of feelings as a primary approach (85%). | Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%). | Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client. | Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate. | Judgmental, dismissing, &/or overshoots |
| 1. F | | Reflecting _c Summarizing | Summarizing content, feelings, behaviors, & future plans | Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%). | Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%). | Demonstrates inconsistent & inaccurate ability to use summarization. | Demonstrates limited ability to use summarization. | Judgmental, dismissing, &/or overshoots |
| 1. G | | Advanced Reflection (Meaning) | Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level) | Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%). | Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%). | Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial. | Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often. | Judgmental, dismissing, &/or overshoots |

| # | Score | Primary Counseling Skill(s) | Specific Counseling Descriptors | Exceeds Expectations / Demonstrates Competencies (5) | Meets Expectations / Demonstrates Competencies (4) | Near Expectations / Developing towards Competencies (3) | Below Expectations / Unacceptable (2) | Harmful (1) |
|------|-------|--|--|---|--|---|---|--|
| I. H | | Confrontation | Counselor challenges client to recognize & evaluate inconsistencies. | Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%). | Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity. | Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking. | Degrading client, harsh, judgmental, &/or being aggressive |
| I. I | | Goal Setting | Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals | Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%). | Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client. | Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client. | No therapeutic goals collaboratively established |
| I. J | | Focus of Counseling | Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling | Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%). | Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment. | Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment. | Superficial, &/or moves focus away from client |
| I. K | | Facilitate Therapeutic Environment a | Expresses accurate empathy & care. Counselor is "present" and open to client. (includes immediacy and concreteness) | Demonstrates consistent ability to be empathic & uses appropriate responses (85%). | Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to be empathic &/or use appropriate responses. | Demonstrates limited ability to be empathic &/or uses appropriate responses. | Creates unsafe space for client |
| I. L | | Facilitate Therapeutic Environment b | Counselor expresses appropriate respect & unconditional positive regard | Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%). | Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%). | Demonstrates inconsistent ability to be respectful, accepting, & caring. | Demonstrates limited ability to be respectful, accepting, &/or caring. | Demonstrates conditional or negative respect for client |

_____ : Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors

| # | Score | Primary Professional Dispositions | Specific Professional Disposition Descriptors | Exceeds Expectations / Demonstrates Competencies (5) | Meets Expectations / Demonstrates Competencies (4) | Near Expectations / Developing towards Competencies (3) | Below Expectations / Unacceptable (2) | Harmful (1) |
|----|-------|---|---|--|---|--|--|--|
| 2. | A | Professional Ethics | Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies. | Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments. | Demonstrates consistent ethical behavior & judgments. | Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process. | Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process. | Repeatedly violates the ethical codes &/or makes poor decisions |
| 2. | B | Professional Behavior | Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others. | Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions. | Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions. | Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions. | Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions. | Dresses inappropriately after discussed &/or repeatedly disrespects of others. |
| 2. | C | Professional & Personal Boundaries | Maintains appropriate boundaries with supervisors, peers, & clients. | Demonstrates consistent & strong appropriate boundaries. | Demonstrates consistent appropriate boundaries. | Demonstrates appropriate boundaries inconsistently. | Demonstrates inappropriate boundaries. | Harmful relationship with others |
| 2. | D | Knowledge & Adherence to Site Policies | Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures. | Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement. | Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement. | Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement. | Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement. | Failure to adhere to policies after discussed with supervisor. |
| 2. | E | Record Keeping & Task Completion | Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report). | Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion. | Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion. | Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion. | Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion. | Failure to complete paperwork &/or tasks by specified deadline. |

| # | Score | Primary Professional Dispositions | Specific Professional Disposition Descriptors | Exceeds Expectations / Demonstrates Competencies (5) | Meets Expectations / Demonstrates Competencies (4) | Near Expectations / Developing towards Competencies (3) | Below Expectations / Insufficient / Unacceptable (2) | Harmful (1) |
|----|-------|---|---|---|---|--|---|---|
| 2. | F | Multicultural Competencies | Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.) | Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors. | Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors. | Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors. | Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors. | Not accepting worldviews of others |
| 2. | G | Emotional Stability & Self-control | Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. | Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors. | Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors. | Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors. | Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors. | Inappropriate interactions with others continuously, high levels of emotional reactivity with clients, peers, and supervisors. |
| 2. | H | Motivated to Learn & Grow / Initiative | Demonstrates engagement in learning & development of his or her counseling competencies. | Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development. | Demonstrates consistent engagement in promoting his or her professional and personal growth & development. | Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development. | Demonstrates limited engagement in promoting his or her professional and personal growth & development. | Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development. |
| 2. | I | Openness to Feedback | Responds non-defensively & alters behavior in accordance with supervisory feedback. | Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes. | Demonstrates consistent openness to supervisory feedback & implements suggested changes. | Demonstrates openness to supervisory feedback; however, does <i>not</i> implement suggested changes. | Demonstrates a lack of openness to supervisory feedback & does <i>not</i> implement suggested changes. | Defensive &/or disrespectful when given supervisory feedback. |
| 2. | J | Flexibility & Adaptability | Demonstrates ability to flex to changing circumstance, unexpected events, & new situations. | Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately. | Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately. | Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs. | Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs. | Not flexible, demonstrates rigidity in work with clients. |
| 2. | K | Congruence & Genuineness | Demonstrates ability to be present and "be true to oneself" | Demonstrates consistent and strong ability to be genuine & accepting of self & others. | Demonstrates consistent ability to be genuine & accepting of self & others. | Demonstrates inconsistent ability to be genuine & accepting of self & others. | Demonstrates a limited ability to be genuine & accepting of self & others (incongruent). | Incongruent and <i>not</i> genuine |

_____ : Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

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

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

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

Counselor's or Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS was reviewed with Counselor or Trainee – _____

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

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

Appendix D: Supervisee Needs Index

Supervisee Needs Index

Muse-Burke & Tyson (2010) reprinted in *Fundamentals of Clinical Supervision* by Bernard and Goodyear (2019)

Please rate your current individual supervisor. Using the following scale as a guide, select a number to indicate how much you agree with each statement.

1-----2-----3-----4-----5-----6-----7
Strongly Disagree Strongly Agree

- | | |
|---|---------------|
| 1. My supervisor does not encourage me to grow personally | 1—2—3—4—5—6—7 |
| 2. Supervision regularly includes opportunities to review recordings of my clinical work. | 1—2—3—4—5—6—7 |
| 3. When faced with a client issue that is new to me, supervision provides little guidance. | 1—2—3—4—5—6—7 |
| 4. I am content with the emphasis placed on learning therapy techniques in supervision | 1—2—3—4—5—6—7 |
| 5. When ethical issues arise, my supervisor provides meaningful assistance. | 1—2—3—4—5—6—7 |
| 6. Countertransference issues are not discussed as much as I would prefer in supervision. | 1—2—3—4—5—6—7 |
| 7. There are sufficient opportunities to receive formal evaluation of my therapy work during supervision. | 1—2—3—4—5—6—7 |
| 8. I feel my supervision has ample focus on my clients' needs. | 1—2—3—4—5—6—7 |
| 9. I leave supervision feeling that my pressing issues were not addressed. | 1—2—3—4—5—6—7 |
| 10. We have regularly scheduled time for supervision that my supervisor honors. | 1—2—3—4—5—6—7 |
| 11. My supervisor helps me feel self-assured in my clinical work. | 1—2—3—4—5—6—7 |
| 12. My supervisor is clearly motivated to help me in supervision. | 1—2—3—4—5—6—7 |
| 13. There are many times when my supervisor does not seem to be listening to me. | 1—2—3—4—5—6—7 |

14. I do not receive the mentoring I want in supervision. 1—2—3—4—5—6—7
15. My supervisor has helped improve my ability to understand my clients. 1—2—3—4—5—6—7
16. My supervisor spends time explaining her or his expectations of me. 1—2—3—4—5—6—7
17. My supervisor rarely makes time for me when I need it. 1—2—3—4—5—6—7
18. I feel safe in supervision. 1—2—3—4—5—6—7
19. I frequently leave supervision feeling I did not learn enough about therapy. 1—2—3—4—5—6—7
20. My role as a supervisee is not clear. 1—2—3—4—5—6—7
21. I wish my supervisor would suggest literature related to my clinical work when I request it. 1—2—3—4—5—6—7
22. My most significant concerns are addressed in supervision. 1—2—3—4—5—6—7
23. I feel my supervisor only wants me to utilize her or his theoretical orientation. 1—2—3—4—5—6—7
24. My clinical knowledge has expanded through supervision. 1—2—3—4—5—6—7
25. I am concerned my clients' well-being is overlooked in supervision 1—2—3—4—5—6—7
26. My supervisor appropriately challenges me to think for myself. 1—2—3—4—5—6—7
27. The emphasis in supervision on my personal growth meets my needs. 1—2—3—4—5—6—7
28. At times, my supervisor's behavior feels invalidating. 1—2—3—4—5—6—7
29. I am dissatisfied with the supervisory relationship. 1—2—3—4—5—6—7
30. It would be helpful for my supervisor to give me greater autonomy in clinical decision-making. 1—2—3—4—5—6—7
31. I wish my supervisor would directly observe my therapy sessions more often. 1—2—3—4—5—6—7
32. I am not able to be myself in supervision. 1—2—3—4—5—6—7
33. When I ask for readings on a particular issue, 1—2—3—4—5—6—7

my supervisor provides recommendations.

34. I would prefer more emphasis be placed on issues of diversity in supervision.

1—2—3—4—5—6—7

35. My supervisor encourages me to work from the theoretical approach that fits for me.

1—2—3—4—5—6—7

36. Multicultural issues are sufficiently discussed in supervision.

1—2—3—4—5—6—7

37. My supervisor's feedback about my therapy skills is insufficient.

1—2—3—4—5—6—7

38. I feel the supervisory relationship is supportive.

1—2—3—4—5—6—7

39. In supervision, we appropriately discuss my personal issues as they relate to my clinical work.

1—2—3—4—5—6—7

40. Conceptualization of my clients during supervision has little impact on my clinical work.

1—2—3—4—5—6—7

41. I wish my supervisor would willingly discuss my ethical concerns.

1—2—3—4—5—6—7

42. It seems that my supervisor does not give much consideration to my needs.

1—2—3—4—5—6—7

43. My supervisor is not trustworthy.

1—2—3—4—5—6—7

44. My supervisor serves as a guide in my professional development.

1—2—3—4—5—6—7

45. My supervisor makes our relationship a priority.

1—2—3—4—5—6—7

46. My supervisor is helpful when I am unfamiliar with a particular clinical issue.

1—2—3—4—5—6—7

47. I feel able to disclose my honest reactions to my supervisor.

1—2—3—4—5—6—7

48. My supervisor does not focus enough on utilizing different therapy interventions.

1—2—3—4—5—6—7

Appendix E: Evaluation of Internship Site

Evaluation of Practicum/Internship Site and School Experience Heritage University MMHC Program

Name: _____ Name of On-Site Supervisor: _____
 Total Number of Hours: _____ Agency/School Name: _____
 Semester/Year _____

This evaluation is for the purpose of providing feedback to the University regarding student perceptions of the practicum/internship experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions that occur throughout the practicum/internship experience. As a student counselor and a beginning professional, you are urged to complete this instrument completely and honestly. You should already have begun this kind of critical sharing with your site/clinical supervisor, others in the Agency, and your faculty Internship Instructor. Your responses can aid your own professional development, and your assessment will significantly help the University be even more responsive to student needs. **This information will not be viewed by site employees.**

1. Complete the rating form as follows (circle appropriate responses for each item):

- 5 --- Indicates complete satisfaction or an extremely positive response with the item. Where behavior is referred to, the behavior was always present when appropriate.
- 4 --- Moderate satisfaction: Desired behavior or condition was frequently present.
- 3 --- Somewhat satisfied: Desired behavior or condition was sometimes absent.
- 2 --- Somewhat dissatisfied: Desired behavior or condition was often absent.
- 1 --- Extremely dissatisfied: Desired behavior or condition was seldom present.
- X --- It is not possible to assess this item.

2. Provide comments regarding those items for which you have a special concern.

I. The Internship Process

| | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Was there sufficient information about the practicum/internship prior to actually starting the experience? | 5 | 4 | 3 | 2 | 1 | X |
| 2. | Did you feel the kind of setting provided was appropriate to your needs and interests? | 5 | 4 | 3 | 2 | 1 | X |
| 3. | Was orientation at the agency/school sufficient when the experience began? | 5 | 4 | 3 | 2 | 1 | X |
| 4. | Overall, did co-field directors and your instructor meet responsibilities for your practicum/internship experience? | 5 | 4 | 3 | 2 | 1 | X |
| 5. | During the experience, did you feel that you were treated as an individual with respect for your own special circumstances? | 5 | 4 | 3 | 2 | 1 | X |
| 6. | Was the agency/school adequately prepared for your arrival? | 5 | 4 | 3 | 2 | 1 | X |

II. The Agency/School Setting

| | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Was the interaction with other counselors and related disciplines sufficient? | 5 | 4 | 3 | 2 | 1 | X |
| 2. | Did the agency/school provide you with adequate working conditions? | 5 | 4 | 3 | 2 | 1 | X |
| 3. | Overall, did you feel the agency or school attached sufficient importance to your experience? | 5 | 4 | 3 | 2 | 1 | X |

III. Professional Development

| | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Did the experience acquaint you with the operation of a community service agency/school? | 5 | 4 | 3 | 2 | 1 | X |
| 2. | Did the experience improve your capacity to work with people in a helping relationship? | 5 | 4 | 3 | 2 | 1 | X |
| 3. | Did the placement acquaint you with resources available in the community? | 5 | 4 | 3 | 2 | 1 | X |
| 4. | Did the experience significantly increase your knowledge of specific problems in the community, e.g., poverty, mental illness, aging, alcoholism and other addictions and so on? | 5 | 4 | 3 | 2 | 1 | X |
| 5. | Rate your general level of satisfaction with the amount and kind of activities you were assigned. | 5 | 4 | 3 | 2 | 1 | X |
| 6. | Was there a sufficient diversity of learning activities? | 5 | 4 | 3 | 2 | 1 | X |
| 7. | Were there opportunities to be part of the "larger agency/school" such as by attending staff meetings, in-service training, and so on? | 5 | 4 | 3 | 2 | 1 | X |
| 8. | Did this agency/school experience help you understand and use professional record keeping procedures? | 5 | 4 | 3 | 2 | 1 | X |

IV. Direct Supervision by Onsite Supervisor

| | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Did your supervisor simulate professional counselor identity? | 5 | 4 | 3 | 2 | 1 | X |
| 2. | Did your supervisor help you feel accepted and respected as a person? | 5 | 4 | 3 | 2 | 1 | X |
| 3. | Did your supervisor help in demonstrating professional relationships with staff members at the site? | 5 | 4 | 3 | 2 | 1 | X |
| 4. | Did your supervisor meet with you for supervision at established times and for the agreed upon time? | 5 | 4 | 3 | 2 | 1 | X |
| 5. | Did your supervisor help clarify objectives for your counseling sessions? | 5 | 4 | 3 | 2 | 1 | X |
| 6. | Did your supervisor help organize relevant case data in planning procedures for working with your clients? | 5 | 4 | 3 | 2 | 1 | X |
| 7. | Did your supervisor help organize relevant case data in planning | 5 | 4 | 3 | 2 | 1 | X |

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| | procedures for working with your clients? | | | | | | |
| 8. | Did your supervisor guide you in generating your own solutions to problems faced with clients? | 5 | 4 | 3 | 2 | 1 | X |
| 9. | Did your supervisor provide you with useful feedback regarding your counseling skills? | 5 | 4 | 3 | 2 | 1 | X |
| 10. | Did your supervisor help you focus on how your personal style influenced clients? | 5 | 4 | 3 | 2 | 1 | X |
| 11. | Did your supervisor adequately reinforce the development of your strengths and capabilities? | 5 | 4 | 3 | 2 | 1 | X |
| 12. | Did your supervisor help you use appraisal instruments constructively in counseling? | 5 | 4 | 3 | 2 | 1 | X |
| 13. | Was your supervisor helpful in critiquing your report writing? | 5 | 4 | 3 | 2 | 1 | X |
| 14. | Did your supervisor allow and encourage you to evaluate your work with clients? | 5 | 4 | 3 | 2 | 1 | X |
| 15. | Did your supervisor demonstrate cultural competency when working with you and other professionals/students? | 5 | 4 | 3 | 2 | 1 | X |
| 16. | Did your supervisor demonstrate willingness to discuss cultural dynamics in clinical assessment, case conceptualization, and treatment? | 5 | 4 | 3 | 2 | 1 | X |
| 17. | Would you recommend this site to other students? | 5 | 4 | 3 | 2 | 1 | X |
| 18. | Would you recommend this supervisor to other students? | 5 | 4 | 3 | 2 | 1 | X |

Would like to meet in person with the practicum/internship coordinator to discuss experience? Yes _____
No _____

Appendix F: Counselor Self-Efficacy Scales

COUNSELING ACTIVITY SELF-EFFICACY SCALES

General Instructions: The following questionnaire consists of three parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. I am looking for your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please fill in the number that best reflects your response to each question.

Part I.

Instructions: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling most clients.

| No confidence | | | Some confidence | | | | Complete confidence | | | |
|---------------|---|---|-----------------|---|---|---|---------------------|---|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |

How confident are you that you could use these general skills effectively with most clients over the next week?

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 1. Attending (orient yourself physically toward the client). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. Listening (capture and understand the messages that clients communicate). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. Restatements (repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. Open questions (ask questions that help clients to clarify or explore their thoughts or feelings). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. Reflection of feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. Self-disclosure for exploration (reveal personal information about your history, credentials, or feelings). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

7. **Intentional silence** (use silence to allow clients to get in touch with their thoughts or feelings).

0 1 2 3 4 5 6 7 8 9

8. **Challenges** (point out discrepancies, contradictions, defenses, or irrational beliefs of which the client is unaware or that he or she is unwilling or unable to change).

0 1 2 3 4 5 6 7 8 9

9. **Interpretations** (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her behavior, thoughts, or feelings).

0 1 2 3 4 5 6 7 8 9

10. **Self-disclosures for insight** (disclose *past* experiences in which you gained some personal insight).

0 1 2 3 4 5 6 7 8 9

11. **Immediacy** (disclose *immediate* feelings you have about the client, the therapeutic relationship, or yourself in relation to the client).

0 1 2 3 4 5 6 7 8 9

12. **Information-giving** (teach or provide the client with data, opinions, facts, resources, or answers to questions).

0 1 2 3 4 5 6 7 8 9

13. **Direct guidance** (give the client suggestions, directives, or advice that imply actions for the client to take).

0 1 2 3 4 5 6 7 8 9

14. **Role-play and behavior rehearsal** (assist the client to role-play or rehearse behaviors in-session).

0 1 2 3 4 5 6 7 8 9

15. **Homework** (develop and prescribe therapeutic assignments for clients to try out between sessions).

0 1 2 3 4 5 6 7 8 9

Part II.

Instructions: Please indicate how confident you are in your ability to do each of the following tasks effectively, over the next week, in counseling most clients.

| No confidence | | | Some confidence | | | | Complete confidence | | | |
|---------------|---|---|-----------------|---|---|---|---------------------|---|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |

How confident are you that you could do these specific tasks effectively with most clients over the next week?

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 1. Keep sessions "on track" and focused. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. Respond with the best helping skill, depending on what your client needs at a given moment. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. Help your client to explore his or her thoughts, feelings, and actions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. Help your client to talk about his or her concerns at a "deep" level. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. Know what to do or say next after your client talks. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6. Help your client to set realistic counseling goals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7. Help your client to understand his or her thoughts, feelings, and actions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8. Build a clear conceptualization of your client and his or her counseling issues. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9. Remain aware of your intentions (i.e., the purposes of your interventions) during sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10. Help your client to decide what actions to take regarding his or her problems. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Part III.

Instructions: Please indicate how confident you are in your ability to work effectively, over the next week, with each of the following client types, issues, or scenarios. (By "work effectively," I am referring to your ability to develop successful treatment plans, to come up with polished in-session responses, to maintain your poise during difficult interactions and, ultimately, to help the client resolve his or her issues.)

| No confidence | | | Some confidence | | | Complete confidence | | | |
|---------------|---|---|-----------------|---|---|---------------------|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

How confident are you that you could work effectively over the next week with a client who...

| | | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|---|---|
| 1 | is clinically depressed. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2 | has been sexually abused. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3 | is suicidal. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4 | has experienced a recent traumatic life event (e.g., physical or psychological injury or abuse). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5 | is extremely anxious. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 6 | shows signs of severely disturbed thinking. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 7 | you find sexually attractive. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8 | is dealing with issues that you personally find difficult to handle. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9 | has core values or beliefs that conflict with your own (e.g., regarding religion, gender roles). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | differs from you in a major way or ways (e.g., race, ethnicity, gender, age, social class). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11. | is not "psychologically-minded" or introspective. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 12. is sexually attracted to you. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. you have negative reactions toward (e.g., boredom, annoyance). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. is at an impasse in therapy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. wants more from you than you are willing to give (e.g., in terms of frequency of contacts or problem-solving prescriptions). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. demonstrates manipulative behaviors in-session. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Note. Permission to use this measure was granted by R. W. Lent, C. E. Hill, and M.A. Hoffman. The article about the measure was "Development and validation of the Counselor Activity Self-Efficacy Scales" by R. W. Lent, C. E. Hill, and M. A. Hoffman, 2003, *Journal of Counseling Psychology*, 50, pp. 97-108.

MMHC STUDENT CHECKLIST

| FALL SEMESTER 1 | Due By | Completed? |
|---|-----------------------|------------|
| Receive Student Handbook | Orientation | |
| Sign up for ACA Membership and Liability Insurance | Orientation | |
| Entry Survey with MMHC Advisor | First Week of Classes | |
| Turn in Signed Student Handbook Receipt | First Week of Classes | |
| Turn in Signed ACA Liability Insurance Facesheet | First Week of Classes | |
| Complete Professional Competencies Self-Assessment | End of Semester | |
| Complete Professional Competencies Assessment Meeting | End of Semester | |
| Complete Intent to Match for Practicum/Internship | End of Semester | |
| Complete SLSP Declaration (optional, only if applying)* | End of Semester | |

| SPRING SEMESTER YEAR 1 | Due By | Completed? |
|---|-----------------|------------|
| Receive Confirmation of Practicum/Internship Match | End of Semester | |
| Receive Practicum/Internship Manual | End of Semester | |
| Complete Professional Competencies Self-Assessment | End of Semester | |
| Complete Professional Competencies Assessment Meeting | End of semester | |
| Complete Attestation for Readiness to Enter Practicum | End of Semester | |
| | End of Semester | |

| SUMMER SEMESTER YEAR 1 | Due By | Completed? |
|---|-----------------------|------------|
| Complete Agency Affiliate License Application, if needed* | Beginning of Semester | |
| Receive Agency Affiliate License Credential, if needed* | End of Semester | |
| Sign Practicum/Internship Agreement with Internship Site* | Beginning of Prac | |
| Complete all PASEOS Curriculum, if doing SLSP* | End of Semester | |

MMHC STUDENT CHECKLIST

| FALL SEMESTER YEAR 2 | Due By | Completed? |
|---|-----------------------|------------|
| Apply for ACA Membership and Liability Insurance | First Week | |
| Turn in Liability Insurance Facesheet | First Week | |
| PRACTICUM | | |
| Complete CCS-R Self Evaluation via Supervision Assist | Week 10 | |
| Complete Summary of Practicum Hours via Supervision Assist | Week 10 | |
| Clinical Supervisor(s) complete CCS-R and Summary of Hours | Week 10 | |
| INTERNSHIP | | |
| Complete Fall Case Conceptualization in Internship Class | End of Semester | |
| Complete CCS-R Self-Evaluation via Supervision Assist | End of Semester | |
| Complete Summary of Internship Hours via Supervision Assist | End of Semester | |
| Clinical Supervisor(s) complete CCS-R and Summary of Hours | End of Semester | |
| Complete Professional Competency Evaluation | End of Semester | |
| DECLARATION OF MAJOR | Watch email for date! | |
| APPLY FOR GRADUATION | Watch email for date! | |

| SPRING SEMESTER YEAR 2 | Due By | Completed? |
|---|-----------------|------------|
| Complete Spring Case Conceptualization in Internship Class | End of Semester | |
| Complete CCS-R Self-Evaluation via Supervision Assist | End of Semester | |
| Complete Summary of Internship Hours via Supervision Assist | End of Semester | |
| Clinical Supervisor(s) complete CCS-R and Summary of Hours | End of Semester | |
| Complete Professional Competency Evaluation | End of Semester | |
| Walk at Graduation! | May | |

| SUMMER SEMESTER YEAR 2 | Due By | Completed? |
|---|-------------------|------------|
| Complete Final Case Conceptualization in Internship Class | End of Semester | |
| Complete Final CCS-R Self-Evaluation via Supervision Assist | End of Internship | |
| Complete Final Summary of Internship Hours via Supervision Assist | End of Internship | |
| Clinical Supervisor(s) complete Final CCS-R and Summary of Hours | End of Internship | |
| Complete Degree Audit w/Advisor | Mid Semester | |
| Complete Exit Survey with Advisor | End of Semester | |