WEST VIRGINIA UNIVERSITY

College of Education and Human Services
Department of Counseling, Rehabilitation Counseling & Counseling Psychology

Counseling M.A. Program

Practicum & Internship
Fieldwork Manual
School & Clinical Mental Health Counseling Tracks

(January 2016)
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# Practicum and Internship Timeline

**Practicum:**

<table>
<thead>
<tr>
<th>Mid-September</th>
<th>Program Secretary will contact all students to verify plans for practicum or internship and identify any part-time or SEP students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week of November</td>
<td>Practicum Orientation for first-year students.</td>
</tr>
<tr>
<td>1st week of Spring Semester</td>
<td>Site Supervisor Orientation.</td>
</tr>
<tr>
<td>1st week of Spring Semester</td>
<td>Updated site list posted to website.</td>
</tr>
<tr>
<td>1st week of Spring Semester</td>
<td>Program Secretary sends out Practicum applications.</td>
</tr>
<tr>
<td>3rd week of Spring Semester</td>
<td>Practicum applications due.</td>
</tr>
<tr>
<td>4th week of Spring Semester</td>
<td>Program Secretary will provide Fieldwork Coordinator with spreadsheet of student site requests.</td>
</tr>
<tr>
<td>6th week of Spring Semester</td>
<td>Fieldwork Coordinator will notify students of authorized sites to contact.</td>
</tr>
<tr>
<td>End of March</td>
<td>Finalize practicum placements.</td>
</tr>
</tbody>
</table>

**Internship:**

| 4th week of Fall semester | Program Secretary sends out applications. |
| 6th week of Fall semester | Applications due. |
| 7th week of Fall semester | Program Secretary will provide Fieldwork Coordinator with spreadsheet of student site requests. |
| 9th week of Fall semester | Fieldwork Coordinator will notify students of authorized sites to contact. |
| Week before Fall Break | Finalize internship placements. |
INTRODUCTION

Practicum and Internship provide students with supervised counseling experiences, which are designed to consolidate, integrate, and link theory to practice. In short, fieldwork provides students with opportunities to develop, refine, and evaluate their counseling skills. The purpose of this manual is to provide information, procedures, timelines, guidelines, objectives, necessary forms, and information that should be helpful to students. Also, included are recommendations for maximizing the learning experience during both practicum and internship. Any student who is applying for and/or completing practicum or internship should read this manual. Becoming familiar with the procedures and policies described in this manual will help students:

- Identify appropriate fieldwork sites
- Apply to appropriate sites
- Meet important timelines and requirements
- Develop appropriate supervision and learning goals
- Appropriately document fieldwork hours
- Maximize their learning experience
- Maintain clear communication with their site and faculty supervisors

In addition, students applying for or completing practicum or internship should also be familiar with and adhere to:

- Fieldwork site policies and procedures
- Program requirements
- Fieldwork course syllabus
- ACA Code of Ethics

IMPORTANT TERMS and DESCRIPTIONS

Practicum

Practicum is a supervised counseling experience (minimum 100 contact hours) designed to orient students to the role and responsibilities of the professional school or clinical mental health counselor. Practicum generally occurs during the fall semester of the second year. Practicum has to be completed before internship. This experience is defined more comprehensively in the pages that follow.

Internship

Internship is the culmination of the academic preparation to become a professional counselor. This supervised 40 hour a week experience enables students to focus more intensely on a broader range of competencies and skills. It generally occurs during the spring semester of the second year and requires a minimum of 600 contact hours. This experience is also defined more comprehensively in the pages that follow.

Clinical Mental Health Counseling Track Placements

Clinical Mental Health Counseling placements are designed to provide the knowledge and skills required for counselors to work in a variety of clinical mental health settings, including mental health centers, substance abuse treatment programs, social service agencies, residential and intensive outpatient, home/school–based programs, and employee assistance programs in business and industry. Accordingly, Clinical Mental Health Counseling Track students will have experiences that may include but are not limited to:

- Diagnosis and assessment
- Intake and treatment/discharge planning/outcome assessment
- Crisis response
- Psychoeducation
- Short and long term personal counseling
- Substance abuse treatment
- Family and relationship counseling
- Long term supportive counseling for those with chronic emotional problems
- Group counseling

School Track Placements

School Counseling placements are designed to provide the knowledge and skills required to be an effective school counselor. Accordingly, School Counseling students may have experiences that include but are not limited to:
• Group and short term individual counseling to help children deal with developmental concerns, school related problems, and other personal concerns
• Referral of and advocacy for children who require specialized assistance
• Coordination efforts with teachers, parents, support personnel, and community resources to promote program objectives, and facilitate successful student development and achievement
• Integration of guidance curriculum into the total school curriculum.

Direct Service Hours
Direct Service hours are interactions with clients/students during which counseling, consultation, or human development skills are utilized. This term refers to time that is spent directly with clients either in person or on the phone. It specifically refers to the following activities: intake assessment, individual counseling, group counseling, classroom guidance, and presentations.

Indirect Service Hours
Indirect Service hours are interactions and/or responsibilities which by their very nature are intended to benefit clients whom are served at the student’s practicum or internship site. Indirect Service hours include but are not limited to:
• Training
• Staff meetings
• Documentation
• Record-keeping
• Time spent reading or researching topics related to client concerns, community resources, counseling, etc. (topics must be documented)
• Consultation
• Workshop presentations
• Research
• Time spent learning the policies and procedures of the counseling site
• Time spent assisting the student’s supervisor with clinically related tasks (document specific task)

• Supervision
Other professional activities, which are site and/or student specific, may also be appropriately counted as Indirect Hours but must be approved in ADVANCE by faculty supervisors.

Site Supervisor/Supervision
Site supervisors provide on-site training and supervision of practicum and internship students. Site supervisors provide scheduled weekly, individual supervision sessions. Site Supervisors must have an earned Master's Degree in Counseling or a related field and two years of experience as a counselor or a therapist. During supervision sessions, students have the opportunity to discuss ethical/professional concerns, client issues and interventions, application and integration of theories, practicum procedures and policies, and professional development issues. Supervisors can ask students to be prepared to present audio/video tapes of counseling sessions during these sessions as well as review session notes. Many on-site supervisors also augment these individual supervision sessions by electing to have students sit in on sessions with clients as a co-counselor or by observing sessions or interactions with clients.

Faculty Supervisors/Supervision
Faculty Supervisors conduct group supervision, for an average of 1 ½ to 2 hours each week. Faculty Supervisors meet with students individually or in pairs for supervision. During practicum, students are required to meet with their faculty supervisor for a minimum of 10 sessions (additional sessions may be required). During these supervision sessions students discuss ethical/professional concerns, client issues and interventions, application and integration of theories, and fieldwork site and professional development issues. Students are also required to present a minimum of four audio/video tapes of counseling sessions that are reviewed during supervision sessions.

During Internship, students are not required to meet with their Faculty Supervisor for individual
supervision although either the Faculty Supervisor or the student may request such meetings.

**GRADE REQUIREMENTS FOR PRACTICUM AND INTERNSHIP**

Fieldwork placement is contingent upon students being in *good standing* in the counseling program. If a student is on academic probation, fieldwork placement will be delayed until he/she is removed from probation. If a student has an incomplete (I) or a failing grade (F) in any course, internship may not be approved until the incomplete or unsatisfactory is changed to a satisfactory grade. Internship placement will not be approved if the student has an incomplete (I) or a failing grade (F) in practicum.

One or more grades of “C” or less in required courses suggests that a student may have competency deficits that will jeopardize his/her success in a fieldwork setting. In such cases, the Fieldwork Committee may recommend one of the following: delay of placement, delay with special remediation, enrollment in fieldwork with remediation, transfer to another degree program, termination of the student as a degree candidate.

**PRACTICUM**

**Prerequisites**

Anyone applying for practicum must have completed or be enrolled in the following courses:

<table>
<thead>
<tr>
<th>School</th>
<th>Clinical Mental Health</th>
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<tbody>
<tr>
<td>COUN 501 Coun Theory &amp; Tech I</td>
<td>COUN 501 Coun Theory &amp; Tech I</td>
</tr>
<tr>
<td>COUN 536 Theories of Human Development</td>
<td>COUN 536 Theories of Human Development</td>
</tr>
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<td>COUN 608 Organization/Dev School Guide</td>
<td>COUN 622 Clinical Mental Health Counseling</td>
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<tr>
<td>COUN 634 Cultural Issues</td>
<td>COUN 634 Cultural Issues</td>
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<tr>
<td>COUN 606 Coun Theory &amp; Tech II</td>
<td>COUN 606 Coun Theory &amp; Tech II</td>
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<tr>
<td>COUN 630 Coun Children/Adoles/Parents</td>
<td>COUN 630 Counseling Children/Adoles/Parents</td>
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<tr>
<td>COUN 640 Addictions Counseling</td>
<td>COUN 640 Addictions Counseling</td>
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<tr>
<td>COUN 664 Ethics</td>
<td>COUN 664 Ethics</td>
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<tr>
<td>COUN 665 Diagnosis &amp; Treatment Planning</td>
<td>COUN 665 Diagnosis &amp; Treatment Planning</td>
</tr>
<tr>
<td>*COUN 609 Group Coun &amp; Tech</td>
<td>*COUN 609 Group Coun &amp; Tech</td>
</tr>
<tr>
<td>*COUN 620 Lifespan Career Counseling</td>
<td>*COUN 620 Lifespan Career Counseling</td>
</tr>
<tr>
<td>*COUN 645 Couples/Family Counseling</td>
<td>*COUN 645 Couples/Family Counseling</td>
</tr>
<tr>
<td>** COUN 684 Supervision Models</td>
<td>**COUN 684 Supervision Models</td>
</tr>
<tr>
<td>* concurrent with practicum</td>
<td>** concurrent with internship</td>
</tr>
</tbody>
</table>

**Description of Practicum**

The practicum experience is designed to orient students to the role and responsibilities of the professional school or clinical mental health counselor. This experience provides students with closely supervised opportunities during which they can develop individual and group counseling skills. Operationally, practicum is defined as a professional experience consisting of a minimum of 100 contact hours (3 graduate credit hours) in an approved agency or educational setting. Practicum can occur during the fall or spring semester but generally takes place during the fall. Practicum (and internship) credit is not available during the summer.

**Goals of Practicum**

- To acquaint students with and provide them with opportunities to engage in the roles, duties, and responsibilities of a
professional school or clinical mental health counselor.

- To enable students to develop counseling techniques that are best acquired and developed in actual counseling relationships.
- To help students learn to integrate counseling theories acquired through course work to actual client/student issues and concerns.
- To help students develop the skills of a counselor so that they can begin to feel confident in their ability to function as professionals in the field.
- To help students work and function as a team member with other professionals in the counseling process.
- To provide students with experiences which enable them to comprehend and respond to feedback from supervisors.

**Practicum Requirements**

Generally, practicum consists of a placement of one day per week for one semester (15 weeks) at an approved agency, service, or institutional setting. Meetings with faculty supervisor and the practicum group supervision can be counted toward these contact hours. A minimum of **100** contact hours is required. **Forty** of these must be direct service hours. It is important to note that some practicum sites (particularly clinical mental health sites) require additional hours and may specify that the hours be scheduled over the course of **two days**. Increasingly, students are opting to maximize their practicum experience by scheduling additional hours at their sites. These students may be more competitive as they interview for internships and ultimately full-time employment.

A weekly 1 ½ to 2 hour group supervision session with an assigned faculty member is required. This meeting provides opportunities for students to share experiences, discuss ethical concerns, and counseling and consultation interventions. Case presentations and assigned readings may also be required by faculty supervisors. These meetings count towards the **100** contact hours.

Weekly individual or triadic supervision with a faculty supervisor is also required. Faculty must schedule these sessions with several students in addition to other departmental responsibilities. Thus, these sessions will be arranged around the scheduling needs of faculty members. Students are responsible for adhering to supervision times with faculty members. Audio and/or videotape of a counseling session may be discussed during many of these individual sessions. Students should have their tapes cued and ready to play.

Weekly individual supervision by the on-site supervisor is also required. On-site supervisors are encouraged to include the following activities in their supervision:

- Case/client discussion and feedback
- Review of audio and or video-tapes
- Observation of the student’s sessions
- Co-counseling opportunities with the site supervisor or other counselors at the site
- Review of session notes
- Ongoing performance feedback
- Discussions regarding linking theory to practice

**Practicum Requirement Summary**

- Practicum is a minimum of one day per week for 15 weeks
- 100 approved contact hours (remember this is at a minimum)
- 40 of these 100 hours must be direct service work
- Weekly individual supervision with the site supervisor
- A minimum of 10 meetings with practicum class
- A minimum of 10 supervision sessions with the faculty supervisor
- A minimum of 4 audio/video tapes of clients
Note: Experience in group work is strongly encouraged during practicum. Although no specific number of hours is required, students may spend as many as fifteen of their required direct service hours in this activity. Starting in the fall of 2015, all students are required to lead at least one group. This can be done in either practicum or internship.

Grading of Practicum
One of two grades is given for the practicum: “P” (Pass) or “F” (Fail). A grade of “P” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “F” will be given when site or university requirements have not been accomplished in an acceptable manner.

INTERNSHIP

Prerequisites for Internship
The prerequisites for internship are the same as for practicum plus a satisfactory grade in practicum and B’s or better in the core courses taken during the practicum semester. A student must complete practicum before enrolling in internship.

Description of Internship
Internship is the culmination of the academic preparation to become a professional counselor. This experience enables students to focus intensely on a broader range of competencies and skills. In evaluating possible sites, students should carefully consider their professional goals, previous/related experiences, learning needs, interests, and expectations for fieldwork. Optimally, students will find a site that represents a “good fit” with their experience, learning needs, career goals, values, interests, and licensure requirements. Operationally, internship is defined as a professional training experience consisting of a minimum of 600 contact hours (9 credit hours) in an approved agency or educational setting. Two hundred forty (240) of the designated hours must be direct service contact hours.

Internship Requirements
Internship is a full-time counseling experience at an APPROVED clinical or educational site. It is scheduled over the course of the fifteen-week semester. Note: Policies regarding absences during WVU’s Thanksgiving, spring break, and scheduled holidays which occur during the semester are site specific; that is, a student may or may not have the same break as the University. The site can require students to be present during these breaks.

During internship, a minimum of three hours each day should be spent providing direct counseling services to clients. A minimum of 240 hours of Direct Service hours are required for internship.

A weekly group supervision session with an assigned faculty member is required and provides opportunities for students to share experiences and discuss cases, intervention strategies, and ethical concerns. Group supervision (1 ½ -2 hours) will be similar to the one required for practicum. Case presentations and assigned readings may also be required by Faculty Supervisors. These meetings count towards the 600 contact hours.

Weekly individual supervision by the on-site supervisor is also required. On-site supervisors are encouraged to include the following activities:

- Case/client discussion and feedback
- Review of audio and or video-recordings
- Observation of the student’s sessions
- Co-counseling opportunities with the site supervisor or other counselors at the site
- Review of session notes
- Ongoing performance feedback and review of student’s learning goals
- Discussions regarding linking theory to practice
- Discussions regarding personal and professional development
- Review of agency/school procedures/requirements and resources
- Employment/job/ search/licensure related discussions

Students are also expected to engage in group counseling. Ideally, at least 20 contact hours
would be devoted to group counseling; that is, the student spends at least 20 hours leading or co-leading groups. If a student is having difficulty in obtaining 20 contact hours over the semester, he or she should discuss this with his or her faculty supervisor. **At least one group must be led during internship if not completed in practicum.** Students are also encouraged to participate in consultative activities, which benefit another party (e.g., working with a teacher, parent, or human service worker to benefit a client).

### Internship Requirement Summary

- **Minimum of 600 contact hours (9 credit hours)**
- **Minimum of 240 Direct service hours (3 hrs per day)**
- Group Counseling experiences
- Weekly on-site supervision
- Weekly group supervision with faculty supervisor

### Internship Evaluation

One of two grades is given for the internship, “P” (Pass) or “F” (Fail). A grade of “P” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “F” will be given when site or university requirements have not been accomplished in an acceptable manner.

### QUESTIONS AND CONCERNS

#### Denial of Admission to Fieldwork

After students have successfully completed the fieldwork prerequisites or are enrolled in classes that are prerequisites, they may apply for practicum or internship. On rare occasions, students are denied field placement. Reasons for denial may include but are not limited to the following:

- Unsatisfactory academic performance.
- Failure to complete prerequisites.
- Unfavorable faculty recommendations.
- Pending or unresolved academic dishonesty or student conduct issues
- Previous criminal convictions.

#### Scheduling

Full-time students generally enroll in practicum in the fall semester and internship in the spring semester of their second year. Students who vary from this sequence should meet with their advisor to ensure that they meet the requirements. Students in the part-time program may take practicum in either the fall or spring semester providing that it is offered and there is space in the section.

### Enrollment

Students must enroll for three credit hours for practicum and nine credit hours for internship. Students are responsible for confirming with their advisors that they have met course prerequisites. **Enrollment does not guarantee admittance to fieldwork.**

### Semester Calendar

Fieldwork activities can only be scheduled during the academic semester. Hours must be scheduled throughout the semester to ensure that the student’s counseling skills develop and are supervised within a developmental framework. In other words, students cannot work overtime so that he/she as to finish in 10 or so weeks. Exceptions to this policy must be approved in advance by the Fieldwork Coordinator.

### Faculty Supervisor Assignment

Students can choose their section/supervisor of practicum or internship. Although the Program Coordinator will attempt to place students with his/her selected choice, limited numbers of students in each section often require that students may be assigned to a faculty member other than the one selected. A student who is
especially motivated to be placed with a particular faculty member should write a written request and submit it to the Program Coordinator. This written request will be considered in making final selections. Students are not permitted to make supervision arrangements with non-assigned faculty members unless they have the express permission of the Fieldwork Committee.

FIELDWORK SITE SELECTION

The fieldwork site selection process can initially seem confusing and even daunting to students (particularly if they do not read this manual). In the next three sections of this manual, students are provided with timelines, procedures, important suggestions, interview questions, and an outline of related responsibilities. This information should answer most if not all of the questions which students typically have.

Fieldwork Coordinator and Fieldwork Secretary

To facilitate the process of applying for Practicum or Internship, the department designates a person to be the Fieldwork Coordinator and a secretary to handle the paperwork. These two people should be able to answer most of your questions about the process of applying for practicum or internship. Paperwork and forms should be turned in to the designated secretary. Dr. Monica Leppma is the Fieldwork Coordinator (Monica.Leppma@mail.wvu.edu) and Kelly Webber (293-3808; 502 Allen Hall) is the designated Fieldwork Secretary.

Application Process for Practicum

A list of fieldwork placement sites is available on the departmental web site at http://counseling.wvu.edu. Although it is most likely that a site on this list will be approved, it is possible that recent changes in personnel or policies at the site could make the site no longer appropriate. Students who are interested in applying to fieldwork sites that are not on the list must communicate with the Fieldwork Coordinator BEFORE contacting the sites. All new Fieldwork sites must be approved by the Fieldwork Coordinator (in conjunction with other faculty). A minimum of two weeks is required to review these requests.

Timelines for Application for Practicum

The timelines for practicum applications and interviews may vary from semester to semester. Generally the timelines are as follows:

- **Friday of the 1st week of the spring semester:** updated fieldwork list will be available on the departmental web site at http://counseling.wvu.edu. This list is updated periodically so students may wish to check it regularly.
- **Friday of the 3rd week of the spring semester:** Fieldwork Applications are due in the Fieldwork Secretary’s office. Students must apply to interview at a minimum of two sites and should apply to more.
- **Friday of the 6th week of the spring semester:** Practicum placements for the fall will be finalized. Students without placements at this time must contact the Fieldwork Coordinator.

Application Process for Internship

The deadlines for internship applications and selection are not as clearly defined. Often, students will want to remain at their practicum site for internship. In most cases this will be approved, but students **must** submit an application for internship in order for this request to be considered. Students who are approved to remain at their practicum site for internship are not required to interview at other sites.

All students must apply for internship by mid-semester of the prior semester in which they want to do in their internship. Those interviewing at sites other than the one they are currently at for their practicum must submit their requests to the Fieldwork Coordinator by the end of the sixth week of the semester. The
Fieldwork Coordinator will notify the student that they have permission to interview at a given site. **Learning about Fieldwork Sites**

When selecting potential fieldwork sites, students should consider the following factors:

- **The type of client served by the site:** will there be exposure to a diverse group of clients or a specific population (children, adolescents, adult, or the elderly) and will the presenting problems of these clients be of clinical interest?
- **The type of services provided:** Does the site provide a sufficient variety and depth of services required to meet the fieldwork requirements? What type of interventions/services do student interns typically provide? Is there a sufficient client base to ensure that students can more than meet the fieldwork requirements?
- **The facilities:** Is there adequate, appropriately equipped office space?
- **Supervision:** Will there be a qualified master’s prepared supervisor on site? What is the supervisor’s theoretical orientation? In the absence of the supervisor, who provides supervision? What are the procedures for on site audio/videotaping?

Students can learn more about potential fieldwork placements by:

- Reviewing the list of approved fieldwork sites
- Discussing potential fieldwork options with faculty and other students
- Reviewing agency and school websites
- Reviewing previous site evaluations (available in the Fieldwork Secretary’s office)

**Applying to Fieldwork Sites which are not on the Approved List**

Students who are interested in applying to fieldwork sites not on the list must communicate with the Fieldwork Coordinator BEFORE contacting the sites. All new fieldwork sites must be approved by the Fieldwork Coordinator (in conjunction with other faculty). A minimum of two weeks is required to review these requests.

*Fieldwork sites must be willing to:
- Provide (1) hour of scheduled weekly supervision by a master’s prepared supervisor (*who has at least a Master’s Degree in Counseling or a related field and two years of experience as a counselor or a therapist*).
- Provide the depth and range of experiences required for a practicum or internship.
- Be willing to communicate regularly with the department.
- Be willing to participate in an onsite interview.
- Engage in clinical practices and conduct which are consistent with and/or exceed those required by the ACA Code of Ethics.
- Provide students with the opportunity to video/audio record students.
- Sign a fieldwork agreement with the department.
- Review and sign semester hour logs.
- Participate in ongoing evaluation of students.
- Provide a written description of the agency goals, characteristics of client populations, proposed activities for the practicum or internship student, and the name of the designated field supervisor.
- Encourage the student to engage in site sponsored activities, such as continuing education and consultation with other professional agencies.

Requirements apply to existing and new fieldwork sites.

**Fieldwork Application Approval**

After selecting a minimum of three potential fieldwork sites, students will submit either a Practicum or Internship Application Form along with a resume to the Fieldwork Coordinator (see timeline above). The Fieldwork Coordinator in conjunction with the Fieldwork Committee will evaluate the request.
The following factors are used as guidelines for the approval of student’s requested site:

- Student preference, experience, and skills
- Adherence to fieldwork timelines and procedures
- Number of students accepted at a particular site
- Availability of appropriate on-site supervision
- Location of the field placement
- Capacity and willingness of a site to meet the program objectives
- Student’s academic background

**SCHEDULING PLACEMENT INTERVIEWS**

The fieldwork selection process has become increasingly competitive. Because of this, students must schedule and complete interviews with at least two prospective sites. Students who delay interviewing may discover that the sites they were most interested in are no longer available. Resumes should be provided to the sites during the scheduled interview. If a site address, phone number or supervisor is no longer current please contact Kelly Webber: Kelly.Webber@mail.wvu.edu

After students submit their fieldwork applications they will be evaluated and the process outlined below will begin:

- Students will be provided with at least two potential sites with which to schedule interviews.
- Students contact the site supervisors and schedule interviews. STUDENTS SHOULD NOT WAIT FOR SITE SUPERVISORS TO CONTACT THEM. It is a good idea to follow-up an email with a phone call if the site supervisor does not respond within two working days.
- After reviewing the available information regarding their potential sites, students will interview with their respective sites (clothing appropriate to the site and interview context).

- Students may wish to follow-up their interviews with an email note of thanks or to ask any remaining questions.
- Site supervisors should be reminded to contact the student and Fieldwork Secretary or Fieldwork Coordinator and communicate the outcome of the interview.
- If offered a fieldwork experience, students should confirm their interest or lack of interest in a particular placement to the site supervisors and the Fieldwork Secretary.
- Site placement packets (contains guidelines and contracts) must be obtained from the Fieldwork Secretary.
- Next, site supervisors should return the fieldwork contract to the counseling department (students may need to follow-up with site supervisors to ensure that this happens).
- Students must stop by the Fieldwork Secretary’s office to sign the practicum/internship contract.

It is important to remember that fieldwork sites have the option of declining or accepting applicants. Therefore, candidates should carefully consider how they can make the best possible impression when they visit sites on an informal or formal basis. Students who take the time to research their site, learn about the population served, prepare and present related work samples and a professional resume are more likely to be selected. Students should also consider the likely possibility that potential fieldwork sites may review content which students have blogged or posted about themselves on the web. Web pages or blogs which show students in a negative light may reflect unfavorably on the student and the department.

**Potential Interview Questions (before and during the interview)**

- Is this the type of work you want to be potentially doing?
• Is this the type of client population you want to work with?
• Does the site provide a wide enough range of clinical and training activities?
• Will you be able to record sessions? (Note: You are required to turn in recordings. If a site that you really want does not allow for recording, you may talk to the Fieldwork Coordinator about possible options for taping.)
• Does the site provide orientation and/or in-service training? When is it?
• Will you be able to lead or co-lead a group?
• Are there opportunities to interact with various kinds or professionals (teachers, social workers, psychiatrists etc)?
• How many semesters are you expected to be involved with the agency (some agencies leave this up to the student, but many requires at least a two semester commitment)?
• Have previous students been able to easily meet the fieldwork requirements in terms of number and types of clients?
• How have former students evaluated this site and/or supervisor?
• Location --can you reliably transport yourself to the site?
• For students with counseling experience, does the site provide opportunities that will develop and enhance existing skills?
• Does the supervisor/site operate from a theoretical base that is of interest and will help you develop new skills?
• Does the supervisor and site have a reputation for valuing client needs and engaging in ethical practice?
• What is a typical day of a practicum/intern student like?
• When they consider their previous practicum/internship students, what qualities or skills did these students possess?

• Are there any books, web resources, or journals which you can read to prepare for this site or client population?
• What kind of training is provided for students?
• What does the supervisor see as most important in supervision?
• What kinds of positions do students typically get after they complete this internship?
• How do the students interact with the professionals at the site?

**PRACTICUM/INTERNSHIP SITE LOGISTICS AND REQUIREMENTS**

**Professional Liability Insurance**

Counseling students at West Virginia University who are engaged in practicum or internship experiences designated by the Counseling Department are covered by a state insurance policy to the amount of $1,000,000. (Copies of this insurance policy can be made available to practicum and internship sites if site personnel wish to review the policy.) **However, to protect yourselves individually, students are required to purchase their own professional liability insurance.** Insurance may be acquired through one of two counseling associations: ACA (www.counseling.org) or ASCA (www.schoolcounselor.org) or from CPH & Associates (www.cphins.com). Students must purchase insurance that will provide at least 1 million dollars annual aggregate coverage and the easiest way to apply is on-line.

**Student Teaching Permits**

Students in the School Counseling Track are required by the WV Board of Education to obtain student teaching permits prior to beginning their fieldwork. The permit process includes a background check and an application; there is a fee for each. Students may obtain the student teaching permit application packets from the Fieldwork Secretary, Kelly Webber, in 502.
Professionalism
Students are expected to adhere to agency/school standards and expectations regarding professionalism. Prior to the first day of practicum and internship it is especially important for students to be familiar with policies regarding dress, conduct, use of titles and contact with clients. During practicum and internship, students will be transitioning into more professional roles. Agencies and schools will expect students to dress and conduct themselves accordingly. Operationally, this means students must be especially mindful of their attire and personal presentation, strictly adhere to work/lunch hour time frames, and consider how their conduct at the site and in public may impact how clients and their colleagues perceive them.

Departmental Meetings and Classes
Scheduling fieldwork hours, required courses, and personal responsibilities can be challenging, particularly during internship. In our experience, this process is less stressful and complicated when expectations are clearly communicated. Fieldwork hours must be scheduled around required counseling classes, supervision, and infrequent departmental meetings.

Fieldwork Compensation
Unfortunately, practicum and internship students are generally not monetarily compensated for the many contributions they make to their fieldwork sites. Should an agency or school however provide a stipend, salary, or hourly wage these arrangements must be approved in advance by the Fieldwork Coordinator (in consultation with the faculty).

Illness/Emergency
Infrequent illness and other emergencies may cause students to be absent from their fieldwork site. In the event of illness or emergencies, students are expected to contact their site supervisor.

Faculty supervisors should be notified of absences that extend beyond two days or which occur frequently. Plans for making up extended absences must be discussed with the site and faculty supervisors. Extended or frequent absences from fieldwork may result in a student removal from the site and/or an unsatisfactory grade.

Inclement Weather/Snow Days
During inclement weather, students should make every effort to report to their fieldwork site and should follow agency/school policies regarding closings. When it is impossible for students to get to an agency/school that remains open, the hours will need to be made up. Students are responsible for developing a plan for making up missed fieldwork hours with their site supervisors. When an agency or school is closed due to inclement weather, students must make every attempt to reschedule those hours.

University Holidays and Breaks
During fieldwork placements, students will experience many of the advantages and some of the disadvantages of being part of an agency or a school. One of the disadvantages however, is that students are expected to adhere to the agency/school holiday schedule unless alternative arrangements are made with the site supervisor. Students should not plan Thanksgiving or Spring Break trips without their site supervisor’s approval.

Agency Holidays/Other Closings
Students may take any holiday or other closing as long as the required fieldwork hours are completed.

Employment during Internship
Employment during internship is discouraged. With that said, we are aware that personal circumstances may require that students continue to be employed during internship. Students who must work during internship may wish to consider applying to sites that have expanded or more flexible operational hours. Students who are employed during internship must keep in mind that in almost all cases their employment hours must be scheduled around their required internship hours. Site supervisors will (and should) expect students to put the needs of the agency/school and clients as their top priority. Some students request extending internship over
two semesters. Students who complete their internship over two semesters will have to attend the group supervision meetings during both semesters.

**Fieldwork Placement in Student’s Place of Employment**

Practicum and internship placements by their very design are educational, not employment experiences. Placements are meant to give students new, challenging experiences. Because work sites usually do not provide new experiences, only under very specific circumstances will a student’s request to complete fieldwork at their employment site be approved. This request must be made to the Fieldwork Coordinator (who will bring the request to the faculty) a full semester before the proposed placement.

**SUPERVISION**

Supervision is one of the most essential components the fieldwork process. During supervision students will have opportunities to discuss ethical/professional concerns, client issues and interventions, application and integration of theories, practicum/internship procedures and policies, and professional and personal development issues. Current and former students have consistently described the supervision experience as among the most valuable of their graduate training.

Attending supervision sessions is critical. Students are expected to be on time. During each session students should be prepared to discuss the progress of ongoing counseling, to present cued audio/video recordings of counseling sessions, and review session notes (on site supervision only). Many on-site supervisors will also augment these individual sessions by electing to have students sit in on sessions with clients as a co-counselor or by observing sessions or interactions with clients. The format for individual supervision sessions is at the discretion of the on-site and faculty supervisor and may vary from student to student, depending on his or her developmental needs, client issues and the demands or requirements of the site.

Supervisors have vicarious responsibility for the counseling and counseling related responsibilities performed by their supervisees. This means that they are ethically and legally responsible for the cases and activities they supervise. Supervisors must act to ensure that their supervisees (practicum and internship students) perform their responsibilities in an ethical, legal manner and which promotes the well-being of clients. On-site supervisors have many more opportunities to observe, support and evaluate a student’s on-site work. They, in fact, have the most oversight for a practicum and internship student. Accordingly they also have the primary ethical and legal responsibility for a practicum and or internship student’s work.

Practicum and intern students must be provided with back-up supervision when the supervisor is out of for any extended period (vacation, prolonged illness, etc). Cancelled supervision times should be re- scheduled and students must be provided with clear instructions on how to contact their supervisor (and/or his/her designee) in case of an emergency.

**GENERAL RESPONSIBILITIES FOR PRACTICUM AND INTERNSHIP**

There are a number of responsibilities that apply to both practicum and internship. Many (but not all) of these responsibilities are provided below:

**Student Responsibilities**

1. Complete all course prerequisites prior to practicum and internship.
2. Be familiar with departmental and agency/school fieldwork policies, procedures, and deadlines.
3. Select potential sites in consultation with his/her advisor and the Fieldwork Coordinator.
4. Schedule and participate in interviews with potential fieldwork supervisors.
5. Attend meetings scheduled by the Fieldwork Coordinator. A meeting regarding potential practicum sites and fieldwork procedures and policies will be scheduled in January of each academic year.
year. The date and time of this required meeting will be provided to students during the first week of class (spring semester).

6. Participate in agency/school orientation/training prior to the start of internship (or before seeing clients). At a minimum, students should be familiar with site operations/procedures/policies, resources, professional literature, computer systems, referral procedures, and assessment instruments.

7. Obtain liability insurance and provide a copy of insurance verification to the Fieldwork office prior to the start of their fieldwork.

8. Familiarity with and adherence to the ethical standards of the American Counseling Association (ACA) available at: [http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

9. School counselors must also be familiar with and adhere to the ASCA ethical standards available at: [https://www.schoolcounselor.org/school-counselors-members/legal-ethical](https://www.schoolcounselor.org/school-counselors-members/legal-ethical)

10. Prompt and regular attendance at the fieldwork site and at all the practicum or internship course and supervision meetings.

11. Dress appropriately and conduct themselves in a professional manner

12. Clearly communicate with clients regarding their status as a counseling student/trainee

13. Communicate problems and concerns in a timely manner to the site and/or faculty supervisor. Client emergencies, conflicts with agency/staff, and/or ethical concerns must be communicated immediately to the site and/or faculty supervisor.

14. Provide audio or video recordings of counseling sessions to their faculty supervisor (and site supervisor as required). Students must obtain permission to record from their site supervisor, written permission from clients as well as adhere to the rules and regulations of the site and the ACA, related to recording sessions.

15. Notify the Fieldwork Coordinator in a timely way should emergency circumstances or illness prevent them from keeping to their agreed upon schedule.

16. Seek out, prepare for, and utilize supervision. This means being prepared to discuss cases, concerns, and questions when attending weekly supervision.

17. Complete all case records and progress notes in such a manner as to fully comply with Federal and state law, the ACA Ethical Code, and site policies (For clinical mental health students this means completing all required HIPAA training).

18. Maintain an accurate and timely log of their fieldwork activities.

19. Complete Site and Supervisor Student Evaluation forms and submit them to the Fieldwork Office no later than the end of finals week.

20. Fill-out fieldwork log forms accurately, regularly, and complete and submit them to the Faculty Supervisor no later than the end of Finals week (or sooner if requested).

**On-Site Supervisor Responsibilities**

1. Provide students and the Counseling department with updated contact information (including email address and site web address).

2. Communicate with interviewed students (and the department) regarding their outcome of the selection process.

3. Clearly communicate expectations, requirements, and evaluation criteria and work with students to develop goals for their fieldwork training.

4. Engage in ongoing professional development in the area of supervision.

5. Follow the ethical standards of the American Counseling Association (ACA), applicable federal and state laws, and departmental and university procedures regarding fieldwork and evaluation of students. Supervisors should be particularly familiar with
6. Provide adequate workspace and necessary supplies and equipment to students

7. Provide training, which orients students to agency mission, goals, internal operating procedures, staff, emergency procedures and available related agency and community resources.

8. Assign clinical and site responsibilities which consider student’s learning needs, the ongoing development of their skills, and the needs of the agency.

9. Supervise student’s on-site fieldwork. Logistically this means that the on-site supervisor is responsible for supervising the diagnosis of clients, the process and consequences of treatment, and all counseling-related responsibilities and outcomes.

10. In their absence, ensure that back-up supervision is provided to students.

11. Assess student’s counseling skills by observing sessions, co-counseling and/or reviewing video/audio recordings of the student’s work.

12. Ensure that students are assigned appropriate responsibilities and clients within their approved counseling site.

13. Provide students with regular opportunities to audio/video record clients. If the agency does not allow this, the student should be made aware of this policy. In some cases, the faculty supervisor and the student can come up with alternative ways for taping.

14. Contact the faculty supervisor early in the semester in the event the student is not performing satisfactorily.

15. Inform students of the legal and ethical issues pertinent to counseling and our profession.

16. Regularly review case records kept by student to ensure that these case records are kept according to site requirements, the ACA ethical code, and federal and state laws.

17. Schedule weekly individual supervision with students.

18. Provide ultimate responsibility for client issues.

19. Provide ongoing feedback to students regarding their skill development and thoughtfully complete the required midterm and final evaluation of students.

20. Review and sign student’s fieldwork and supervision log.

21. Support student’s professional development by providing them with supervision, training, and in the case of interns, time away from the site to participate in required (infrequent) departmental meetings, academic courses, and employment interviews.

**Faculty Supervisor Responsibilities**

1. Provide the student and the site supervisor with contact information (email and telephone #).

2. Arrange to meet with students for the appropriate number of individual and group sessions. (A minimum of 10 individual and 10 group sessions.)

3. Engage in ongoing professional development in the area of supervision, ethics, and counselor education.

4. Follow the ethical standards of the American Counseling Association (ACA), departmental and university procedures, and federal and state laws. Supervisors should be particularly familiar with Section F: Supervision, Training and Teaching http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

5. Clearly state expectations, requirements, and evaluation criteria.

6. Provide supervision (individual, dyadic, or triadic and group) as outlined in the Counseling 685 or 686 syllabi.

7. Inform students of the ethical responsibilities and standards of the counseling profession.

8. Inform students of legal issues related to the counseling profession (e.g., confidentiality, privileged
communication, duty to warn and protect, malpractice, and negligence).

9. Ensure that the student is maintaining case records on each client, according to the site requirements, ACA ethical code, and pertinent state and federal laws (in conjunction with the site supervisor).

10. Review audio/video recordings of the student's counseling sessions.

11. Provide ongoing feedback to students regarding his/her skill development and professional growth.

12. Help students recognize and navigate problems related to interpersonal dynamics/conflicts between the intern and professionals at the fieldwork site.

13. Help students regularly and accurately evaluate their professional development and growth during the fieldwork experience.

14. Inform students at the earliest opportunity if their progress is not satisfactory and when appropriate, work with on-site supervisor to develop a remediation plan.

15. Facilitate and develop discussions, lectures, and/or other training experiences to meet the learning needs of their students.

16. Review student’s fieldwork logs, evaluations, and performance in class and assign fieldwork grades in a manner consistent with the guidelines outlined in this manual.

17. Notify the Fieldwork Coordinator of the existence of conflicts which could necessitate the removal of a student from a site.

**Fieldwork Coordinator Responsibilities**

1. Regularly update the fieldwork site list.
2. Schedule and facilitate fieldwork meetings (orientation to practicum in the fall and practicum information meeting in the spring).
3. In conjunction with other faculty, review fieldwork applications and deny or approve them.

4. Communication with sites regarding the availability of fieldwork opportunities.
5. Develop and evaluate new fieldwork opportunities.
6. Maintain appropriate contact with students, faculty advisors, and university and site supervisors.
7. Consult with site and university supervisors regarding problems with student’s fieldwork placements.
8. Ensure that contracts and evaluations are mailed to and received from fieldwork sites.
9. Update fieldwork manual, site list, and forms.
10. Help students obtain an appropriate practicum and internship site.
11. Serve as a liaison between the site personnel, faculty, and students.
12. As time permits, develop supervision training and resource materials for on-site supervisors.

**STUDENT EVALUATIONS & GRADING**

**Mid-term and Final Evaluations**

Evaluation of student performance is an ongoing process. What this means essentially is that students should receive feedback about their performance as the semester progresses not just at the mid and final points. Ideally, students should be getting continuous feedback and not be surprised by midterm or final evaluations.

During the 7th or 8th week of the semester site supervisors will complete mid-semester evaluations with their students. Final evaluations are completed during the last week of the semester. Student evaluation forms are available in the appendix.

Site supervisors will complete these evaluations in a number of different ways. Some supervisors ask students to complete a self-evaluation and then complete the student evaluation collaboratively. Other supervisors complete the evaluations independently and submit them to the Counseling department. All site supervisors
however, are encouraged to share evaluations with students and indeed students have the right to request to review them.

NOTE: Practicum and Internship grades will not be assigned until the evaluations (and student logs) are received. Ultimately, it is the student’s responsibility to ensure that their evaluations were completed and sent to the department. In the past students have faxed and/or hand-carried the evaluation to ensure that they were received.

**Grading**

Students will be assigned a grade by their Faculty Supervisor in consultation with the student's On-Site Supervisor in accordance with the following guidelines.

**P-Pass:** assigned by the on-campus faculty member supervising a particular student when the student has reached an acceptable level of competency and has completed to the faculty member's satisfaction all the required fieldwork hours, log of activities and any other assignments made by the faculty member to the student.

**I-Incomplete:** assigned when the student has completed part of the required fieldwork hours or who has not completed all of the written assignments. An incomplete may also be assigned if the faculty supervisor determines the student has not reached a sufficient level of competency that justifies the recommendation of a passing grade.

**W-Withdraw:** assigned when the student appears unlikely to complete most of the competencies within the time allowed.

**F-Fail:** assigned when the student has not, in the opinion of the supervising faculty member, demonstrated sufficient skills, has demonstrated serious lapses in ethical judgment, or has demonstrated personal deficits that preclude recommendation of the person to function as a professional counselor.

Any student who fails to adhere to the laws governing the counseling profession or to the ethical code of the American Counseling Association may be dismissed from their fieldwork site and/or receive an unsatisfactory grade.

**OTHER FIELDWORK/TRAINING CONCERNS**

**Endorsement Policy**

The Counseling program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2014) as it related to student endorsement. The code states:

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement (p. 14).

Given this commitment, counseling faculty will only provide endorsement for students who have met the requirements of their program. Additionally, the Counseling Department will usually only provide endorsement consistent with a graduate’s program track and field placement experience. A graduate who has completed internship in School Counseling will most likely not be recommended for clinical mental health agency counseling. A student who has completed a degree in Clinical Mental Health Counseling will most likely not be recommended for placement in school counseling.

The Counseling program also maintains strict endorsement standards regarding credentialing. The faculty of the school and clinical mental health counseling programs will not endorse or recommend any master's degree graduates for licensure as a psychologist or suggest or imply that the master's program prepares graduates to function as psychologists.
In addition, it should be noted that certain criminal convictions may prevent eligibility for fieldwork, licensure, and/or practice.

Professional Affiliation
Students are strongly urged to join the American Counseling Association (ACA). ACA is a nationally recognized professional and educational organization dedicated to the growth and enhancement of the counseling profession. ACA offers students a special membership rate (about $85), which provides access to:

- Professional workshops and conferences
- Membership in various divisions (e.g. Association for Creativity in Counseling (ACC), Association for Multicultural Counseling and Development (AMCD), American Mental Health Counselors Association (AMHCA), American School Counselor Association (ASCA) and several others).
- Discounts on professional journals and books
- A wide range of on-line resources (including Counseling Today)
- ACA liability insurance at a low rate.

More information about ACA membership is available at http://www.counseling.org/.

Licensure and Certification
Although licensure does not pertain directly to practicum or internship, we know that many students have questions concerning licensure. Do not confuse National Certification (NCC) with state licensure or state certification for school counseling. NCC Certification is required by many states as part of the requirements for licensure as a Professional Counselor. In order to become NCC certified an applicant must achieve a passing score on the NCE Examination. In states that do not have licensure laws counselors may use this certification to engage in private practice. In states with licensure laws an NCC certification alone may not enable individuals to legally engage in private practice.

Students who wish to become a Professional Counselor in West Virginia must complete 3000 additional post Master’s hours of client contact while being supervised by a licensed person. Six hundred hours of internship may be counted as part of these hours even if a licensed person did not conduct the on-site supervision. More information about these requirements is available at http://www.wvbec.org/

Licensure guidelines vary from state to state. Students who are interested in licensure in another state are strongly encouraged to contact that state’s licensure board.

NCE Examination.
Satisfactory performance on the National Counselor Examination (NCE) is required for West Virginia state licensure and National Certification. The NCE is composed of 200 multiple choice questions (only 160 are scored) and is scheduled over a four-hour period. It is designed to assess the knowledge, skills, and abilities which are required to provide effective counseling services. It assesses the following content areas:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research/Program Evaluation
- Professional Orientation & Ethics
- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Clinical Intervention
- Professional Practice Issues

Students may take this exam on the Morgantown campus during the last year of their program. Two testing dates—one in April and one in October—are generally available. Additional testing dates and sites must be approved by the West Virginia State Licensure board.

Students interested in pursuing licensure in the State of West Virginia may acquire materials from Kelly Webber who is assisting Dr. Ed Jacobs, the Campus Coordinator for WVU Licensure.
**NCE Exam Preparation**

As is the case with most certification and licensure exams, there are a number of workshops, test question banks and printed/web-based study guides. Students are strongly urged to utilize these materials to prepare for the NCE. More information about these materials is available at [http://www.nbcc.org/study](http://www.nbcc.org/study).

**REQUIREMENTS FOR SCHOOL CERTIFICATION**

Students in the school track usually plan for practicum and internship to take place in accredited schools. In some special circumstances, with the approval of the practicum committee, a student may be permitted to arrange practicum at a site other than a school if the population of students is of the same age level as that which the student plans to be certified. The student must, without exception, complete internship at an accredited school setting.

Graduates in the school track may be certified in West Virginia through grade levels K-12.

The WV state Superintendent of schools announced in January of 2002 that graduates from Counseling Programs will no longer be considered for certification as school counselors unless they have meaningful fieldwork experiences at all three levels, from elementary (grades K-4), middle (5-8) and secondary (grades 9-12). Students who complete a meaningful fieldwork experience at a K-6 site can get credit for two levels since grades five and six are considered to be middle. Students who complete a meaningful fieldwork experience at 7-12 sites would also get credit for two levels since grades seven and eight are also considered to be middle.

Each of these activities can count for meaningful fieldwork experiences:
- Fieldwork for COUN 660
- Practicum
- Internship
- 10 Hours observing and shadowing another counselor

This requirement may be accomplished in the following ways:
- A student may complete the requirement if he/she has a practicum experience on one level and an internship experience on another providing that one of these experiences counts for two levels.
- A student may arrange for ten hours at a missing level or levels where the student will observe and shadow a practicing counselor. (See the Fieldwork Coordinator for a special form to arrange for and report on this experience.) If this activity is completed during the internship semester, students may include this as part of his/her six hundred hour internship requirement.
- A student in the alternate School Program may complete the COUN 660 Fieldwork course and use it to meet the requirement of a meaningful fieldwork experience at a missing level or levels.

Students who plan to be certified as a counselor in West Virginia must take a test from the PRAXIS (Professional Assessments for Beginning Teachers) series. They must also take the School counselor Exam 20420.

A registration bulletin and other materials may be acquired at the Student Advising Center at Room 709 Allen Hall. It is not necessary for students to have graduated before they take these tests but it is suggested that students wait until the last semester of their master’s program in order that they receive the full benefit of classroom instruction. This is particularly true of the School Counselor Exam.

Students who wish to be certified in another state are advised to contact the particular state in question and determine certification requirements of that state. Students may also ask the departmental secretary for the document entitled “West Virginia Interstate Agreement Contract States.” This document lists the states that will accept West Virginia certification without requiring any additional coursework or activities. A few of these states will not grant persons without teaching experience a regular certificate until they complete a year’s activity as...
a counselor. Remember that state regulations can change at any time and students are advised to check on the current status of certification requirements.

Students with special problems and concerns are advised to contact the Student Advising Center at 709 Allen Hall or the Departmental Fieldwork Coordinator. The phone number for that department is 304-293-3637.

**EMPLOYMENT**

**Applying for Counseling Positions**

Early during internship (if not before) students should actively begin to research employment options. There are a number of web-based resources that our students have successfully used in the past including but not limited to the following web based services:

- [http://www.socialservice.com/?gclid=CK LH0sqHqo0CFSMOgQod0IAAug](http://www.socialservice.com/?gclid=CKLH0sqHqo0CFSMOgQod0IAAug)
- [http://promotions.monster.com/healthcarepop/?s_kwcid=therapy%20job%20search|777631879](http://promotions.monster.com/healthcarepop/?s_kwcid=therapy%20job%20search|777631879)

(Note: we do not endorse any of these resources and suggest that there are many other appropriate ones available to students).

Although internship will be a busy time, it is important to begin the job search process early in the semester. Many internship sites will support your job search process by helping students network with other professionals, providing access to job announcements, discussing student’s interests and skills and by providing them with some time off to interview for positions. Students should keep site and faculty supervisors aware of their job search needs and plans.

During internship (at a minimum) students should:

- Clarify the kind of settings in which they are interested (supervisors can help with this process).
- Research potential employment options.
- Clarify geographical /personal limitation variables
- Research licensure and certification requirements
- Update their resume (by now it should be 1-3 pages in length). It is appropriate to ask supervisors to review a resume and to provide feedback.
- Obtain letters of reference from site supervisors and program faculty (keep in mind that many department faculty are on nine month contracts and may not be available during the summer).
APPENDIX
WVU FIELDWORK CHECK SHEET

_____ Read Fieldwork Manual.
_____ Discuss any special circumstances with the Fieldwork Coordinator.
_____ Update resume
_____ Discuss fieldwork options with advisor and other faculty
_____ Attend Practicum orientation
_____ Review Fieldwork List
_____ Complete and submit fieldwork application (w/ resume)
_____ Contact sites for interviews AFTER application has been approved
_____ Research sites to prepare for interviews
_____ Complete interviews
_____ Notify Department regarding interview outcome status
_____ Notify Fieldwork sites regarding your status
_____ Review ACA Ethical Code
_____ Make sure that the Student Field Experience Contract and Site/WVU Field Experience
    are signed and returned to the Fieldwork Coordinator’s office
_____ Enroll for Counseling 685 or Counseling 686
_____ Develop learning goals for your fieldwork experience

______ Read the article, Getting the Most Out of Clinical Supervision: Strategies for Mental
    Health Counseling Students by Quinn M. Pearson in appendix G of this manual.
PRACTICUM APPLICATION

I am applying for: FALL _______ SPRING _______ Date submitted ___________

Contact Info.
Name _______________________________ E-mail _______________________________

Address ________________________________________________________________

Telephone #’s:
Home __________________ Cell __________________ Work_____________________

Student Status
Accepted as: Part-time Full-time School _______ Clinical Mental Health

*Employment
Are you a (Graduate Assistant (GA) _____ Resident Assistant (RA)? _______

Are you currently employed? _____Yes _____No

Are you currently employed at a site you are requesting? _____Yes _____No

If you are a teacher, are you hoping to use your current work site and continue working without taking time off? _____Yes _____No

Sites from the List Which Interest You (please complete ALL information below)

<table>
<thead>
<tr>
<th>Site Name AND Address</th>
<th>Site Supervisor</th>
<th>Site Telephone/email</th>
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<td>3.</td>
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</tbody>
</table>

* If you will be employed during your practicum or internship experience keep in mind that most sites will NOT schedule your field experience hours around your employment.
Practicum sites which are not on the list or which are at your place of employment must be approved well in advance by the field experience coordinator (see field experience manual/coordinator for requirements).
**Completed Requirements for Practicum:**

<table>
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<th>✓</th>
<th>Clinical MH Track</th>
<th>Grade</th>
<th>✓</th>
<th>School Track</th>
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<td>*Coun 501 Counseling Theory &amp; Tech 1</td>
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<td>*Coun 608 Organiz/Dev School Couns Svces</td>
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<td>✓</td>
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<td></td>
<td>✓</td>
<td>*Coun 630 Coun Children, Adolescents, &amp; Parents</td>
<td></td>
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<tr>
<td>✓</td>
<td>*Coun 640 Addictions Counseling</td>
<td></td>
<td>✓</td>
<td>*Coun 640 Addictions Counseling</td>
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</tr>
<tr>
<td>✓</td>
<td>*Coun 668 Crisis, Trauma, &amp; Grief</td>
<td></td>
<td>✓</td>
<td>*Coun 660 Field Experience in School Coun</td>
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<td></td>
<td>*Coun 668 Crisis, Trauma, &amp; Grief</td>
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<td>✓</td>
<td>*Coun 668 Crisis, Trauma, &amp; Grief</td>
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<tr>
<td>✓</td>
<td>*Coun 664 Ethics</td>
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<td>✓</td>
<td>*Coun 665 Diagnosis &amp; Treatment Planning</td>
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<td>*Coun 665 Diagnosis &amp; Treatment Planning</td>
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<tr>
<td>✓</td>
<td>**Coun 609 Group Counseling Theory &amp; Tech</td>
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<tr>
<td>✓</td>
<td>**Coun 620 Lifespan Career Counseling</td>
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<td>✓</td>
<td>**Coun 645 Couples and Family Counseling</td>
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<td>✓</td>
<td>**Coun 505 Theory &amp; Prac of Human Appraisal</td>
<td></td>
<td>✓</td>
<td>**Coun 505 Theory &amp; Prac of Human Appr</td>
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</table>

*Required for Practicum

**Must be completed or taken concurrently with Practicum
Please use the back of this sheet for additional comments regarding extenuating circumstances and/or accommodations (approved by WVU office of Disability Services) and special interests

ATTACH UPDATED RESUME

ATTACH SELF-INVENTORY FOR PRACTICUM SITE SELECTION (Optional—see form on next page)

(Do Not Write In Block)

| Approved: _______ | Not Approved: _______
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<td>Comments: ________________________________</td>
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</table>
SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SITE SELECTION

1. My long-term career goal is:

2. My area of special interest is:

3. The client who I would most/least like to work with is:

4. I feel most/least qualified/skilled to work with:

5. An area of competence I would like to enhance/develop is:

6. My ideal site supervisor would have the following characteristics:

7. I feel most comfortable in a working environment with the following characteristics:

8. I have had the following professional/volunteer experience and/or course work related to counseling:

9. Obstacles/difficulties that may get in the way of me getting the most out of my field experience:

10. My personal areas of strength and weakness that should be considered in the-site selection process include:

My Questions:
For more information about field experience requirements/experiences talk to your advisor or the Fieldwork Coordinator.

**INTERNSHIP APPLICATION**

I am applying for: FALL _____ SPRING _____ Date submitted ____________

**Contact Info.**
Name ______________________________ E-mail __________________________

Address__________________________________________________________

Telephone #’s:
Home ___________________ Cell ___________________ Work________________

**Student Status**
Accepted as: Track:
______Part-time _____ Full-time School _________ Clinical Mental Health ______

**Employment**
Are you a (Graduate Assistant (GA) _____ Resident Assistant (RA)? ______
Are you currently employed? _____Yes _____No
Are you currently employed at a site you are requesting? _____Yes _____No
If you are a teacher, are you hoping to use your current work site and continue working without taking time off? _____Yes _____No

**Practicum Sites from the List That Interest You**

<table>
<thead>
<tr>
<th>Site Name &amp; Address</th>
<th>Site Supervisor</th>
<th>Site Telephone/email</th>
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<tbody>
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<td>3.</td>
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</table>
* If you will be employed during your practicum or internship experience keep in mind that most sites will NOT schedule your field experience hours around your employment. Practicum sites which are not on the list or which are at your place of employment must be approved well in advance by the field experience coordinator (see field experience manual/Coordinator for requirements).

**Completed Requirements for Internship:**
In order to enroll in internship, you must have successfully completed Practicum.

Please use the back of this sheet for additional comments regarding extenuating circumstances and/or accommodations (approved by WVU office of Disability Services) and special interests

**ATTACH UPDATED RESUME**

**ATTACH SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SITE SELECTION**
(Optional—see form on next page)

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</table>
SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SITE SELECTION

1. My long-term career goal is:

2. My area of special interest is:

3. The client who I would most/least like to work with is:

4. I feel most/least qualified/skilled to work with:

5. An area of competence I would like to enhance/develop is:

6. My ideal site supervisor would have the following characteristics:

7. I feel most comfortable in a working environment with the following characteristics:

8. I have had the following professional/volunteer experience and/or course work related to counseling:

9. Obstacles/difficulties that may get in the way of me getting the most out of my field experience:

10. My personal areas of strength and weakness that should be considered in the-site selection process include:

My Questions:
For more information about field experience requirements/experiences talk to your advisor or the field experience coordinator.

FIELD SITE CONTRACT

Practicum ___  Internship ___

This agreement is made on ____________ by and between (Site Name) ____________________________ and West Virginia University's Department of Counseling, Rehabilitation Counseling & Counseling Psychology.

The agreement will be effective for a period from __________ to __________ for ___ days per week culminating in at least (100 hours for Practicum/600 for Internship) per semester.

This agreement is in effect for the following person: (Student’s Name) ____________________________

Purpose

The purpose of this agreement is to provide a qualified graduate student with an approved fieldwork experience in counseling.

The WVU Counseling Program Agrees:

1. To provide a departmental faculty member who will meet periodically with the student to engage the student in skill development, help the student process the fieldwork experience, monitor the student’s progress and assess the student’s readiness to function as an independent professional.

2. To provide a Field Work Coordinator to facilitate communication between the student, the faculty supervisor, the site supervisor and other administrative personnel.

3. To provide the site, prior to placement of the student, the following information:
   a. A resume describing the student's past educational and employment history.
   b. A WVU academic calendar including semester starting, ending, and vacation dates.
   c. A description of expectations that the counseling program has for both the student and the site.
   d. Web access to all relevant forms and required departmental forms.

4. To notify the student of the necessity of adhering to the administrative policies, standards and practices at the site and the field work procedures and policies outlined in the fieldwork manual.

5. To assume responsibility for the assignment of a final grade for the field work experience.
The Field Site Agrees:

1. To assign a field site supervisor who has an M.A. in Counseling or a related field plus two years experience as a Counselor or Therapist.

2. To notify the WVU Field Work Coordinator if there is a change in supervisors.

3. Not to terminate the fieldwork placement prior to completion of the university semester without a meeting between the student, the practicum coordinator, the site supervisor and other interested parties.

4. To provide the student with adequate workspace, telephone, computer access, office supplies, and staff to conduct professional activities.

5. To provide supervised experience in individual and group counseling with clients/students appropriate to the students vocational tract.

6. To assign three counseling sessions per day with two of these sessions with clients whose presenting problems are personal in nature and of sufficient depth as to lend themselves to a critical review of the student's skills.

7. To allow the student to make **at least four audio/video recordings** that the student may play in supervisory sessions with the student's WVU on campus faculty supervisor. (Recordings used for instructional purposes should have all identifying information removed and be erased in their entirety following supervisory sessions.) **Note: If your site has recording restrictions, please discuss this with your student and the faculty supervisor.**

8. To provide a minimum of one **scheduled** hour a week supervision that involves some examination of student work using audio or audio/visual recordings, observation, and/or co-counseling.

9. To provide a written evaluation of the student utilizing the evaluation forms provided by the Department of Counseling and to be willing to personally discuss the evaluation with the fieldwork coordinator if the need should arise. Additionally, the site agrees to provide ongoing feedback to the student about his/her progress.

10. To provide opportunities for the student to engage in a variety of activities as described in the Guidelines for Student Placement so as to assure the opportunity for professional development and adequate evaluation of the student’s level of professional competence.

11. To act in accordance with the highest ethical standards of the Counseling profession as defined by ACA ethical standards. To adhere to the policies and procedures outlined by the site and the department.

12. To accurately log all hours spent at the site and notify the Field Work Coordinator if the student should project any difficulty in meeting the agreed upon hours before the end of the semester.

13. To notify the faculty supervisor if the student has any difficulty performing counseling functions or establishing satisfactory relationships with personnel at the site.
The above reflects minimal expectations for the fieldwork experience. On occasion, special circumstances require some modification of the above contract. If you believe there are special circumstances that would modify the intent of the contract, please state these modifications.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

In Home Visit Requirements:

1. A student must be accompanied by his/her supervisor of record when making an initial visit to a home situation.

2. The supervisor of record will be responsible for an on-site evaluation of the safety of the home situation and will collaborate with the student in the formulation of a written treatment plan for the person or persons at that residence. The supervisor will attach his/her signature indicating approval of the plan.

3. Field Work students are not permitted to transport clients in personal vehicles or vehicles not owned by the agency or school where they are completing fieldwork assignments. Violation of this rule will result in nullification of liability insurance provided by the State of West Virginia.

I have read the above statements and the document on Guidelines relevant to the program and placement of this student. I agree to the placement as described with the exception of any modifications I have so stated.

On-Site Supervisor: ____________________________________ ___________________

email: _____________________________ (Date)________________

Fieldwork Coordinator: ____________________________________ __________________

email: _____________________________ (Date)________________
Student Requirements

I, ________________ have read the practicum/internship guidelines, objectives, responsibilities and requirements (which apply to my placement.) I have had the opportunity to have any questions pertaining to this document answered. I have also read and am familiar with the ACA Code of Ethics. If both the site and the counseling department approve my application, I agree to the following:

1. Complete all prerequisite coursework (as outlined in the Fieldwork Manual).

2. Complete the responsibilities and objectives as described in the Fieldwork Manual.

3. Adhere to the administrative policies, rules, standards, and practices of the practicum/internship site. I have read the pertinent site materials and WVU Fieldwork Manual.

4. Demonstrate professional and ethical behavior during the fieldwork experience consistent with ACA ethical standards and applicable federal and state laws.

5. Abide by all school or agency policies/procedures that are described in the Fieldwork Manual and provided by my fieldwork site.

6. Assume responsibility for scheduling, preparing for, and attending the required number of supervisory sessions with my on-site and faculty supervisors.

7. To schedule the number of required individual sessions at the convenience of his/her assigned faculty supervisor.

8. Ensure that clients are provided with information regarding my role as a trainee, as well as, information regarding how my clinical work is supervised.

9. Accurately log all hours spent at the site and notify the faculty supervisor and the Fieldwork Coordinator if I project any difficulty in meeting the agreed upon hours before the end of the semester.

10. Log only those hours that are completed when physically present at the field site with the possible exception of hours that are spent in in-service training activities such as workshops, seminars, and other training activities normally engaged in by professional counselors at the fieldwork center. (In no instance shall these in-service hours exceed 10% of the total agreed upon hours for the fieldwork experience.).

11. Inform faculty and site supervisor of any professional problems or personal concerns, which would detract from performance of duties at the site.

12. To demonstrate that my counseling skills have reached an acceptable level.
13. To only log those hours that are effected when physically present at the field site with the possible exception of hours, which are spent in in-service training activities such as workshops, seminars, and other training activities normally engaged in by professional counselors at the field work center. In no instance shall these hours exceed 10% of the total agreed upon hours for the field work experience.

I am aware that failure to complete one or more of these stated items could result in an unsatisfactory grade in practicum/internship or being asked to terminate fieldwork prior to the end of the semester. In this instance, I understand and agree that an F also can be given prior to the end of the semester. I also understand and agree that, consistent with the university catalog, an "I" is given only when the instructor believes the course work is unavoidably incomplete or that a supplementary examination is justifiable. In the case of an “I”, I understand and agree that the Faculty Supervisor, in conjunction with the Fieldwork Committee, will determine remedial experiences to be achieved prior to re-application to the practicum/internship.

I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements. I am aware that this document supersedes any other document regarding fieldwork distributed by the WVU Counseling Program.

My signature indicates that I have read and agree to comply with the above statements and the student responsibilities outlined in the Fieldwork Manual with the exception of any modifications I have so stated below:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

___________________________________________  _________________________________
Printed Student Name                              Date

____________________________________________
Student Signature                                Fieldwork site(s)
West Virginia University Counseling M.A. Program

CLINICAL SUPERVISOR’S EVALUATION OF CLINICAL MENTAL HEALTH TRACK STUDENT

Student_____________________________________ Site____________________________________

Site Supervisor_______________________________________________________________

Site Supervisor Email Address _________________________________________________

WVU Faculty Supervisor_______________________________________________________

Period of evaluation: From__________________________ To_____________________

Is this a PRACTICUM or INTERNSHIP evaluation? (please circle)

Is this a MIDTERM or END OF SEMESTER evaluation? (please circle)

This evaluation is based on (please check all that are relevant):

_____ Individual Supervision

_____ Group Supervision

_____ Case Discussion (team or unit meetings, case conferences, etc.)

_____ Training Sessions

_____ Review of Recordings (Audio or video)

_____ Observation of Sessions

_____ Co-Counseling of Cases

_____ Reviewed intakes/treatment plans/notes

_____ Other (please specify): ________________________________________________
Overview of Hours

Direct Service Counseling:
40 hours required for a full semester of practicum
240 hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship must be individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student’s or intern’s professional development. Other direct service hours may be group, intake, vocational, etc).

Individual Counseling Hours

Group Counseling Hours

Other Direct Service Hours

Supervision:
Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours

Supervision with faculty supervisor

Group supervision (internship meetings)

*(to be confirmed by faculty supervisor)

All Other Counseling Activities:
Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours

Sum of Hours to Date
Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

Total Hours
Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

**Evaluation of Competencies**

1 = Poor  2 = Average  3 = Good  4 = Outstanding  NA = Not applicable/observed

<table>
<thead>
<tr>
<th>Professional Counseling Orientation &amp; Ethical Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
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<tbody>
<tr>
<td>Keeps appointments and attends meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Asks for assistance when needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Is willing to share extra duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Maintains good rapport with colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Demonstrates knowledge and application of HIPAA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Appropriately maintains confidentiality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Demonstrates knowledge and application of ethical codes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Demonstrates knowledge of agency policies and procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Able to seek and make use of supervision</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Able to function as a team member</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Completes paperwork promptly and accurately</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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Comments:
### Personal Growth and Understanding

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<tr>
<td>Demonstrates self-awareness and self-understanding</td>
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<td>NA</td>
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<tr>
<td>Demonstrates emotional stability</td>
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<tr>
<td>Demonstrates a sense of fairness, justice and client advocacy</td>
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<tr>
<td>Shows ability to accept and act on constructive criticism</td>
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<td>NA</td>
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<tr>
<td>Able to communicate clearly and effectively</td>
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<td>NA</td>
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<tr>
<td>Able to take initiative and perform independently</td>
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<td>NA</td>
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<tr>
<td>Actively works to recognize and overcome deficits</td>
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**Comments:**

### Helping Relationships, Human Development & Group Work

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<tr>
<td>Able to establish and maintain rapport</td>
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<td>NA</td>
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<tr>
<td>Communicates genuine interest in and acceptance of clients</td>
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<td>NA</td>
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<td>Able to facilitate communication with challenging clients</td>
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<tr>
<td>Able to respond appropriately to verbal/nonverbal cues</td>
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<td>NA</td>
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<td>Able to identify and respond to feelings</td>
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<td>NA</td>
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<tr>
<td>Able to successfully relate to diverse types of clients</td>
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<tr>
<td>Able to use appropriate counseling techniques.</td>
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<td>Able to match client needs to appropriate interventions.</td>
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<tr>
<td>Accurately identifies client concerns and conflicts.</td>
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<tr>
<td>Identifies and communicates client strengths/limitations</td>
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<td>NA</td>
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<tr>
<td>Asks open-ended and closed-ended questions appropriately</td>
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<td>NA</td>
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<tr>
<td>Responds appropriately to client’s defensives</td>
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<td>NA</td>
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<tr>
<td>Demonstrates appropriate confrontation skills.</td>
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<tr>
<td>Uses silence effectively.</td>
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<td>Facilitates client awareness of ineffective behaviors.</td>
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<tr>
<td>Understands the developmental stages of clients</td>
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<td>Encourages independent action</td>
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<tr>
<td>Sets and maintains appropriate boundaries</td>
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<tr>
<td>Demonstrates crisis intervention skills</td>
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<td>Able to facilitate group interactions.</td>
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**Comments:**
### Assessment, Testing & Diagnosis

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<tr>
<td>Understands and uses assessment instruments appropriately</td>
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<td>Demonstrates knowledge of DSM-5 criteria</td>
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<td>Able to consider differential diagnoses</td>
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<td>Demonstrates knowledge of psychotropic medication</td>
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<td>Conducts a thorough assessment of client needs.</td>
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<td>Adequately explains test/procedures to clients.</td>
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<tr>
<td>Demonstrates awareness of the impact of gender, sociocultural and ethnic influences on assessment.</td>
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*Comments:*

### Case Management/Treatment Planning & Career Development

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<tr>
<td>Develops realistic, measurable treatment goals</td>
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<tr>
<td>Demonstrates knowledge of agency programs and staff roles</td>
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<tr>
<td>Demonstrates knowledge of community resources</td>
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<tr>
<td>Effectively facilitates discharge/termination</td>
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<tr>
<td>Follows-up on referrals/interventions/homework assignments</td>
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<tr>
<td>Demonstrates knowledge of career counseling</td>
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<tr>
<td>Effectively facilitates career counseling when appropriate</td>
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</table>

*Comments:*

### Social and Cultural Diversity

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<tbody>
<tr>
<td>Identifies issues of diversity that may impact counseling</td>
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<tr>
<td>Demonstrates appropriate interventions based on a multicultural perspective</td>
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<tr>
<td>Understands individual values counselor and client and how they are communicated in counseling.</td>
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</table>

*Comments:*
Please respond to the following:

Please describe activities supervised:

Describe this student’s development as a counselor and strengths as a counselor and supervisee:

Describe this student’s counseling skills areas in needs of further development:
Overall Impression of This Student’s Ability to Function as a Professional Counselor:

FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue on to internship?
_____ YES, with no reservations
_____ YES, but with some reservations (please explain, if not stated in this evaluation)
_____ NO. Please contact the student’s faculty supervisor

FOR INTERNSHIP STUDENTS ONLY, Should this student receive a passing grade for internship?
_____ YES, with no reservations
_____ YES, but with some reservations (please explain, if not stated in this evaluation)
_____ NO. Please contact the student’s faculty supervisor

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

Site Supervisor’s Signature      Date

I certify that I have reviewed this evaluation with my site supervisor.

Student’s Signature      Date

Return to:
Kelly Webber
Department of Counseling, Rehabilitation Counseling and Counseling Psychology
Box 6122
Morgantown, WV 26506
Phone: 304.293.3808
Facsimile: 304.293.4082
Email: Kelly.Webber@mail.wvu.edu

41
West Virginia University Counseling M.A. Program

SCHOOL SITE SUPERVISOR’S EVALUATION OF SCHOOL TRACK STUDENTS

Student __________________________ Site __________________________

Site Supervisor __________________________

Site Supervisor Email Address __________________________

WVU Faculty Supervisor __________________________

Period of evaluation: From __________________________ To __________________________

Is this a PRACTICUM or INTERNSHIP evaluation? (please circle)

Is this a MIDTERM or END OF SEMESTER evaluation? (please circle)

This evaluation is based on (please check all that are relevant):

_____ Individual Supervision

_____ Group Supervision

_____ Case Discussion (team or unit meetings, case conferences, etc.)

_____ Training Sessions

_____ Review of Recordings (Audio or video)

_____ Observation of Sessions

_____ Co-Counseling of Cases

_____ Other (please specify): __________________________
Overview of Hours

Direct Service Counseling:
40 hours required for a full semester of practicum
240 hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship must be individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student’s or intern’s professional development. Other direct service hours may be group, intake, vocational, etc).

Individual Counseling Hours

Group Counseling Hours

Other Direct Service Hours

Supervision:
Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours

Supervision with faculty supervisor

*____________

Group supervision (internship meetings)

*____________

*(to be confirmed by faculty supervisor)

All Other Counseling Activities:
Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours

Sum of Hours to Date
Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

Total Hours

____________
Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

Evaluation of Competencies

1 = Poor  2 = Average  3 = Good  4 = Outstanding  NA = Not applicable/observed

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<tr>
<th>Professional Counseling Orientation and Ethical Practice</th>
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<tbody>
<tr>
<td>Able to take initiative and perform independently</td>
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<td>NA</td>
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<tr>
<td>Demonstrates promptness</td>
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<tr>
<td>Demonstrates dependability</td>
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<tr>
<td>Completes daily preparations</td>
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<td>Demonstrates cooperativeness</td>
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<td>Demonstrates willingness to carry out suggestions</td>
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<tr>
<td>Asks for assistance when needed</td>
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<td>Demonstrates willingness to share extra duties</td>
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<td>Maintains good rapport with colleagues</td>
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<td>Demonstrates willingness to learn</td>
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<td>An awareness of and adherence to ethical standards</td>
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<td>Ability to maintain confidentiality</td>
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<td>Ability to function as a team member</td>
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<td>Comments:</td>
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<tr>
<td>Ability to successfully relate to diverse types of clients</td>
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<td>Ability to relate effectively to clients who are physically challenged</td>
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<tr>
<td>Identifies issues of diversity that may impact counseling</td>
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<tr>
<td>Demonstrates appropriate interventions based on a multicultural perspective.</td>
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### Personal Growth and Development

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<tr>
<td>Self-awareness and self-understanding</td>
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<td>Emotional stability</td>
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<tr>
<td>A sense of adequacy, self-worth, and self-confidence</td>
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<td>The capacity to accept and profit from constructive criticism</td>
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<td>Actively seeks supervision when necessary</td>
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<td>Ability to communicate clearly and effectively</td>
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<td>Ability to be tactful</td>
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<tr>
<td>Ability to grasp and successfully adapt to new situations</td>
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Comments:

### Assessment, Testing, and Career Development

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<tbody>
<tr>
<td>Ability to accurately assess the educational and/or psychological needs of clients</td>
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<tr>
<td>Ability to use appropriate appraisal techniques for the gathering and utilization of information</td>
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<tr>
<td>Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision-making</td>
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<tr>
<td>Effectively facilitates career counseling when appropriate</td>
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<tr>
<td>Knowledge of any tests used in the setting and their proper interpretation</td>
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Comments:

### Program Development and Evaluation

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<tr>
<td>Ability to organize a counseling program appropriate to the setting (school or agency)</td>
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<td>Knowledge of community referral sources</td>
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<td>NA</td>
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<tr>
<td>Ability to design and present effective classroom lessons</td>
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<tr>
<td>Ability to effectively consult with parents, teachers, and other necessary parties</td>
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<tr>
<td>An overall understanding of the organization and functions of the school or agency</td>
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<tr>
<td>Coordination ability</td>
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<tr>
<td>Consultation ability</td>
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<td>Comments:</td>
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**Helping Relationships, Human Development and Group Work**

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<tbody>
<tr>
<td>Genuine interest in clients</td>
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<td>Ability to understand client’s point of view</td>
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<td>NA</td>
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<tr>
<td>Ability to secure cooperation of clients in Individual and group settings</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Ability to establish and maintain rapport</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>An understanding of developmental stages and tasks of clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Ability to use/develop appropriate activity media in counseling and classroom guidance</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Ability to match individual needs to appropriate individual and/or group settings and services</td>
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<td>NA</td>
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<tr>
<td>Ability to facilitate communication with a resistant or non-voluntary client</td>
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<td>NA</td>
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<tr>
<td>Ability to identify and respond to feelings</td>
<td>1</td>
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<tr>
<td>Ability to show client support, even if in disagreement</td>
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<td>NA</td>
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<tr>
<td>Ability to show disapproval of a behavior without rejecting a client</td>
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<td>NA</td>
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<tr>
<td>Ability to handle client’s attempts to manipulate</td>
<td>1</td>
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<td>NA</td>
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<tr>
<td>Ability to establish, work toward, and assess counseling goals</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Demonstrates skill in organizing groups</td>
<td>1</td>
<td>2</td>
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<td>NA</td>
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<tr>
<td>Ability to facilitate group interactions</td>
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<td>2</td>
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<td>NA</td>
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<tr>
<td>Ability to understand and evaluate group progress</td>
<td>1</td>
<td>2</td>
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<td>Comments:</td>
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**FINAL COMMENTS: OVERALL**, please rate your experience with this student to date.

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<tbody>
<tr>
<td><strong>Counseling Ability</strong></td>
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<tr>
<td><strong>Personal Growth/Maturity</strong></td>
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<tr>
<td><strong>Potential for overall success as a future counselor in a similar setting</strong></td>
<td>1</td>
<td>2</td>
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**Please respond to the following:**
Identify areas that may be considered strengths for this student.

Identify areas that may be considered weaknesses for this student.

Do you feel this student would be more suited to a different setting? If yes, what kind of setting?

What recommendations do you have for this student?
<table>
<thead>
<tr>
<th>Overall Impression of This Student’s Ability to Function as a Professional Counselor:</th>
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<tbody>
<tr>
<td>FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue on to internship?</td>
</tr>
<tr>
<td>_____ YES, with no reservations</td>
</tr>
<tr>
<td>_____ YES, but with some reservations (please explain, if not stated in this evaluation)</td>
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<tr>
<td>_____ NO. Please contact the student’s faculty supervisor</td>
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</table>

| FOR INTERNSHIP STUDENTS ONLY, Should this student receive a passing grade for internship? |
| _____ YES, with no reservations |
| _____ YES, but with some reservations (please explain, if not stated in this evaluation) |
| _____ NO. Please contact the student’s faculty supervisor |

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

<table>
<thead>
<tr>
<th>Site Supervisor’s Signature</th>
<th>Date</th>
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</table>

I certify that I have reviewed this evaluation with my site supervisor.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
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</table>

Return to:
Kelly Webber
Department of Counseling, Rehabilitation Counseling and Counseling Psychology
Box 6122
Morgantown, WV 26506
Phone: 304.293.3808
Facsimile: 304.293.4082
Email: Kelly.Webber@mail.wvu.edu
<table>
<thead>
<tr>
<th>DATE &amp; DAY</th>
<th>DIRECT Indiv. Couns.</th>
<th>DIRECT Group Couns.</th>
<th>DIRECT Other Specify</th>
<th>DIRECT TOTAL (A)</th>
<th>INDIRECT Docum.</th>
<th>INDIRECT Consultat. &amp; Case Manage.</th>
<th>INDIRECT Other (Specify)</th>
<th>INDIRECT TOTAL (B)</th>
<th>Supervision Indiv. Site</th>
<th>Supervision WVU **</th>
<th>Supervision TOTAL (C)</th>
<th>Lost Hours (D)</th>
<th>TOTAL Hours (A+B+C+D)</th>
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* Classroom guidance, presentations (by the student) & intakes

** Subject to Faculty Supervisor’s Approval
WVU AUDIO /VIDEO RECORDING CONSENT FORM (Adults)

I am aware that ________________________ is a graduate student in the West Virginia University Counseling program. I have been informed that this student is receiving supervision from the following persons:

Site Supervisor: ____________________________ and

WVU Supervisor __________________________

I have also been informed that my counselor may be recording our interviews for educational purposes. I give my permission for sessions to be audio or video recorded. I am aware that at any time during our sessions I can revoke my agreement to record sessions.

It is my understanding that these recordings (and all related content) will be kept confidential in accordance with the ethical standards of the American Counseling Association. All recordings will be destroyed at the end of the training period (if not before).

________________________________________ _____________________
Client’s Signature Date

________________________________________ _____________________
Counseling Student’s Signature Date

________________________________________ _____________________
Site Supervisor’s Signature Date
Dear _____________________________:

I am currently in the final year of my master’s degree counseling at the West Virginia University. To improve my counseling skills, I am required to complete a practicum and internship. These experiences are under the direct supervision of a trained counselor at the agency and of a faculty supervisor at WVU.

One of the requirements for these field experiences is that I record my counseling sessions so that my supervisors can listen to my work and give me appropriate feedback, which will enhance my skills and improve my work with your child.

The content of these recordings and my relationship with your child will not be discussed outside of supervision and indeed all parties of this discussion are legally and ethically bound to keep this content confidential. I would appreciate your cooperation in allowing me to work with your child.

_______________ (Child’s first name)

All audio/video recordings will be confidential and only reviewed for supervision purposes. Your child’s name will not be recorded on the recording or written in any documentation. Once supervision is completed, the recording will be erased.

All recordings are secured and destroyed at the end of the semester if not sooner.

If you have any questions or concerns, please call me at _____________________________.

You may also call my site supervisor at _____________________________.

Thank you very much for your help!

_________________________________________  ______________________________________
WVU Intern Printed Name                  WVU Intern Signature

Parent’s name and address:
______________________________________________________________________________
______________________________________________________________________________

Parent’s telephone number _______________________________________________________

Parent’s signature__________________________________________________________ Date: ______________________
WVU Counseling Site Supervisor Information Sheet

Dr, Mr., Ms. ____________________________

Address ____________________________

City ____________________________ State ______ Zip ____________________________

Phone: ___________________ E-mail: ___________________ Cell: ___________________

Present Position Title ____________________________

Professional Certification/License(s) ____________________________

Lic. No. ____________________________ Exp. Date ____________________________

Have you supervised WVU counseling students in the past? ___ Yes ___ No

If yes, when? ____________________________

Name of the WVU student you will be supervising at this time ____________________________

**Education:** (Begin with most recent)

Institution ____________________________

Degree/Year ____________________________

Institution ____________________________

Degree/Year ____________________________

Institution ____________________________

Degree/Year ____________________________

**Other Related Educational Experiences:** (Begin with most recent)

1) ____________________________

2) ____________________________

3) ____________________________

**Professional Experience:** (Begin with most recent)

Employer ____________________________

Employer Address ____________________________

Dates of Employment ____________________________

Job Title ____________________________

Description ____________________________
Employer

Employer Address

Dates of Employment

Job Title

Description

__________________________________________________________________________________________________

Therapeutic and Appraisal Orientation/Strategy

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Professional Affiliations:

1) ____________________________________________________________________________________________

2) ____________________________________________________________________________________________

3) ____________________________________________________________________________________________

4) ____________________________________________________________________________________________

Site Supervisor Signature __________________________ Date ______________________________
WVU COUNSELING FIELDWORKSITE EVALUATION FORM—BY STUDENT

Practicum _____ Internship _______ School term & Year: __________________________

NAME: ________________________________________________________________

NAME OF SITE: __________________________________________________________

SITE SUPERVISOR’S NAME AND TITLE: ______________________________________

________________________________________________________________________

SITE SUPERVISOR’S EMAIL: ________________________________________________

FACULTY SUPERVISOR: ____________________________________________________

1. Check the following activities in which you had an opportunity to participate:

   _____ individual counseling sessions  _____ training workshops
   _____ group counseling  _____ professional meetings
   _____ career-vocational counseling  _____ others (specify)

2. Was it possible to obtain (check the appropriate categories):

   _____ audio-recorded sessions  _____ video-recorded sessions
   _____ observation of your counseling  _____ co-counseling w/ supervisor
   _____ observation of other staff’s counseling  _____ regular on site supervision

3. In your opinion, how many students is this site, best equipped to serve? ________.

4. Were you invited to attend pertinent in-service training?  _____ Yes  _____ No

5. List the approximate amount of weekly time the on-site supervisor spent with:

   you individually _______________________________________________________
   group meetings of practicum students ____________________________________
6. Rate the quality of the on-site supervision:

<table>
<thead>
<tr>
<th>a. rapport with students</th>
<th>1 poor</th>
<th>2 fair</th>
<th>3 average</th>
<th>4 good</th>
<th>5 excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. evaluation procedures (verbal and written feedback)</td>
<td>1 poor</td>
<td>2 fair</td>
<td>3 average</td>
<td>4 good</td>
<td>5 excellent</td>
</tr>
<tr>
<td>c. flexibility in letting student pursue interests, counseling techniques, strategies, theories, etc.</td>
<td>1 low</td>
<td>2 fair</td>
<td>3 average</td>
<td>4. high</td>
<td>5 very high</td>
</tr>
<tr>
<td>d. availability of resource persons, i.e., supervisor, professional staff, in matters of urgency and crisis-type situations</td>
<td>1 never</td>
<td>2 sometimes</td>
<td>3 usually</td>
<td>4 always</td>
<td></td>
</tr>
</tbody>
</table>

7. Indicate how the staff respected you and your professional output.

<table>
<thead>
<tr>
<th>1. none</th>
<th>2. very little</th>
<th>3. somewhat</th>
<th>4. very much</th>
<th>5. highly</th>
</tr>
</thead>
</table>

8. Rate your placement experience in terms of how valuable it was for your professional growth.

<table>
<thead>
<tr>
<th>1. poor</th>
<th>2. fair</th>
<th>3. average</th>
<th>4. good</th>
<th>5. excellent</th>
</tr>
</thead>
</table>

8. Miscellaneous Concerns (be descriptive):

a. travel required (if so, how often, how far, reimbursed?)

b. clothing (re: dress code)

c. working hours

d. space

e. other

9. General description of practicum duties (i.e., population served, responsibilities, caseload, contact with other agencies): (Use back of sheet if necessary)

11. In your opinion, should this site be used again?

Specify reasons:
SELF-RATING BY THE STUDENT COUNSELOR

SUGGESTED USE: The student counselor may use this sheet as a self-evaluation after a counseling session.

| Date: ____________ | Client | Initials: ____________________ | Student | Counselor | Name:__________________ |

DIRECTIONS: The student counselor following a therapy session is to answer each question. The questions serve as a self-rating and may help students his/her counseling.

Preparation for the Interview

1. Was I physically in good condition and mentally alert? 
   Yes __ ? ___ No __
2. Did I schedule sufficient time for the interview? 
   __ ___ ___
3. Was provision made for privacy and reasonable freedom from interruption? 
   ___ ___ ___
4. Did I have the physical space arranged where we met so as to suggest welcome and an atmosphere conducive to counseling? 
   ___ ___ ___
5. Did I have a background of available data about the client that would help me to understand him/her better in the interview? 
   ___ ___ ___
6. Did I have and understand information so as to personalize information processes with the client? 
   ___ ___ ___
7. Had I previously established a reputation for seeing the client's point of view, being genuinely helpful and not disclosing confidences? 
   ___ ___ ___

Comments:

Beginning the Interview

1. Was I sensitive to the client and did I use an appropriate approach? 
   __ ___ ___
2. Was I able to create a psychological atmosphere in which the client was stimulated to take the responsibility of thinking through the situation? 
   ___ ___ ___
3. Was I successful in maintaining open communication between us? 
   ___ ___ ___

Comments:
Development of the Interview

1. Did the client feel freedom to express negative feelings?  
2. Did the client have the opportunity to release tension?  
3. Was my attitude one of reflecting objectivity while expressing caring?  
4. Was I sincere and did I show genuine respect for the client?  
5. Was my own attitude, so far as I know, free from bias?  
6. Did I follow the leads suggested by the client?  
7. Did I help the client to clarify and expand positive feelings?  
8. Did the client establish a more forward looking, positive, hopeful attitude during the interview or series of interviews?  
9. Was I able to assist in information processing by the client?  
10. Was information provided in a manner which caused the client to move forward realistically in his/her thinking?

Comments:

Planning for Next Session

1. Was I able to identify areas with which to follow through for the next session?  
2. Was I able to help client identify things to do between the interview and the next one?  
3. Was I able to help client gain a clear view of what might be done in the next session?  
4. Did I establish with the client a definite meeting time and place for the next session?  
5. Have I identified techniques that might be considered for the next session?  
6. Have I identified the materials and/or preparation I will need for the next session?

Comments:
## RECORDING CONSULTING REPORT

Name of Student: ___________________________  
Date: __________________

<table>
<thead>
<tr>
<th>FEEDBACK AREAS</th>
<th>RATING (least to best)</th>
<th>REMARKS - areas of strength or needed improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OPENING: Was opening unstructured, friendly, and pleasant? Any introduction necessary? Did counselor help put the client at ease?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. FACILITATIVE RELATIONSHIP: Did counselor communicate empathic understanding, warmth and acceptance, genuineness and honesty?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. INTERVIEW RESPONSIBILITY: If not assumed by client, did counselor assume appropriate level of responsibility for interview manner?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. INTERACTION: Were the counselee and counselor really communicating in a meaningful manner?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. ACCEPTANCE/PERMISSIVENESS: Was the counselor accepting of client’s emotions, feelings, and expressed thoughts?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. COUNSELOR RESPONSES: Were counselor responses appropriate in view of what the client was expressing?</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>7. LISTENING: Did counselor's responses indicate an accurate understanding of content and feelings communicated by the client?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. Theory: Did counseling identify and appropriately apply theoretical framework and interventions?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>APPRAISAL GUIDELINES</td>
<td>RATING (least to best)</td>
<td>REMARKS - areas of strength or needed improvement</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>9. <strong>REFLECTIONS OF FEELINGS:</strong></td>
<td></td>
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</tr>
<tr>
<td>Did counselor appropriately reflect and respond to feelings?</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>10. <strong>VALUE MANAGEMENT:</strong></td>
<td></td>
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<tr>
<td>How did the counselor cope with values? Were attempts made to impose counselor values during the interview?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11. <strong>GENERAL TECHNIQUES:</strong></td>
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</tr>
<tr>
<td>How well did counselor conduct the interview?</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>A. <strong>Vocabulary Level:</strong></td>
<td></td>
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<tr>
<td>Was counselor vocabulary appropriate for the client?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>B. <strong>Verbosity:</strong></td>
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<tr>
<td>Did the counselor dominate the interview, interrupt, override, or become too wordy?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C. <strong>Silence:</strong></td>
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<tr>
<td>Were silences broken to meet counselor needs or were they dealt with in an effectual manner?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>D. <strong>Voice:</strong></td>
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<tr>
<td>Did the counselor vary his/her rate of speech and tone of voice?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>E. <strong>Questions:</strong></td>
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<tr>
<td>Did counselor limit use of closed-ended questions? Did counselor appropriately utilize open-ended questions?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>F. <strong>Focus:</strong></td>
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<tr>
<td>Was there a clear focus for session?</td>
<td>1 2 3 4 5</td>
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<td></td>
<td><strong>MOVEMENT OF INTERVIEW:</strong></td>
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<tr>
<td></td>
<td>Little, some, very good possibility that something is or will be accomplished through counseling.</td>
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<tr>
<th></th>
<th><strong>GENERAL IMPRESSION OF SKILL:</strong></th>
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<tr>
<td></td>
<td>Overall evaluation.</td>
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Recording Review Form

Your Name: ______________________________ Date of Session: ___________

Client’s Initials: _______ Session #: _______

Please complete the following questions as you review your counseling session:

1. Theoretical approach:

2. What is the client’s presenting concern today?

3. What strengths did you identify in your client during this session?

4. What, specifically, do you think was the most helpful/productive thing you did during the session?

5. What, specifically, do you think was the most challenging for you during the session?

6. What will you address in the next session and why?

7. What, specifically, would you like to address in this supervision session?

8. Rate your progress toward your personal goal(s) this week and briefly explain:

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<tr>
<th>Goal:</th>
<th>Progress Rating (circle)</th>
<th>Explain:</th>
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<table>
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<tr>
<th>Goal:</th>
<th>Progress Rating (circle)</th>
<th>Explain:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>1</td>
</tr>
</tbody>
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FORMING A GROUP

Questions to consider:

1. What type of group will be formed?
2. Will it be a long-term or short-term group?
3. Who will the group serve?
4. What are the goals of the group? What will members gain from participating in this group?
5. Why do you believe there is a need for such a group?
6. Who will lead this group? Will the group be co-lead?
7. What qualifications would the leader need to run this group?
8. What kind of screening and selection procedure will be used? What is the rationale for using such a selection and screening procedure?
9. How many members will be in the group?
10. What is the appropriate meeting place or setting for the group?
11. How often will the group members meet?
12. Will it be an open or a closed group?
13. How will group members be prepared for the group experience?
14. How will ground rules be established for the group? When and by whom will ground rules be established?
15. What kind of theoretical model or approach will be used in the group?
16. What cultural issues should be considered in the planning, delivery and evaluation of the group?
17. What evaluation procedures will be used?
18. What follow-up procedures would you plan for the group?
GROUP COUNSELING REPORT

Group Name: _________________________________  Date: ______________
Counselor's Name: _____________________________  Session Number: _____

PRESENTING CONCERN(S)

STAGE OF GROUP DEVELOPMENT

SESSION OBJECTIVES

PROCESS (STRATEGIES, TECHNIQUES, ETC.)

EVALUATION OF GROUP PROCESS

EVALUATION OF SELF
Strategies are presented for helping mental health counseling (MHC) students navigate the process of receiving clinical supervision, from preparing for and initiating supervision to participating actively within and between sessions. Information from supervision practices and principles provides the foundation for guiding students in making the most of their first experiences in clinical supervision.

Quinn M. Pearson, Ph.D., is an associate professor. Counselor Education, University of North Alabama, Florence. E-mail: qmpearson@una.edu

Within the field of counseling and psychotherapy, clinical supervision has only recently been recognized as a specialty in its own right (Bernard & Goodyear, 1998). No longer viewed as merely an extension of the therapeutic process, some licensing boards (e.g., Alabama and Louisiana) are requiring clinicians to receive specialized training in clinical supervision before credentialing them as approved supervisors. Actual training in supervision, however, still lags far behind available knowledge and research, resulting in wide variability of styles and quality. Moreover, even with extensive training and optimum conditions, supervision is a challenging and sometimes daunting enterprise. One way to mitigate the impact of the varying quality of supervision is through education of the consumer, the supervisee.

Although the literature is sparse, a few authors (N. Berger & Graff, 1995; S.S.Berger & Buchholz, 1993; Bernard, 1994) have emphasized the importance of preparing mental health counseling (MHC) students to receive supervision and have provided suggestions for such preparation. Without exception, these authors suggested that a basic component of learning how to be supervised involved being exposed to the fundamentals of providing supervision. Recognizing that many supervisors lack formal training in such fundamentals as supervisor roles and stages of supervision (Nelson, Johnson, & Thorngren, 2000) and that poor supervision (Magnuson, Wilcoxon, & Norem, 2000) is an unfortunate occurrence, MHC trainees can also benefit from knowing problems that can arise. Thus, preparing MHC students to receive supervision can help them know what to expect or what to promote in ideal or less than ideal situations.

The purpose of this manuscript is to empower MHC students, who are entering their first practicum, by providing information and practical strategies for embracing the possibilities and avoiding the pitfalls of receiving supervision, that is, for getting the most out of their clinical supervision experiences. Using foundational supervision principles and practices as a backdrop, strategies will be presented for preparing for the supervision experience, launching the supervision relationship, preparing for supervision sessions, and working between sessions.

PREPARING FOR THE SUPERVISION EXPERIENCE

Self-assessment of one's interest in and motivation for receiving supervision is a logical first step in preparing for the supervision experience. Given that supervised counseling experience is required to obtain a degree and license, formal supervision is essentially a mandated, involuntary requirement. MHC practicum students need to ask themselves the degree to which they consider supervision to be an opportunity for learning, an inconvenience, a restriction, or an imposition. Reflecting on a number of attributes that supervisors expect from and find desirable in supervisees can facilitate this assessment of students' willingness to participate in and receive supervision.

Mental Health Counselor Attributes

Several authors (S. S. Berger & Buchholz, 1993; Rodenhauser, Rudisill, & Painter, 1989) have maintained that qualities conducive to the successful use of supervision cannot be separated from qualities necessary to become an
Supervisor Roles

Although beginning MHC students often have the misconception that supervisors "just tell counselors what to do," supervisors are expected to function in a variety of roles depending on the needs of the supervisee. These roles include teacher, counselor, and consultant (Bernard, 1979, 1994; Borders et al., 1991). Stenack and Dye (1982) explained the primary emphasis of each role. In the teacher role, the supervisor functions as the expert who provides answers or instructs the MHC student in such areas as learning techniques, applying interventions, and conceptualizing. From the role of counselor, the supervisor facilitates the self-growth and explores the personal reactions of the MHC trainee. The focus of supervision interventions from this role needs, however, to be limited to helping the MHC function more effectively as a professional. Finally, in the consultant role, the supervisor provides options and alternatives rather than answers, and the interaction is more collegial. Instead of instructing and directing the MHC student, the supervisor collaborates with the trainee in such areas as case conceptualization and treatment planning.

MHC students can prepare for the corresponding roles of student, client, and counselor by reflecting on their desire to learn skills and knowledge, explore personal dynamics and reactions to clients, and discuss ideas and questions on a collegial level. These preferences are likely to be influenced by the student's level of professional development (Stoltenberg, 1981; Stoltenberg & McNeill, 1997), with beginning practicum students preferring a "supervisor-teacher who focuses on specific counseling skills and techniques" (Usher & Borders, 1993, p. 66). Additionally, MHC students can examine their personal preferences for and comfort with each of these roles, and consider goals for each. Although beginning MHC students usually prefer to function as students who want to be taught by supervisors, they may also have strong needs to assert their autonomy. Being aware of their own preferences and remaining flexible can prepare them for the various roles and preferences of their supervisors.

Supervisor Qualities and Responsibilities

Supervisor qualities of availability and approachability (N. Berger & Graff, 1995; Bernard, 1994) are critical components of effective supervision because the more comfortable MHC students feel about approaching supervisors for help, the more likely they are to seek this help and get their needs met (N. Berger & Graff). Likewise, Bernard stated that supervisors bear certain responsibilities such as tracking and monitoring the student's work with clients, providing regular and consistent feedback to the student, offering suggestions for improvement, and restricting the relationship to supervision. Further expectations of effective supervisors include offering suggestions for dealing with specific therapeutic situations, providing practical support through modeling and coaching, giving emotional...
support through reassurance and encouragement, delivering feedback in a constructive way, and being proficient as a therapist (N. Berger & Graff).

Although MHC students typically have limited choices or no choice regarding on-campus and on-site supervisors, gathering preliminary information about their supervisors can prepare students for what to expect. Former supervisees and other students can be invaluable sources of information (N. Berger & Graff, 1995; Magnuson, Norem, & Wilcoxon, 2002). To ensure a balanced perspective of a prospective supervisor, the student should interview several former supervisees and compare responses. When talking with former supervisees, N. Berger and Graff recommended finding out about overall impressions as well as specific supervisory behaviors by asking such questions as:

Was the supervisor easy to interact with? Did he or she make you feel comfortable? How accessible was he or she? Did you feel like you were imposing if you needed to consult between scheduled sessions? What is his or her style of feedback? Were his or her comments ever destructive? (p. 416)

Students might also want to ask former supervisees about their best and worst experiences in supervision and how conflicts were managed. While positive answers to these questions can ease the student's fears and pave the way for developing a positive supervisory relationship, negative answers can help the student guard against personalizing negative supervisor behaviors and responding defensively.

LAUNCHING THE SUPERVISION RELATIONSHIP

MHC students need to be mindful of the fact that the initial meeting with the supervisor sets the tone for the supervisory relationship (Magnuson et al., 2002). Not only is the student assessing the supervisor, but also the supervisor is forming impressions of the student. These first impressions can impact the relationship for better or worse. Thus, MHC students need to be prepared to ask questions and to provide information and answers to supervisors' questions. At the very least, they should have thought out the complementary answers to questions they will pose to supervisors. For instance, the student should provide documentation of education and experience, perhaps in a resume or an academic transcript and be prepared to discuss theoretical orientations, client populations, strengths and weaknesses, goals for professional growth and skill development, any specialized interests, and hopes for supervision. Moreover, students need to mindful of the degree to which they communicate those previously listed desirable qualities of supervisees: enthusiasm, initiative, openness, psychological-mindedness, and minimal defensiveness, to name a few.

Other practical matters and procedures need to be addressed from the outset of supervision. Unless provided to on-site supervisors directly from the faculty, MHC students are responsible for conveying university requirements (e.g., client-contact hours and taping) and providing corresponding paperwork (e.g., formal contracts, consent forms, evaluations, and counseling records). In addition to university requirements, site policies and procedures need to be discussed. Mechanisms for documenting and maintaining records, procedures for informing clients of the supervisory relationship and its impact on confidentiality, and guidelines for handling emergencies are critical matters for discussion (Magnuson, Norem, & Wilcoxon, 2000). Finally, if not mentioned by the supervisor, the MHC student could inquire about supervisor availability for regularly scheduled supervision sessions and on an as-needed basis for crises, emergencies, and other situations (N. Berger & Graff, 1995; Bernard, 1994).

PREPARING FOR SUPERVISION SESSIONS

The purposes of supervision provide a useful backdrop when considering how to prepare for supervision meetings. Bernard and Goodyear (1998) emphasized the simultaneous purposes of enhancing the professional development and functioning of the MHC student counselor, monitoring the quality of services to clients, and serving as a gatekeeper to those allowed to enter the mental health counseling profession. MHC students should be prepared to initiate topics consistent with these purposes and similarly respond to related supervisors' questions.

Topics in Supervision

Based on the aforementioned purposes of supervision, Bernard (1994) discussed four major skill areas that comprise
the focus of supervision: process (intervention) skills, conceptualization skills, personalization skills, and professional skills. Bernard defined process skills as what mental health counselors do in their sessions, expressly all observable counseling behaviors including, but not limited to, requesting information, reflecting, role playing, confronting, and supporting. Conceptualization skills involve the thinking of the MHC student. Included in this category are many MHC student covert behaviors such as identifying client concerns, discerning predominant client themes, designing therapeutic interventions, and planning future sessions. Personalization skills recognize the interplay between MHC students' personal attributes and their work with clients as well as their forming an identity as a mental health counselor. This category comprises a broad range of matters including separating one's own reactions from the client's reactions, being nondefensive with clients and the supervisor, handling a variety of emotions from clients and within oneself, and allowing one's sense of humor to emerge in interactions. Although professional skills can overlap with the other categories, they are a discreet category originally operationalized by Lanning (1986) as knowledge of and adherence to ethical standards and professional behaviors. In addition to behaviors emphasized by Lanning—such as being on time for appointments, maintaining confidentiality, and establishing appropriate relationships with clients—Bernard added completing paperwork in a timely manner, dressing appropriately, and related behaviors.

**Forming a Tentative Agenda**

Knowing those categories helps MHC students understand what areas are important to supervisors and provides options when preparing to initiate or respond to specific topics in supervision sessions. Another important consideration is bolstered by the findings of Vespiya et al. (2002) that supervisors placed the utmost value on supervisees implementing the supervisor's directives when client welfare was a concern. Thus, when choosing what to discuss in supervision, students need to be mindful of and sensitive to supervisors' concerns about vicarious liability, their legal responsibility for the actions of supervisees. Moreover, rather than being fearful of admitting mistakes or weaknesses, students should realize that supervisors expect new MHC students to struggle and that admitting to and talking about these difficulties is welcomed by supervisors (N. Berger & Graff, 1995; Vespiya et al.). Hiding mistakes and challenges makes beginning MHC students seem defensive or arrogant and increases the real threat to students and their supervisors by almost guaranteeing that real, versus imagined, problems will occur.

Awareness of these expectations and options can help MHC students prioritize when planning for supervision sessions. "At the outset of each supervision meeting, any immediate needs of the counselor (e.g., crisis situations) or the supervisor (e.g., ethical dilemmas or client welfare) become a priority" (Pearson, 2001, p. 176). It is important for students to update the supervisor on any prior directives and suggestions, between-session contacts for crises or emergencies, or ongoing difficult client cases. Once immediate concerns have been considered, students may want to mentally review their caseload. This reflective process can be facilitated by questions such as the following: What clients do I find myself often thinking about or seldom thinking about? When I think about a certain client, what thoughts, feelings, or reactions come to mind? Am I confused about what is driving a client's behavior or a client's internal dynamics? Am I uncertain about what to do to help a client change? Do I know what to do but am unsure of how to do it? Have I encountered a topic that is unfamiliar or uncomfortable? These and similar questions can help MHC students decide what cases to discuss and whether to focus on interventions, conceptualizations, personal reactions, or professionalism. Having decided what topics to initiate, any relevant materials such as paperwork or tapes should be organized or marked to ensure efficient use of time (N. Berger & Graff, 1995).

**PARTICIPATING IN SUPERVISION SESSIONS**

Careful reflection and preparation enable MHC students to enter supervision sessions with a plan. Along with their plan, students need to remain flexible for any plans or expectations that supervisors may present. Similar to the counseling process, spontaneity, surprises, and challenges are natural parts of the supervision process that provide much of the joy and creativity and, sometimes, frustration and conflict. Being able to anticipate supervisors' behaviors, identify potential sources of anxiety and conflict, and understand common dynamics of supervision relationships allows students to be more proactive and less reactive in their supervision meetings.

**Active Participation**

Participation in each supervision session begins with taking an active role in establishing a tentative agenda for the meeting. Offering to update the supervisor on the status of follow-ups to directives or suggestions, crisis or emergency cases, or other important pending matters is a useful first step. Additionally, requesting time for specific questions or
challenging cases is also helpful. Providing this information accomplishes a number of things. It lets supervisors know that MHC students are sensitive to supervisors' concerns (i.e., vicarious liability) and respectful of supervisors' expertise. It also helps supervisors make decisions about how to utilize time in the session and what topics to initiate. Finally, it helps to ensure that students are more likely to get their needs met. By being active in structuring the meeting, students can help to reduce the frustration that results when one or both parties feel that essential matters were not addressed.

Being prepared for the various roles (i.e., teacher, counselor, and consultant) that supervisors might slip into and out of when addressing the aforementioned topics can also help to reduce potential confusion and frustration in MHC students. When supervisors provide feedback about performance, teach or model techniques, explain the rationale behind interventions, or provide interpretations of counseling interactions, they are trying to instruct students from the teaching role (Stenack & Dye, 1982). Operating from the counseling role, supervisors are trying to facilitate students' self-growth as it relates to their professional development. Questioning students about their feelings (e.g., whether in response to supervision, counseling sessions, or trying specific counseling interventions) and providing opportunities to explore affective responses, defensive reactions, worries, and personal strengths are all appropriate supervision interventions from the counseling role (Stenack & Dye). From the consulting role, supervisors focus on the client in order to generate information and ideas about treatment. Accordingly, supervisors encourage students to discuss client problems or motivations and brainstorm alternative conceptualizations or interventions. Rather than directing the interactions and providing answers, as is done in the teaching role, supervisors in the consulting role encourage student choice and responsibility by providing options and alternatives instead of answers (Stenack & Dye). Understanding the purposes of each of these supervisor roles can prepare MHC students for responding in a complementary fashion from the respective roles of student, client, and counselor.

**Taking Initiative**

In addition to merely responding to interventions from supervisors, MHC students can also consider initiating topics from the role of student, client, or counselor, depending on their developmental needs. In other words, MHC students who want specific feedback about the quality of their conceptualizations or interactions might consider using the following student-role statements or questions: I am uncertain about whether I am going in a useful direction with this client. Can you give me some ideas about how to avoid giving advice when clients keep asking? Would you mind reviewing my paperwork to see if my treatment plans are improved? Can you tell me how to work with addictions, or can you suggest where to find a resource?

MHC students can initiate discussions about personal reactions and feelings by moving into the client role with the supervisor. A transition into the client role could be facilitated by the following questions and statements: I have a hard time paying attention to this client. Could you help me explore the anger that I am feeling toward the client's parents? For some reason, I am reluctant to confront this client, and I would like to figure out what is blocking me. This dream I had about my client contained some powerful images that I am having trouble interpreting. I find that I cannot stop worrying about my clients once I get home with my family. Sometimes in our supervision sessions, I feel like I will never know enough to work with clients on my own. When I work with this client, he or she reminds me so much of my older brother or older sister. How can I ensure that these feelings will enhance rather than inhibit my work with this client?

Still other comments and questions from students, in the counselor role, can invite supervisors to move into a consultant role. Examples include the following: I am puzzled by the client's presenting symptoms, particularly in light of previous diagnoses. Can we spend some time discussing better ways to establish trust with this client? What do you think the client is trying to communicate by holding the sofa pillow when she talks? What kind of stress management techniques might work best with this client? I cannot really make sense of what keeps the client so stuck in this pattern of behavior.

**Monitoring Self and Reactions**

Three common occurrences in supervision are worth noting: counselor anxiety, transference and countertransference, and parallel process. Normalizing anxiety as an inevitable part of supervision is an important aspect of preparing MHC students for the supervision process (N. Berger & Graff, 1995; S. S. Berger & Buchholz,
Liddle (1986) identified five possible sources of threat for MHC students: (a) evaluation anxiety, (b) performance anxiety, (c) personal problems or internal conflicts, (d) deficits in the supervisory relationship, and (e) fear of negative consequences for trying new or risky counseling interventions. Accepting anxiety as a natural part of the process can make it easier for students to explore feelings of anger, defensiveness, or disinterest as possible reactions to underlying anxiety by asking themselves what they might be anxious about. Additionally, understanding common sources of anxiety can help students cope with their anxiety. Coping strategies suggested by Liddle included cognitive restructuring of counselor self-statements, rehearsing positive self-statements, reframing vulnerability as an opportunity for growth, assessing student strengths, and relying on outside social support systems. Students might also consider the following strategies: discussing with supervisors anxious feelings the moment they occur in supervision sessions, asking supervisors how they coped with anxiety during their training, and asking for specific feedback and evaluation if uncertain about the supervisor’s opinion of their counseling abilities and progress.

In addition to anxiety, transference and counter transference can be the root of confusing, difficult, and sometimes negative interactions between supervisees and supervisors alike (Pearson, 2000). If unrecognized, such unconscious processes increase the potential for ineffective supervision or conflict within the supervisory relationship (Pearson). Recognizing these processes requires a willingness by MHC students to engage in serious personal reflection. Students’ expectations for what should be happening in supervision can be influenced by current and prior relationships with other authority figures, including parents, teachers, and bosses. For instance, if students perceive their supervisors as overly critical, aloof, uncaring, smothering, stifling, or untrustworthy, they need to examine the degree to which they have had similar feelings toward other authority figures. Students might also ask others who have worked with the supervisor about their experiences and perceptions. When students realize that their reactions are unique or exaggerated compared to others’ reactions and that they have reacted similarly to other authorities, transference is the likely explanation. With such a realization, students are more likely to act constructively rather than react negatively.

Parallel process (Friedlander, Siegel, & Brenock, 1989) is another unconscious phenomenon that is less familiar to MHC students. Parallel process occurs when supervisees unconsciously present themselves to the supervisor in much the same fashion that the client presented to the supervisee. Thus, the supervisee unconsciously replicates the conflict of the client (S. S. Berger & Buchholz, 1993). S. S. Berger and Buchholz argued that MHC students who understand parallel process may be able to observe themselves more effectively and may be more receptive to related interventions by the supervisor. Because parallel process is often subtle, making it difficult to detect, MHC students can be alert to situations in which their responses, reactions, or needs in supervision are atypical for themselves and ask the following: What client am I currently discussing or reminded of? To what degree could the client be feeling similar to the way I am feeling now? Do you have any insights regarding my description of the client and how it compares to your and my feelings in this situation?
WORKING BETWEEN SUPERVISION SESSIONS

Although working between sessions has already been alluded to and described in such discussions as reflecting on topics for upcoming supervision sessions, several additional suggestions are worth noting. As emphasized by N. Berger and Graff (1995), "the real work takes place between supervision sessions" (p. 432); and MHC students should, therefore, be committed to investing time and energy before and after supervision meetings. According to Bernard (1994), "the key to maximizing supervision is to invest additional energy between supervision and subsequent counseling sessions" (p. 187).

Making notes of important points, strategies, or reflections during or immediately after supervision sessions is an important first step in extending and applying what was learned. A natural extension of making notes is to translate this learning into specific plans for working with clients. Additional outcomes might include specific plans for student learning through researching specific topics or interventions, obtaining and reading materials suggested by the supervisor, or consulting with other professionals. Finally, the loop is completed when preparing for the next supervision session by reviewing or transcribing tapes, making notes on any important topics to be discussed in the next supervision session, and continually assessing one's self on attitudes and receptivity to supervision.

CONCLUSION

Although supervisors are ethically responsible for the quality of supervision they provide (Bernard & Goodyear, 1998), the ultimate beneficiaries are the MHC students who are being supervised and their clients. Knowing what to expect and what to promote in supervision empowers students to make the most of an ideal situation and perhaps the best of one that is less than ideal. Rather than being passive recipients of supervision, MHC students can be proactive participants who impact the quality of their supervision experience. Recommendations for MHC students are summed up as follows:

- Be proactive.
- Remain flexible.
- Ask for what you need; do not demand it. For example, rather than stating that you must see more clients to get your required hours, consider informing your supervisor that you would like to explore avenues for increasing your client-contact hours.
- Take responsibility for learning and growing in supervision. You are the ultimate winner or loser.
- Self-assessment and reflection are your best tools for improving as a mental health counselor, learning as a supervisee, and problem solving in relationships with clients and supervisors.
- Avoid blaming and focus on planning and problem solving.
- Instead of focusing on what your supervisor does not provide, ask what you can learn from your supervisor.

REFERENCES


**ACA Code of Ethics website.**

[http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)