

# **Practicum-Internship Handbook for Clinical Mental Health Counselors**

**Procedures  
Guidelines  
Forms**

**Department of Counseling and Psychological Services  
College of Education  
Georgia State University**



**Fall 2021/Spring 2022  
Practicum-Internship Sequence**

Revised 2021

## TABLE OF CONTENTS

Introduction to the Practicum-Internship Field Experience .....	5
Definition... ..	5
Qualities of a Successful Counseling Student.....	5
Program monitoring .....	5
How to use this Practicum-Internship Handbook .....	6
Important Deadlines .....	7
Course Prerequisites.....	8
Authorization Information .....	9
Student Responsibilities .....	9
Selecting a site.....	9
Insurance .....	9
Differences in sections .....	10
Text Books .....	10
Internship II Individual Learning Plan.....	10
Full-Time Employment during Practicum-Internship.....	10
Agency Awareness.....	11
Problems on Site .....	11
Ethical and Legal Guidelines .....	12
Financial Aid .....	12
Practicum-Internship Postponement .....	12
Life goes on.....	12
Tips.....	13
Procedures and Guidelines: A Timeline .....	13
Consider your interests.....	13
Plan ahead .....	13
Look at the website .....	13
Contact past interns from that site.....	14
Select carefully.....	14
Get all the facts.....	14
Always ask about recording.....	16
Complete the prerequisite courses .....	16

Attend the Practicum-Internship Orientation.....	16
Meet the application deadline .....	17
Meet the Chosen Site Information Form 1003 deadline .....	17
Register for Applied Practice I and Internship I... ..	17
Meet the proof of insurance deadline.....	18
Begin Applied Practice I on time .....	18
Register for Internship II during spring registration .....	18
Your site may want to hire you .....	18
Practicum-Internship Requirements.....	19
CPS 7660/7663 Applied Practice I .....	19
Important Restrictions.....	20
CPS 7680/7683 Internship I & II .....	20
Extension of Internship .....	21
If You Must Change Sites during Practicum-Internship.....	21
Combined Hourly Requirements Restated.....	21
Examples of Clinical and Direct Service Hours .....	22
Supervision.....	23
Purpose .....	23
Process.....	23
Faculty .....	23
Site Supervisor .....	24
Group Supervision .....	24
Attendance .....	24
Recording .....	25
Recording Tips .....	25
Long-Term Clients .....	25
Confidentiality.....	26
Client Records .....	26
Critical Clinical Issues .....	27
Documentation .....	27
The Evaluation Process .....	27
Grading.....	28
Retention .....	28
Licensure Information .....	28

**GSU Site Requirements .....30**

Program of Study –Clinical Mental Health Counseling.....34

**Appendix A: Practicum and Internship Forms:**

Guidelines and Procedures..... 35

Description of the Forms ..... 35

Forms ..... 40

**Appendix B: Practicum and Internship Form Handbook ..... 98**

**How to Use This Practicum-Internship Handbook**

Read the handbook carefully. The handbook is a guide through the practicum-internship process. You are responsible for knowing the deadlines, responsibilities, requirements, restrictions, tips, and procedures found in this handbook. You may hear information from other students. Please depend only on what is written here. For specific dates also check with the university calendar. Hopefully, the handbook will answer your most urgent questions. The Practicum-Internship Clinical Coordinator will also be available to help you.

***The entire CPS faculty congratulates you on your progress and wishes you an exciting and rich learning experience in your practicum-internship sequence!!!***

## **Introduction to the Practicum-Internship** **Field Experience**

### **Definition**

The practicum-internship series is a nine-month commitment in time, energy, and focus to your training as a counselor. It simulates real employment in the mental health profession. The on-site supervisor or the agency director is your manager in this experience. Your counseling program has prepared you in basic counseling skills and in knowledge of professional practice. The practicum-internship is your opportunity to use these skills and knowledge while receiving excellent supervision on site and at GSU. Students are expected at this level of practice to be counselors-in-training.

Supervision will be an important element in the practicum-internship experience. The GSU supervision group will provide a strong support and a great source of feedback for your work. One of the most important personal characteristics you can bring to the practicum-internship experience is an openness to learn and to improve. With this openness, practicum-internship can be an amazing time of professional learning and personal growth.

### **Program monitoring**

Clinical Mental Health Counseling and the Clinical Rehabilitation Counseling faculty members meet separately at least one time each semester to monitor student academic progress and suitability for the profession. During these student review meetings, academic achievements are reviewed and the following qualities of a successful counseling student may be assessed:

- Integrity
- Self-Awareness
- Openness to learning and to the successful completion of required academic coursework
- Sensitivity to individual differences and respect for diversity
- Adherence to the Code of Ethics of the American Counseling Association
- Acceptance and use of feedback
- Commitment to uphold the confidentiality of fellow students and clients
- Maintenance of appropriate interpersonal boundaries with faculty, fellow students, and clients
- Professional appearance and behavior
- Maintenance of self-care and wellness

The Policy on Student Development and Retention in the 2016-2020 Mental Health and Clinical Rehabilitation Counseling Student Handbooks states: “The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, specialists, and doctoral programs. Since program completion leads directly into the profession, the CPS faculty members place considerable emphasis on academic performance as well as on the students’ suitability for responsible participation in the counseling field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted.”

The Clinical Mental Health Counseling (CMHC) and the Clinical Rehabilitation Counseling (CREH) faculty members make final determination of which students will be approved to enroll in the practicum and internship sequence. Furthermore, the CMHC and CREH faculty members, in consultation with a student’s university practicum and internship supervisor, make ongoing evaluation and determination of student continuation in practicum and internship. If it is determined that students are not meeting academic or site requirements for practicum/internship, not maintaining dispositions of a successful counseling student, and/or not meeting programmatic expectations, then students may be required to withdraw from the practicum/internship experience.

A student who has not received program faculty approval to commence practicum and internship will receive feedback in the form of an emailed letter from the Coordinator of the Clinical Mental Health Counseling or Clinical Rehabilitation Counseling Program.

## **IMPORTANT DEADLINES**

### **FRIDAY, FEBRUARY 12, 2021**

If you plan to participate in the practicum-internship sequence in 2020--2021, you must submit the **Application for Clinical Mental Health Counseling Practicum CPS 7660/7663 and Internship CPS 7680/7683** by February 12, 2021. The application, Form 1000, must be completed on line at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

### **FRIDAY, APRIL 23, 2021**

You have between February 12, 2021 and April 23, 2021 to finalize your practicum-internship plans for the fall. The **Practicum-Internship Chosen Site Information Form 1003** must be completed by April 23, 2021 on line at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

### **FRIDAY, JUNE 18, 2021**

Your proof of **student liability insurance** must be turned in to Lydia Ewonus in CEHD 950 by June 18, 2021. Liability insurance can be acquired from ACA (<http://www.counseling.org/>) or APA. Refer to the P/I orientation slides for more information on acquiring liability insurance. If the site you have selected requires drug screening or criminal background checks, this documentation should also be completed by June 18, 2021. **ALL STUDENTS MUST CARRY INDIVIDUAL LIABILITY INSURANCE.** Be sure your liability insurance begins on your practicum start date (no later than August 1, 2021) and covers you through the entire practicum-internship experiences (at least through May, 2022).

### **MONDAY, AUGUST 23, 2021 (Double check with the university calendar.)**

This is the university's **projected** start date for Fall Semester 2021. You must be able to begin practicum-internship at the beginning of fall 2021 semester. Any student who is unable to begin on this date will be required to reapply for the 2022- 2023 school year.

**Please Note:** Dates have been established to give the department the time necessary to grant contracts, set up the correct number of internship courses, hire new supervisors, and complete the organization needed for you to begin practicum-internship on time. Please adhere to the deadlines.

## COURSE PREREQUISITES

The following courses must be completed before beginning practicum:

2020-2021 Academic Year Catalog: Admitted summer 2019

**Clinical Mental Health Counseling:** CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS7340, CPS 7450, CPS 7500 (OR EPY 7500), CPS 8100, CPS 8380, AND CPS 8460

2019-2020 Academic Year Catalog: Admitted summer 2019

**Clinical Mental Health Counseling:** CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS7340, CPS 7450, CPS 7500 (OR EPY 7500), CPS 8100, CPS 8380, AND CPS 8460

2018-2019 Academic Year Catalog: Admitted summer 2018

**Clinical Mental Health Counseling:** CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS7340, CPS 7450, CPS 7500 (OR EPY 7500), CPS 8100, CPS 8380, AND CPS 8460

2017-2018 Academic Year Catalog: Admitted fall 2017

**Mental Health Counseling:** CPS 6010, CPS 6410, CPS 6450, CPS 7000, CPS 7260, CPS 7300, CPS 7340, CPS 7500 (or EPY 7500), CPS 8100, CPS 8380, and CPS 8460 (CPS 7450 concurrent with practicum/internship in fall 2017)

A complete list of courses in the Mental Health Counseling Program are found toward the back of this handbook.

## Practicum-Internship Supervision Course Authorization

It is not necessary for you to fill out a course authorization form to register for CPS 7660/7663 and CPS 7680/7683 for Fall 2021. Your attendance at the Practicum-Internship Orientation in January 2021 authorizes you to register for practicum-internship. You are guaranteed a space in one of the practicum-internship sections, though section preferences cannot always be honored. *You cannot be guaranteed a specific section.* Because sections fill on a first-come-first-served basis, the section you choose may close before you register. You must then choose another section. If a supervision group is cancelled for any reason, you will be assigned to another group. If you have not completed all required courses by fall, the authorization to participate in practicum/internship will be rescinded.

## Student Responsibilities

### **Selecting a Site**

Your first responsibility in the process is finding a practicum-internship site. As you worked toward completion of your coursework, you may have discovered a special interest in a specific population or problem area. Now that you are nearing practicum-internship, the time has come to test that interest by finding a site that will give you the opportunity to work in that area of interest.

Sometimes students have a particular site in mind as they approach this point in the program. Most do not have a site predetermined, so you can begin by checking out the approved sites on the web or in the practicum-internship site book in the main office. The “Procedures and Guidelines” section located in this handbook offers details to help you find a site that will meet your needs. Additionally the GSU chapter of Chi Sigma Iota typically hosts internship sites for a meet and greet with students each January. That is a great opportunity to explore the types of sites available.

### **Insurance**

All students are expected to purchase student liability insurance before beginning the practicum-internship sequence. Liability Insurance should cover the student from the start date of their internship (August 2021) through the final day of their internship in May 2022. Liability insurance is available from the American Counseling Association (ACA) and is an included benefit when you join as a student member of ACA. The cost to join ACA as a student is around \$100 and more information can be found by visiting [www.counseling.org](http://www.counseling.org) and clicking on the “membership” link. Liability insurance for students may also be available by going directly to a professional insurance provider online at [www.hpsso.com](http://www.hpsso.com).

A copy of your insurance policy should be submitted to **Lydia Ewonus, in CEHD 950**. The deadline to provide proof of insurance is June 18, 2021. A copy of your insurance policy should be given to your site supervisor prior to your first workday at the site.

### **Differences between Sections**

The core requirements for the practicum-internship experience are listed in the sample syllabi and in the practicum-internship handbook. However, individual GSU instructors may have slightly different requirements. You must meet the requirements of your individual GSU supervisor.

### **Text Books**

Your individual GSU supervisor may have required reading; however, there are typically no required textbooks for the practicum and internship experience. You are encouraged to purchase the recommended text for CPS 7660/7663: *The Counselor Intern's Handbook* by Faiver, Eisengart, & Colonna. This text may be very helpful as you move through the process of practicum- internship. Other texts and/or articles may be recommended by your individual supervisor during the practicum or internship.

### **The Internship II Individual Learning Plan and Formative Evaluation of Supervision Form 1016**

Form 1016 will be applied twice, once at the conclusion of CPS 7660/7663 for the short term CPS 7680/7683 I and again for CPS 7680/7683 II. As you move toward graduation, your learning becomes more self-directed. The CPS 7680/7683 II experience is largely an individually-planned program. The Individual Learning Plan is a way of helping you structure the spring semester. In the contract, you will specify your goals, provide a time plan, describe objectives, and methods to evaluate your performance. Your GSU supervisor will review your plan with you at the beginning of the semester. A copy of the Internship II Individual Learning Plan and Formative Evaluation of Supervision Form 1016 is found towards the back of this handbook.

### **Full-Time Employment and/or Graduate Assistantships during Practicum-Internship**

The counseling program is designed to be full-time during both years of enrollment. The practicum-internship experience in the mental health counseling program is designed to be full-time. The practicum-internship cannot be completed easily while working. In order to receive the greatest benefit from the practicum- internship experience, the faculty recommends that all students complete all course work before practicum and refrain from full-time employment, especially during the practicum-

internship. At a minimum, all required courses must be complete before beginning practicum in August 2021.

**If you must work** or complete a graduate assistantship position during your practicum-internship, you may be asked to present a written plan with a schedule of hours showing when you will be at your job and how you will schedule your practicum-internship hours. This plan once completed is submitted to your GSU supervisor and the Clinical Coordinator prior to beginning your practicum. Your welfare and the welfare of your clients is vitally important. For this reason, it is expected that your top priority is attending to your responsibilities with practicum and internship.

### **Agency Awareness**

Even though you are providing a significant service for the practicum-internship site, you are a guest of the agency and a representative of Georgia State University. The agency has agreed to participate in your education by giving you the opportunity to learn about clients and their needs while working in the agency's service program. On site, students are to be professional in their attire and behavior at all times and to show respect for the clients and the staff. This is your opportunity to immerse yourself in what it means to be a professional helper.

The agency may ask you to do work beyond the university requirements. It is your responsibility to get clarification on all organizational expectations. Expectations should be spelled out in the Field Experience Proposal Form 1004. Any problem with these expectations should be discussed and negotiated with your supervisors at your practicum site and at GSU. In addition to training requirements, you will want to become familiar with the general policies and procedures of your agency as quickly as possible. Ask about the guidelines for handling emergency situations. Find out the availability of on-call consultation, and the agency procedure for making referrals to other services outside the agency. A list of suggested questions is found under the "Get All the Facts" section in this handbook. You are a student, new to the organization and to the profession. When in doubt, always ask. You are not expected to know everything.

### **Problems on Site**

It is disconcerting when you witness controversy in a professional setting. Quarrels, disagreements, and misunderstandings may arise at even the best sites. Your most professional response is to stay clear of the fray and use on-site conflicts as learning experiences. Your reaction to problem situations is important in your professional development. Your supervisor and supervision group at GSU can support you as you manage difficult professional experiences on site. If the problem involves you directly in any way, seek guidance immediately from your

GSU supervisor. Keep in mind that you are at the site only with the permission of the agency.

If for any reason a student-intern must change sites before, during, or at the conclusion of a semester, a Change of Site Form must be signed by all principal parties (see Form 1005) before the change is made.

Once you have moved into a new placement, another chosen site form 1003 must be completed on line. This information will go to the Administrative Coordinator, Lydia Ewonus, and to the Clinical Coordinator, Dr. Leslie Wofford.

### **Ethical and Legal Guidelines**

You are expected to endorse and abide by the Ethical Guidelines and Standards of Care for the American Counseling Association (ACA). Copies of these standards are available by request from the ACA online at [www.counseling.org](http://www.counseling.org). Keep a copy of the latest edition of the ethical code and standards of care with you as you work and as you deliberate on ethical questions that arise. For information regarding confidentiality, privileged communication, client rights, and informed consent, refer to the ACA ethical code and to other texts on ethics. Talk with your GSU and site supervisors about any ethical situation that arises.

### **Financial Aid**

If you are receiving financial aid, please know that in spite of the many hours you are spending at your practicum-internship site, the course credit hours may not be enough to qualify you for full-time status. Plan ahead for this eventuality.

### **Practicum-Internship Postponement**

If you have applied or registered for CPS 7660/7663, but later decide not to enter practicum-internship in 2021, it is important that you fill out the Practicum Postponement Form 1001 online at <http://www.jotformpro.com/form/80305464784157>

### **Life goes on.**

Graduate school has been your focus for many months. You are ready to graduate and get a real counseling job. Life, however, sometimes has a way of throwing a curve in spite of your carefully crafted plans. Illness, death in the family, financial reversals, broken relationships happen—in spite of your being in graduate school. It is important to care for yourself during your practicum-internship. You won't be able to help others if you are in turmoil. Get the support you need. Form 1023 will help you organize your self-care during Practicum-Internship.

## **Tips**

The transition to your role as a professional counselor can be both exciting and anxiety provoking. It's natural for beginning counselors to experience insecurities. Keep in mind what you have learned about the counseling process and make full use of the suggestions and guidance that your supervisors can provide. Also, the text *A Guide for Beginning Psychotherapists* by Zaro is a helpful resource for any initial experiences and questions you may have.

## **PROCEDURES AND GUIDELINES: A Timeline**

### **Consider your interests.**

As you complete the prerequisite course work, consider your professional goals and explore the types of field experiences that will facilitate these goals. You can begin to research different internship sites early in your program. A good place to begin is the official site listing on line.

### **Plan ahead. You are responsible for finding your own field placement.**

As you begin to look for a practicum-internship site, there are several factors to consider:

1. Allow an adequate amount of time to obtain a placement.
2. Compare possible sites to find one that best suits your needs.
3. Choose several alternative sites (at least 3-5), in case your first choice does not work out.
4. After you have made some selections, contact students who are completing or have recently completed placement at those sites. You may do this by e-mailing Lydia Ewonus who will forward your contact information to current interns.
5. Make an appointment to talk with someone in the agency and inquire about any additional application procedures specific to that site.
6. When you have your interview, take a one-page resume with you, along with any additional materials the site may require. It also would be helpful to take a written synopsis of GSU Site Requirements (in this handbook) and a copy of your program of study (in this handbook or in your Graduate Catalog).

### **Look at the website.**

Finding the best site at which to do your practicum-internship is an important task. Begin by consulting the Practicum Site Listing at the CPS webpage site link, [CMH Practicum-Internship Site Listing](#) or [REH Practicum-Internship Site Listing](#). Look for sites that will offer the experiences that are of interest to you. All agencies listed on the website are already approved.

**Remember, however, that even if a site is approved, this is not a guarantee that the site can meet all of your requirements.**

Sites can change immediately after a contract has been signed—new personnel and policies can be put into place without GSU being notified. When considering a site, talk with the contact person regarding their ability to fulfill your training requirements. If you choose to work at a site that cannot meet all requirements, you may need to select two sites. Read the site requirements carefully before making contact. Sites often have very specific procedures for accepting counseling interns. You will want to follow those procedures thoughtfully.

### **Contact past interns.**

After you have selected two or three sites, Lydia Ewonus, the Administrative Coordinator, will be able to help you contact students who have had experience with those agencies. Please limit your request to no more than three student contacts. Also, consider going to CPS student organization meetings where you can contact advanced students informally, and hear their feedback about sites.

Finally, you may know of an agency or counseling practice that you believe would make a good site for you that is not currently on the approved site list. Your first step is to schedule an appointment with the Clinical Coordinator, Dr. Orr, to discuss your options.

### **Select carefully.**

Be careful in your site selection. Some agencies are not able to accommodate all GSU requirements. For example, some agencies provide only group counseling, or some do not allow taping. You will need to negotiate with the site to meet all requirements including clinical and direct service hours, individual and group work, working with long-term clients, supervision, and taping. **You may need to arrange a second site if you are not able to meet all requirements at your first choice.** Both sites must approve this arrangement. As you make your decision, be sure to take into consideration travel time and other important variables. Once you have selected site, remember that the agency is counting on your commitment.

### **Get all the facts.**

As mentioned in the previous section, you are responsible for negotiating with the site to ensure that it can meet the requirements for practicum and internship including direct hours, clinical hours, recording sessions, individual sessions, group sessions, etc. When interviewing, you will want to gather as much information as you can about the site. The following questions may help you get the information you need to make an informed choice:

1. What type of work will you be doing?
2. What is the client population you will be working with?
3. How flexible is the site in scheduling? Could you work nights or weekends?
4. How many hours will you be working on site?
5. Will you be able to get approximately 12 to 15 hours per week during Applied Practice I; 20 hours per week during Internship I; and 25 to 30 hours per week during Internship II?
6. Will this site have enough clients for you to meet your direct service requirements?
7. Will you be able to counsel clients face-to-face for at least 40 hours during the first 10 weeks; at least 45-60 hours during the second 6 weeks; and at least 180-200 hours during spring semester?
8. If you are not able to fulfill the requirements at this site, will the agency object to your adding another site?
9. Who will be supervising you? Does the on-site supervisor have a minimum of a masters' degree in counseling or closely related field, appropriate licensure, a minimum of two years' pertinent professional experience, and training in clinical supervision?
10. How much supervision will the site provide? Will the on-site supervisor meet with you for at least one hour each week for the entire nine-month sequence?
11. Will an appropriately licensed supervisor always be present on site when you are seeing clients?
12. Is audio or video recording allowed for purposes of supervision?
13. What is the agency procedure to get informed consent for recording sessions?
14. How does the agency report child or elder abuse?
15. What is the orientation or pre-service training requirements for interning at the site?
16. Does the site have in-service training opportunities?
17. Are there opportunities for learning to use assessment instruments?
18. Will you have the use of computers, professional literature, and research at the site?
19. Will you have a desk or office in which to do paperwork?
20. What is the agency policy concerning the reporting of suicidal or homicidal ideation?
21. Will you be able to work with some individual clients over several sessions?

22. Will you be able to co-lead or solo-lead groups?
23. Will you be expected to travel to off-site locations? Who will be with you? (You are not allowed to travel to external sites unless a supervisor is present.)
24. How many semesters are you expected to be involved with the agency?
25. Does the site require drug screening and/or background checks?
26. What is the most convenient transportation and route to the site?

You may have other questions that are important to you. Although the site listing at GSU is continuously updated, there is often notable turnover in personnel and/or policy in some agencies. Make certain that agency changes will not cause you problems as you try to meet university requirements.

**Always ask about recording.**

Always ask if recording is permissible. There are some sites on the approved list that provide a full range of clinical experiences, and can give a rich practicum- internship experience, but do not allow recording. If you choose such a site, it is your responsibility to find a way to meet the recording requirement. You will want to have the opportunity to have your supervisor sample your clinical skills through the recordings. Recording your sessions and reviewing them with your supervisor will help give you the most complete supervision experience. You are expected to meet all the requirements of the university and your individual GSU supervisor.

**Complete the prerequisite courses.**

Plan to begin your practicum work after completing the course prerequisites (listed in this handbook). If you have completed the prerequisite courses and have maintained a 3.0 average, you may begin CPS 7660/7663 in the Fall of 2021.

If you have planned to complete the required courses during the summer before practicum begins, and for any reason those courses are not completed, permission to begin practicum will be rescinded and you will be withdrawn from the fall practicum-internship sequence.

**Attend the Mandatory Practicum-Internship Orientation.**

Practicum-Internship Orientations are scheduled to be held in the CPS Department each year in January. Students are required to attend the practicum-internship orientation in the January directly before beginning the practicum-internship the following fall. If you attended the orientation and subsequently delayed your practicum-internship, you must attend the orientation again. **If you do not attend the orientation, you will not be able to begin the practicum-internship placement that next year.**

**Meet the application deadline.**

To enter the practicum-internship sequence in Fall 2021, you must submit your application by February 12, 2021. Applications are submitted online at: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>. Any change in requirements will be listed on the application, posted on the practicum information bulletin board located in the CPS main office, and sent to you at your GSU student e-mail address. **No late applications will be accepted.** Any late applications will be discarded and the student will be required to reapply for the following year.

You are not required to submit another application. You will enroll for both CPS 7660 and CPS 7680 or CPS 7663 and CPS 7683 at the beginning of fall registration. Lydia Stewart, Administrative Coordinator, will notify you at your GSU e-mail address that your practicum application has been received.

**Meet the chosen site information deadline.**

Once you apply for practicum-internship and have chosen an approved site, your next step is to submit the Chosen Site Information Form 1003 via the internet at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>. Your site must be finalized and the site information submitted by April 23, 2021. If this form is not submitted by the deadline, you will be dropped from your practicum class on the last day of Phase II registration. If you change sites, you must complete this form again for your new site.

**Register for Applied Practice I AND Internship I during fall semester registration.**

Register for both Applied Practice I and Internship I during the regular fall registration. In the first ten weeks of fall semester 2021 (mini-mester I), you will take CPS 7660/7663 Applied Practice I. You will continue in the remaining six- six weeks of fall semester (mini-mester II) with CPS 7680/7683 Internship I, in the same class, at the same time, with the same supervisor.

**Please Note:** You will register for both CPS 7660 and CPS 7680 I or CPS 7663 and CPS 7683 at same time slot with the same supervisor once during fall registration.

It is not necessary for you to fill out a course authorization form for Fall 2021 to register for CPS 7660/7663 and CPS 7680/7683. Your confirmed attendance at a Practicum-Internship Orientation will serve as your authorization to register for

CPS 7660/7663 and CPS 7680/7683. You are authorized to register only for the course, not for a particular section. All sections fill during registration on a first come first served basis.

If you have not completed all required courses by fall 2021, the authorization to participate in practicum-internship that year will be rescinded.

Sometimes the system makes you add the courses at the SAME TIME. To do this, note the CRN numbers for your match CPS 7660 and CPS 7680 sections (or CPS 7663 and CPS 7683 matching sections). Then, in GoSOLAR, do the following:

-click on the registration tab.

-select Add/Drop/Withdraw Classes.

-select the upcoming fall term

-scroll down to the Add Classes Worksheet part, and type in the two CRN's for your matching 7660 and 7680 sections -Hit submit changes.

### **Meet the proof of insurance deadline.**

The deadline to provide proof of insurance is June 18, 2021.

### **Begin Applied Practice I on time.**

If you are unable to begin your practicum during the first week of the fall 2021 semester, you will be required to delay your practicum-internship experience until the next year.

### **Register for CPS 7680/7683 Internship II during spring registration.**

As stated, you must register for both CPS 7660/7663 Applied Practice I and CPS 7680/7683 Internship I during fall registration. During spring registration, register for the 7680/7683 section with the same day, time, and supervisor you had in the fall. If you have any questions about this process, contact Lydia Ewonus or Dr. Wofford, Practicum-Internship Clinical Coordinator.

All fees must be paid according to the university schedule to remain on the class roll each semester.

Check the section on Financial Aid of this handbook.

### **What if your site wants to hire you before your internship ends?**

Congratulations! Students sometimes receive job offers from their internship sites. If you choose to accept the offer, this arrangement must be approved by your university supervisor in order for the resulting work to be credited toward your internship hours. Keep your GSU supervisor informed.

## Practicum-Internship Requirements

### CPS 7660 Applied Practice I

The mental health counseling program requires the student to complete a supervised practicum experience totaling a *minimum* of 100 clinical on-site clock hours (see the definition lists for clinical and direct service hours in this handbook). The practicum provides for the development of individual counseling and group counseling skills under supervision. The requirements for Applied Practice I include the following:

1. A **minimum** of 100 clinical hours on site. Forty (**40**) of those 100 hours must be direct service. This means face-to-face hours with clients. Direct service hours can be acquired through individual and/or group counseling. The remaining **60** hours may be composed of other clinical experiences as directed by the agency. Hours accrued during practicum must be counted during practicum.
2. All interactions with individual clients must be documented through audio and/or videotape. Some of these taped sessions must be submitted for use in supervision. The number and length of tapes is left to the discretion of the individual GSU supervisor. Most GSU supervisors require a minimum of three tapes per week;
3. One hour per week of individual supervision on site;
4. One hour per week of individual supervision with the GSU supervisor;
5. One hour forty minutes weekly supervision group at GSU with other students in CPS 7660 practicum; and
6. Ongoing assessment of the student's performance throughout the practicum by both the site supervisor and the GSU supervisor, including formal evaluations at the completion of the practicum. A copy of this evaluation, Form 1013 is found in this handbook.

### **Important Restrictions**

1. You are **not** allowed to accrue practicum-internship hours until the first day of GSU fall 2021 semester classes. This restriction is due to the GSU calendar, insurance parameters, liability, and the availability of GSU supervision.
2. Some sites may ask that you attend orientation or other training prior to the start of the semester. These hours must be negotiated with your on-site supervisor. Hours spent on site before the fall semester begins will not count towards your total hours required by the university for practicum. All hours, however, add to your overall experience in the field and can be noted on your resume.
3. If you are not able to start at the first week of the fall semester, you will be asked to postpone practicum and internship until the next fall.

### **CPS 7680 Internship I and II**

Internship I begins at the end of Applied Practice I and runs for 5-6 weeks (to the end of fall semester). Internship II begins on the first day of the spring semester in January and runs through the end of spring semester for fifteen to sixteen weeks.

The program requires students to complete a supervised internship of 600 clock hours (suggested 100-120 hours for CPS 7680 in the remaining 5-6 weeks of fall semester and 480-500 hours for CPS 7680 during spring semester). These hours begin after successful completion of the CPS 7660 Applied Practice I. The internship requirements include the following:

1. A **minimum** of 600 clock hours on site: suggested 100-150 during fall, 450-500 during spring; No hours accrued during practicum may be counted for internship.
2. A **minimum** of 240 of the 600 hours must be direct service with clients (45-65 hours for CPS 7680-fall and 180-200 for CPS 7680/7683-spring) Client hours must be appropriate to the program of study. The total hours must reach **600** combined for clinical (**360** hours) and for direct (**240** hours) service.
3. One hour per week of individual supervision throughout the fall internship with the GSU supervisor. This may extend into the spring semester at the request of the supervisor or the student;

4. One hour per week of individual supervision throughout the internship (fall and spring) with the on-site supervisor;
5. One hour forty minutes continuation of the weekly supervision group at GSU.
6. Submission of audio and/or video recordings of the student counselor's sessions with clients for use in supervision at the direction of the supervisors. Plan to continue recording throughout the practicum and internship (CPS 7660 and CPS 7680). Students are expected to have both individual and group counseling experience during fall and spring semesters. All individual sessions should be recorded for review.
7. A formal evaluation of the student's performance during the Practicum (Form 1013), internship (Form 1014 for CPS 7680 fall, Internship I; and Form 1017 for CPS 7680-spring, Internship II). Form 1015 will be your evaluation of the GSU supervisor.

### **Extension of Internship**

The internship is meant to be completed in two semesters. However, in special cases approved by the faculty, a student may extend their internship in order to complete the required hours. To extend the internship, the student must have a written agreement from the site and from the GSU supervisor. This agreement must be filed with the Practicum-Internship Program Coordinator. Liability insurance must be extended for this time period.

### **If You Must Change Sites during Practicum-Internship**

In the event that a change of a site is necessary, the student must first process this decision with the GSU supervisor. This conversation should be followed by an interview with your supervisor at the agency. The student must complete the Change of Site Placement Form 1005. You can find a copy of Form 1005 in this handbook. This form must be approved by the Practicum-Internship Clinical Coordinator and the Mental Health Counseling Program Coordinator before starting work at an alternate site.

## Combined Hourly Requirements Restated

**Applied Practice I (CPS 7660): 100 total hours (including 40 direct service hours and 60 clinical hours)**

**Internship I and II (CPS 7680): 600 total hours (including 240 direct service hours and 360 clinical hours)**

The CACREP/CORE requirements for 700 hours are all accumulated on-site. None of the instructional hours for CPS 7660/7663 or 7680/7683 (the individual and group supervision at GSU) count towards the total of 700 hours.

As was stated previously, you are not allowed to tally practicum-internship hours until GSU Fall 2021 classes begin on August 23, 2021. This restriction is due to the GSU calendar, insurance parameters, and the availability of GSU supervision. If a student is not able to start the practicum at the beginning of fall semester, the student will be asked to postpone practicum and internship until the next fall. Some sites may ask that you attend training prior to the start of the semester. These hours will not count towards your total hourly requirements for GSU. *Hours from practicum may not be banked for internship.*

### Examples of Direct Service and Clinical Hours

Examples of direct-service and clinical hours are listed below. This list does not cover all situations. If you have a question about a service that is not covered, be sure to ask your GSU supervisor. All Clinical Mental Health Counseling interns must have long-term clients. The number of clients and what constitutes “long term” will be determined by your GSU supervisor.

#### Direct Service

Face-to-Face counseling  
Couples counseling/ Family counseling  
Group counseling (as leader or co-leader)  
Psycho-educational group leader/instructor  
Telemental health  
Consultation with clients or families  
\*Psychosocial evaluations  
\*Intake interviews

#### Clinical Hours

Clinical rounds  
Shadowing  
Writing case notes  
Research (assigned) for client care  
Treatment planning  
Attending agency meetings  
Staffing (case presentations)  
Site requirements NOS

\* at the discretion of your GSU supervisor

## Supervision

### **Purpose**

Supervision is a tutorial form of instruction wherein a supervisor assigned to the program monitors the student's activities in practicum-internship and facilitates expanded learning and clinical skill development.

The practicum-internship experience is central to the education of professional counselors. Practicum and internship requirements are considered to be the most critical experience elements in the program. The supervision process is an integral part of this experience as it provides the opportunity to hone skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a professional counselor. Supervision is not personal therapy. If you have personal issues, it is not appropriate to work on these during supervision. CPS encourages all students to get personal counseling.

### **Process**

Individual supervision is a one-to-one relationship between the practicum student and their supervisor. The typical format is regular, weekly meetings for a minimum of one hour. Attendance is mandatory. Students should be prepared to use supervision time effectively, both on-site and at the university. Your GSU supervisor will expect you to prepare an agenda for supervision to include questions about clients, skills, techniques, ethics, theory, and research. It is your responsibility to come prepared to work. This should include reviewing your counseling sessions and listening to your session recordings. Before supervision, counseling sessions and recordings should be thoroughly previewed and critiqued. You can use Forms, 1030 and 1031 found in this handbook. Bring notes or an agenda reflecting important content for discussion. Have recordings cued and ready for presentation.

### **Faculty**

All faculty members in the Department of Counseling and Psychological Services (CPS) are firmly committed to the preparation of professional counselors in their practice and in their professional identity. Every core, adjunct, part-time, and affiliate program faculty member who provides supervision for practicum-internship has appropriate professional clinical education and experience and has demonstrated competence in counseling at levels appropriate for the students supervised. Every supervisor also has had education and training in supervision. All GSU supervisors remain in consultation with the Clinical Coordinator regarding site issues and the professional development of each GSU intern.

The commitment to training, both masters' students and doctoral students, has led the CPS Department to establish a tiered program of supervision. In this structure, doctoral students who have completed training in clinical supervision, have served as supervisors-in-training under a faculty member, and have clinical experience in the field are eligible to serve as supervisors-of-record. The doctoral students who are selected have completed a counseling practicum and internship experience equivalent to those within the entry-level program. They must have completed their training in counseling supervision. During their work as supervisors, they are themselves supervised by program faculty with a faculty/student ratio of 1:6.

### **The Site Supervisor**

A site supervisor is required to meet the following minimum criteria:

1. a minimum of a master's degree in counseling or a related profession;
2. licensure and/or certification in counseling or a related field;
3. a minimum of two years of pertinent professional experience;
4. training and experience in clinical supervision; and
5. knowledge of the GSU program's expectations, requirements, and evaluation procedures for students.

\* *Modified:* Council for Accreditation of Counseling and Related Educational Programs (CACREP). The 2016 Standards

### **Group Supervision**

The practicum-internship groups are tutorial forms of instruction; therefore, the ratio of six students to one supervisor is considered equivalent to three-credit semester course. Group supervision, an additional supervision component at some sites, typically involves case presentations and discussion of relevant professional issues under the direction of one or two professional clinicians. Group supervision on site is optional. Group supervision at the university is required. Attendance is mandatory and absenteeism may result in having to repeat the entire practicum-internship sequence.

### **Attendance**

Practicum-Internship is an intense nine-month commitment. **Attendance is mandatory for all supervision sessions at GSU and on site.** Illness and death are the only excusable reasons for missing supervision. Schedule activities (doctoral program interviews, trips, vacations, weddings, ski trips, mission trips, children's days off, etc.) before or after the practicum-internship experience. Doctor and dental appointments will not be excused. You know to set these appointments at

different times than the individual and group supervision times. In cases of emergency, you must negotiate with your GSU supervisor for a substantial experience in order to continue. In cases of illness or death in the family that require a prolonged time of absence, you will be allowed to restart your practicum-internship at a later sequence. Please understand that **any unexcused absences may result in your having to repeat the entire practicum-internship sequence.**

### **Recording for use in Supervision**

The use of audio/video recording or live supervision provides a rich stimulus for feedback and offers opportunities to reflect on issues and dynamics that occurred during your counseling interviews. Audio recordings of counseling sessions are required for supervision in Applied Practice I and Internship I and may be required during the spring internship at the discretion of individual instructors. **It is the responsibility of the student to meet the GSU taping requirements.**

### **Recording Tips**

In order to maximize the quality of supervision, clear and audible recordings are essential. There are several ways to help ensure quality sound:

1. An inexpensive recorder can be used if the microphone is of high quality.
2. Practice using the recorder. Find out the placement that will deliver the best sound. Try out the recorder in the office prior to sessions to avoid mechanical errors when you are with clients.
3. Place the recorder between the counselor and the client at a reasonable height to record. Placement of the recorder on a hard surface may cause vibrations. A book under the recorder can be used to absorb vibration.
4. Do not use a voice-activated recorder. You will miss important silences. It will also make transcribing more difficult.

### **Long-Term Clients**

A client who meets with you over several sessions to resolve a particular problem allows for the therapeutic relationship to develop and gives you the opportunity to experience the counseling process. In several sessions, you will have an opportunity to conceptualize the problem, set goals, initiate an intervention, and encourage change in the client's life. Negotiate early in your practicum with your site supervisor to ensure that you have clients who will fit your GSU supervisor's requirements for "long-term."

## **Confidentiality**

The importance of confidentiality cannot be stressed enough. Maintaining confidentiality is essential in building trust with your clients. There are several aspects of confidentiality of which you need to be especially aware:

1. Learn your agency's policies regarding maintaining confidentiality of case notes, files, and recording (HIPAA and FERPA).
2. Before recording a session, it is your responsibility to obtain written permission from your client. You must also explain the limits of confidentiality to clients if this is not provided in writing by the agency. You should let clients know who will be hearing the recording and for what purpose.
3. If your clients are minors, you must obtain written permission to record from parents or whoever has custody or guardianship.
4. Any information shared in supervision group is to be kept confidential by all group members.
5. When labeling recordings, transcripts, and/or case notes, use only the client's initials. Nothing with your clients' names or identifying information should ever leave the practicum-internship site.
6. Turn in recordings directly to your supervisor. Recordings should never be delivered by another student or counselor. After recordings have been reviewed, receive the recordings directly from your supervisor in the same manner. Never leave recordings unattended.
7. Procedures should be established by you, the site supervisor, and the client as to the final purging of recorded contents.

## **Client Records**

There are many excellent books and workbooks that have simple formats and written guidelines for producing various client records (intake, session notes, treatment plans, termination outlines, etc.). Examples are found in *The Clinical Documentation Sourcebook* by Donald E. Wiger. Another good resource is *Real World Treatment Planning* by Daniel Johnson and Stephanie Johnson. You will also be trained in your GSU coursework. You may use these formats as models; however, your site will probably have its own forms and procedures that you will follow. If your site does not require written records, work with your GSU supervisor in learning how to keep good client records. Future job sites will expect you to be able to manage clinical paperwork.

## **Critical Clinical Issues**

As you begin to work with clients, undoubtedly you will come face to face with critical care issues such as threats of suicide, homicide, or doing harm to someone. You may hear about ongoing child abuse or elder abuse. These are issues that must be addressed with your supervisor on site immediately. Learn ahead of time the specific agency policies concerning these circumstances. Critical issues should also be discussed with your GSU supervisor.

## **Documentation**

Documentation of your practicum-internship hours is an important part of your practicum-internship experience. This handbook provides descriptions and copies of the forms that you will need. You will be asked to have your site supervisor sign off on the hours you spend on site. You will keep a daily record of how your time is spent in individual or group counseling, in supervision, and other clinical activities. Specificity is important. You will need to track hours for licensure and sometimes for advanced degree programs. The CPS Department also needs documentation for CACREP, CORE, and university evaluations. Requirements about which forms are used and when they are due may vary between supervisors. **It is your responsibility to meet the requirements of your individual supervisor.**

## **The Evaluation Process**

You will be formally evaluated by your supervisors three times during the practicum-internship sequence. At the conclusion of Applied Practice, your on-site supervisors will evaluate your work using Form 1013. Form 1014 and Form 1017 will be used to evaluate your work at the conclusion of Internship I in the fall and Internship II in the spring respectively.

It is your responsibility to provide these forms to your on-site supervisor at the beginning of each evaluation period so that they will have time to fill out the forms and return them to your GSU supervisor in time for you to be graded by the university schedule. It is wise to solicit ongoing assessment of your clinical work to avoid any surprises on the written evaluations.

All forms related to practicum and internship appear in Appendix A. Appendix B presents the forms organized by experience (practicum or internship) and by entity responsible for completing them (student, on-site supervisor, or GSU supervisor).

## **Grading**

Grading is the responsibility of your GSU supervisor in collaboration with the on-site supervisor. Possible grades are Satisfactory (S), Unsatisfactory (U), and In Progress (IP). If you receive a grade of IP for both CPS 7660/7663 Applied Practice and CPS 7680/7683 Internship I, you will not be allowed to register for spring semester.

## **Retention**

The GSU practicum-internship supervisor has the authority and responsibility to withdraw a student from a practicum or internship placement if the student's performance constitutes a concern or threat to best client care. Should deficits surface during the practicum or internship, the GSU supervisor may write a contract for improvement. This contract will be shared with the Clinical Coordinator and monitored for successful completion. If removal from a site becomes necessary, the student will be given a “U” for the semester. If a student receives a grade of “U” for any semester of the practicum-internship, the student must appear before a select committee of the Faculty for re-instatement in order to repeat the practicum-internship sequence. The student will meet with the Clinical Coordinator to set up this appearance. It is the student’s responsibility to request re-instatement.

## **Licensure Information**

For those planning to pursue professional licensure in Georgia as an Associate Professional Counselor (APC)—*formerly Licensed Associate Professional Counselor (LAPC)*—followed by licensure as a Professional Counselor (LPC), requirements and application forms can be acquired by contacting the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at 478-207-1670 or <http://sos.ga.gov/index.php/licensing/plb/43>.

Documentation for supervision verification can be submitted to your GSU supervisor to be signed and notarized at the end of practicum-internship. If there is any chance that you will be applying for Georgia Licensure, take advantage of this opportunity. Records may be lost or faculty members gone at a later time. Returning later for signatures or information may lead to disappointment and frustration.

The CPS Department has also arranged for our students to receive a discount for The National Counselors' Exam, which takes place at a Pearson VUE center between specific dates in April-June each year. This is the exam that is used for Associate Professional Counselor (APC)—*formerly Licensed Associate Professional Counselor (LAPC)*—licensure in Georgia. We encourage you to take the exam while your course work is fresh on your mind. The exam is quite expensive (around \$335.00), even with the student discount. You may want to save ahead for this event. Registration information will be sent to your *student.gsu.edu* email address in the Fall semester.

**The Department of Counseling and Psychological Services is not a licensure or certification organization. All counseling students are responsible and accountable for obtaining certification information to be a National Certified Counselor (NCC) from the National Board for Certified Counselors (NBCC). Mental Health counseling students are responsible and accountable for obtaining certification information to be a Certified Clinical Mental Health Counselor (CCMHC) from the National Board for Certified Counselors (NBCC). Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for licensing or certification boards.**

Certification and licensure boards (including NBCC, CRCC, and LPC in Georgia) reserve the right to approve/deny each individual application, or require additional coursework of any applicant. While this program is a recognized program, completing it does not guarantee certification and/or licensure.

Certification/licensure is granted only by the appropriate boards—it is not granted by a graduate program. Each board reserves the right to maintain and change their eligibility requirements, including but not limited to graduate mental health counseling program course requirements, as well as the criminal and professional disciplinary history of the applicant. Concerned students should contact the boards of their desired certification and licensure before completing the mental health counseling program.

***NOTE: Keep copies of your graduate bulletins and all class syllabi. It is wise to keep a file of the originals of all documentation required for practicum-internship. Before you graduate, secure the signature of your GSU supervisor on any forms needed for certification or licensure. This will make the process much easier as you move forward in your career.***

## **Georgia State University Site Requirements Mental Health Counseling**

The Department of Counseling and Psychological Services (CPS) at Georgia State University subscribes to the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an outside accrediting agency, and endorses CACREP standards.

To be a practicum-internship site, an agency must be willing to

- enter into a formal contract with the Department of Counseling and Psychological Services, Georgia State University, and the Board of Regents. Contracts are standardized but can be altered to accommodate specific needs of the site or special services offered by the site. The contract states that it may be broken at any time with a 90 day notice by either party.
- participate in an interview between the agency administrator and the GSU Clinical Coordinator when becoming a site for the first time to talk about administrative and clinical needs for the agency and the university.
- conduct a pre-practicum interview with potential interns to determine match.
- assign to the intern a clinical supervisor who agrees to meet one hour each week with the intern. The supervisor is responsible for instructing the intern about the functions and objectives of the agency as well as providing clinical oversight for the student's interactions with clients.
- keep the Counseling and Psychological Services Department updated on any changes at the site which would be important to the students at the site or to new interns making contact.
- provide enough clients for individual and group counseling in order for the student to meet direct service hours.
- have a place and procedure to ensure the confidentiality of all client records.
- allow for sample work behaviors (audio or video recording) to be shared with the Georgia State University supervisor. The university supervisor must be aware of the intern's professional growth to be in a position to attest to the intern's clinical abilities on the application for licensure.

To be a site supervisor, the professional clinician must

- hold a Master's degree or higher in a helping field (mentalhealth, psychology, social work, rehabilitation counseling, etc.).
- hold a license and/or certification in counseling or related discipline.
- have a minimum of two years of professional clinical experience.
- have training and experience in clinical supervision.
- know the GSU program expectations, requirements, and evaluation procedures for students. The intern will make these requirements and procedures available to the site supervisor during the first week on site.
- commit to giving a minimum of one hour of individual or triadic supervision per week during the entire 2 semester practicum-internship experience. Group supervision provided by the agency, though very beneficial does not replace the individual supervision required.
- provide feedback to the intern on a regular basis (strengths as well as improvement areas), and provide overall support for the clinical experience while at the agency.
- provide the intern with the opportunity to attend staffing and training sessions offered by the agency.
- provide the intern with the opportunity to counsel individual clients and co-lead in group therapy.
- train the student in agency procedures to guarantee confidentiality to clients.
- assist the intern with opportunities to counsel a number of clients throughout a process of change. This includes the intern's meeting with some clients for a number of sessions.
- allow the student to record (audio or video) individual client sessions in order to provide samples of clinical behaviors for on-site and GSU supervisors.

- be available on-site while the intern is counseling clients. If the agency supervisor must be away from the site, an established procedure should be in place to identify who will be responsible in the absence of the supervisor. The designated person is to be identified by the agency and must have the same (or more) qualifications as the supervisor. ***At no time should the intern be left at an agency to conduct counseling without a supervisor on site.***
- inform the intern of ethical and legal mandates and the policies of the agency in critical care issues such as harm to self or others.
- inform and train the intern about all agency safety procedures and protocols (e.g., code names, buzzer systems, furniture placement, seating arrangements) and tips about safe parking and moving in and out of the agency facilities safely.
- be receptive to an on-site visit early in the year by the Georgia State University supervisor for purposes of intern support, feedback, and evaluation.
- participate in bi-weekly consultation with the GSU supervisor.
- call the GSU supervisor if there is a need to take corrective action with the student. Working in the best interests of the clients and the student, the agency and university can work together to make sure that the intern is prepared. Sometimes the student may need assistance learning procedures, working in the best interests of the clients, and adjusting to the training and the site.
- give evaluations of the intern's work using the GSU forms at the conclusion of each semester (Form 1013 at the end of the practicum, Form 1014 at the end of the Internship I, and Form 1017 at the end of the Internship II in the spring). An on-site supervisor may also elect to write a letter. The evaluations should be processed by the on-site supervisor and the intern before returning them to the GSU supervisor.
- give a brief evaluation of the GSU training program at the conclusion of the student's internship experience with the agency (Form 1018).

To help the intern meet hourly requirements, the site must

- be able to allow the intern a minimum of 10 hours a week on site for Applied Practice (CPS 7660/7663). Practicum lasts 10 weeks, starting August 20, 2018. The intern must accumulate 100 clock hours on-site during this time. During the practicum experience, of those 100 clock hours, at least 40 hours must be in direct service to clients. The 60 remaining hours can be a combination of charting, staffing, learning about services of the center, and other clinical activities. **Please note that shadowing another therapist *does not* count as direct service hours.**
- help the student record (audio or video) all counseling sessions in which the student is working alone with individual clients. The student must submit approximately 18-20 tapes during fall semester to the GSU supervisor for review. This is approximately 3 tapes per week. Tapes should be varied as to client, topic, and stage in the process. The GSU taping requirement ends in December, but students are encouraged to continue taping as long as possible for their own growth and development. If the intern has demonstrated insufficient progress, has produced an insufficient number of taped sessions, has not had a variety of session work, or has not turned in tapes to GSU supervisor, the taping requirement could be extended through the spring.
- be able to provide the intern with a minimum of 25-35 hours a week for Internship I and II. During internship the student must accrue a total of 600 hours on site. Internship runs from the end of October until May of the following year. The Internship is broken into two semesters, a 4-week mini-semester October and December and a full 16 week semester beginning January through May. By the conclusion of the internship the intern should have completed 360 Clinical Hours and 240 Direct Service hours.
- monitor the internship logs kept by the student. The intern will be asked to keep a daily, weekly, or monthly log of hours on site. Form 1010 has been developed for this purpose. A supervision log is also required by GSU and the Composite Board for licensure. Form 1011 may be used for this purpose. Logs must be signed by the site supervisor. This is one method of ensuring accurate accounting of clinical, direct service and supervision hours.

## **Program of Study**

Major: Mental Health Counseling

Degree: Master of Science

Catalog Year: 2018-2021 (Fall 2021-Spring 2022 Interns)

### **A. Professional Studies (9) Required:**

CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)

CPS/EPY 7500 Individual and Family Over the Life Span (3)

EPRS 7900 Methods of Research in Education (3)

### **B. Major (33) Required:**

CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)

CPS 6410 Basic Counseling Skills (3)

CPS 6450 Group Counseling Systems (3)

CPS 8430 Advanced Counseling Skills (3)

CPS 7260 Counseling Systems and Interventions (3)

CPS 7300 Career Theory, Assessment, and Intervention (3)

CPS 7450 Educational and Psychological Appraisal (3)

CPS 8100 Psychobehavioral Diagnosis (3)

CPS 8380 Family Systems and Interventions (3)

CPS 8460 Biopsychosocial Aspects of Addiction (3)

CPS 8470 Crisis Intervention (3)

### **C. Applied Practice Sequence (12) Required:**

CPS 7660 Applied Practice I: Mental Health Counseling (3)

CPS 7680 Internship: Mental Health Counseling (9)

### **D. Elective (6):**

A list of approved 3-credit hour electives for Mental Health Counseling Master's Degree students is available in each student's handbook and in the department at the front desk (CEHD 950).

**Program total: minimum of 60 semester hours**

## **APPENDIX A**

### **PRACTICUM AND INTERNSHIP FORMS**

This appendix contains a description of the different forms and copies of all the forms you will use during the practicum-internship sequence. You may copy the forms from the handbook or print the forms from the practicum-internship website <http://cps.education.gsu.edu/practicum-application-and-site-selection-information/>. **Please note that several forms must be completed on line.**

**NOTE:** Only **COPIES** of the forms should be turned in to the supervisor. **Keep all originals for your personal file.**

#### **Descriptions of the Forms**

##### **Form 1000** Application for Practicum-Internship

Form 1000, the application to begin the practicum-internship sequence, must be submitted according to the deadline published by the department. This date will be during the spring semester before the student expects to begin practicum- internship in the fall. This year the deadline is February 12, 2021.

You will be sent an e-mail informing you that your application has been received. All course prerequisites must be met before beginning Applied Practice I.

##### **Form 1001** Practicum Postponement Form.

<https://education.gsu.edu/cps/students/cps-student-resources-and-forms/>

If you apply but are unable to follow through with the practicum-internship at the scheduled time, Form 1001 documents that decision. Form 1001 should be completed on line and will be received by Lydia Stewart, Administrative Coordinator.

##### **Form 1003** Chosen Site Information Form.

After a site has been selected, you must complete Form 1003 to give accurate and up-to date information about the site you have selected. In order to begin practicum-internship on schedule, you must meet the deadline published for that semester. This year the deadline is April 23, 2021. Form 1003 must be completed on-line at <https://education.gsu.edu/cps/students/cps-student-resources-and-forms/>.

**Form 1004 Field Experience Proposal Form**

Once you secure a placement for practicum-internship, Form 1004 is to be used as a contract between you and the site supervisor. The form will outline the duties expected by the agency and the times you will be present at the site. The document should be signed by you, the site supervisor, and is approved by the GSU Supervisor.

**Form 1005 Change of Site Placement Form.**

Should you have the need to change sites at any time during the field placement, Form 1005 must be completed and processed with your GSU supervisor. In addition, the site supervisor is to be involved in this decision and must sign off on this form thus ensuring that appropriate closure has taken place. No student is to begin work at a new site until Form 1005 has the required signatures. Final approval for changing sites is given by the Practicum-Internship Program Coordinator.

<https://education.gsu.edu/cps/students/cps-student-resources-and-forms/>

**Form 1006 Permission to Tape Form.**

Form 1006 is an example of an informed consent form. Clients must give permission for counseling sessions to be taped and for taped sessions to be used in supervision. All individual sessions with clients must be taped during practicum.

Many sites have their own consent forms that can be substituted. These forms are to remain on site in the client's records.

**Form 1007 Transcript Review Form**

Form 1007 will be used by your GSU supervisor to review and critique tapes of transcriptions of your individual sessions with clients. These forms must never use client names or identifying information and are to be turned in to GSU supervisors as requested.

**Form 1009 Psychoeducation/In-Service Training Presentation Form**

Form 1009 may be used to evaluate professional training that the student prepares and presents for the supervision group at GSU or to clinicians in the field.

**Form 1010 Practicum-Internship Log.**

Form 1010, a monthly log, can accommodate the tasks and hours at most sites. Add any tasks or activities not covered in the space allowed, or attach an additional sheet. Data are to be current and made available upon request by the site and GSU supervisors. Turn in copies of these forms monthly, at the conclusion of each semester, or as required by your GSU supervisor.

**Form 1011 Supervision Log.**

Use Form 1011 to document all supervision sessions with date, length of session, topics covered, and the signature of the supervisor. Keep this documentation for your records. Turn copies in to your GSU supervisor as requested.

**Form 1012 Cumulative Summary of Practicum-Internship.**

Form 1012 is to be completed at the conclusion of each semester along with appropriate signatures. A copy should be submitted to the GSU supervisor at the end of each semester.

**Form 1013 Evaluation of Practicum Performance.**

Provide a copy of Form 1013 to your on-site supervisor during the first week of your practicum. The evaluation must be completed by the site supervisor and the GSU supervisor at the conclusion of Applied Practice I. Keep the originals for your records. Turn in a completed and signed copy.

**Form 1014 Evaluation of Internship I Performance**

Provide a copy of Form 1014 to your on-site supervisor during the first week of internship. Both GSU and site supervisors will complete this evaluation at the conclusion of Internship I. Turn in a signed copy. Keep the original for your records.

**Form 1015 Student Evaluation of Supervisor.**

Provide feedback for the supervision experience with both the on-site supervisor and the GSU supervisor on Form 1015. Submit copies at the completion of spring semester or as directed.

**Form 1016 Individual Learning Plan and Formative Evaluation of Supervision**

Form 1016 is completed for the spring semester before beginning CPS 7680/7683 Internship II in January. At the end of internship, the student will submit documentation of the steps taken to meet the projected goals.

**Form 1017 Evaluation of Internship II Performance**

Form 1017 is a long evaluation form. Make this form available to the site supervisor along with the due date during the first week of spring semester. The site supervisor must be given ample time to assess your performance and complete the evaluation before the GSU grading deadline at the conclusion of Practicum- Internship. Become familiar with the tasks that will be evaluated. Seek on-going feedback on these tasks. Submit a signed copy.

**Form 1018 Program Evaluation.**

Form 1018 gives the site supervisor the opportunity to evaluate the Clinical Mental Health Program at GSU based on the level of student readiness to enter the mental health field as a beginning professional. Form 1018 will be completed in the spring semester at the conclusion of CPS 7680, signed, and attached to Form 1017. A signed copy should be given to the GSU supervisor.

**Form 1019 Site Rating by Intern.**

Rate your internship site at the conclusion of each semester for your GSU supervisor. The forms will be given to the Practicum-Internship Program Coordinator to assess sites for any problems. The forms are then placed in the site directory for use by future interns.

**Form 1020 Summary of Practicum-Internship Experience.**

Form 1020 provides a breakdown of cumulative experiences during the nine months of practicum-internship. This overview of specific counseling activities and observations regarding strengths and areas for continued growth is helpful in goal setting and for the final summative closure. This form may have information required by some advanced programs, particularly those in marriage and family practice.

**Form 1021 Site Visitation Form: Georgia State University Supervisor.**

The GSU supervisor will complete Form 1020 for each site visitation and return it to the Practicum-Internship Program Coordinator. Data will be used to assess sites for compliance with GSU Site Requirements.

**Form 1022 Supervision Review.**

The GSU supervisor assesses the student's participation in supervision using Form 1022.

**Form 1023 Self-Care Planning**

Form 1023 helps the intern begin to develop a lifetime of self-care strategies by recognizing strengths and weaknesses and using this knowledge to prepare for a career in the mental health field. The student will be asked to be accountable to the supervision group for self-care during the Practicum-Internship Experience.

**Form 1024 Community Resources Project**

This form will guide the supervision group as they learn about resources in the community and are better to make helpful referrals. The student will develop a list of resources found helpful to their clients.

**Form 1025 Research Article Presentation**

The Research Article Presentation during Internship gives direct evidence of the student's use of current research to inform the practice of clinical mental health counseling.

**Form 1026 Advocacy Project**

The Advocacy Project allows the student to move beyond the counseling room to advocate for policies, programs, and/or services that are equitable and responsive to the unique needs of individual clients.

**Form 1027 Case Discussion (CPS 7660)**

The Case Discussion form is designed for the student to organize and highlight the content of a specific case. The assessment aspect is to focus on key issues in the preparation and organizational skills in case management.

**Form 1028 Case Discussion (CPS 7680 I)**

Form 1028 is similar to the assessment of a case discussion utilized in Form 1027 although is intended to be specific to additional learning in a case discussion. This form is to be prepared for the group supervision in a presentation for specific feedback.

**Form 1029 Case Discussion (CPS 7680 II)**

Form 1029 is similar to Forms 1027 and 1028 although emphasizes advanced issues relevant to treatment.

**Form 1030 Individual Session**

Form 1030 can be filled out for individual supervision for a client recording (individual session) that is being submitted to your supervisor weekly.

**Form 1031 Group Session**

Form 1031 can be filled out for individual supervision for a client recording (group session) that is being submitted to your supervisor weekly.

## **ONLINE FORMS**

**DUE BY FEBRUARY 12, 2021**

- **FORM 1000: Application for Mental Health Counseling Practicum and Internship:**  
<https://education.gsu.edu/cps/students/cps-student-resources-and-forms/>

**DUE BY APRIL 23, 2021**

- **FORM 1003: Practicum/Internship Chosen Site Information:**  
<https://education.gsu.edu/cps/students/cps-student-resources-and-forms/>

**FORM 1001: Practicum Postponement**

**FORM 1005: Change of Site Placement**

## Field Experience Proposal Form 1004

Student: \_\_\_\_\_  
Address: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Beginning date: \_\_\_\_\_ and Ending date: \_\_\_\_\_  
Prospective Site: \_\_\_\_\_  
Address: \_\_\_\_\_  
Site Supervisor: \_\_\_\_\_ Job Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Highest Degree: \_\_\_\_\_ Licensure: \_\_\_\_\_ Field: \_\_\_\_\_

According to Haynes, Corey, & Moulton (2003), the basic responsibilities of supervisors on site and at the university include

1. Recognizing that the supervisor is responsible, both legally and ethically, for the clinical actions of the supervisee.
2. Having knowledge of every assigned case/client with whom the supervisee is working.
3. Providing feedback and evaluation to the supervisee regarding performance.
4. Monitoring the actions and decisions of the supervisee involving client practice.
5. Providing documentation of the supervision sessions.
6. Supervising only within the scope expertise and Referring out for additional supervision or consultations as necessary.
7. Provide the supervisee with due process information.
8. Have a written contract between the supervisor and supervisee regarding the scope and expectations in supervision.
9. Monitoring the personal development of the supervisee as it affects the practice of counseling.
10. Modeling effective problem-solving skills for supervisees and helping supervisees develop their own problem-solving capabilities.
11. Promoting the supervisees' ethical knowledge and behavior.
12. Promoting the knowledge and skills required to understand and work effectively with clients' individual and cultural differences.
13. Educating the supervisee to critical ethical issues involved when working within a managed care system.

## Field Experience

On the following page, outline the chief responsibilities and approximate allocation of time expected in the proposed field experience. Any deviation from this proposal should be approved by the GSU supervisor.

Please address these topics:

1. Time: Indicate dates (months, year) and hours per week expected to be on site.
2. Experience: List the various duties you will perform and the approximate time to be devoted to each. (Duties should include all activities performed by full-time staff of the agency.)
3. Signatures: Complete the proposal with signatures from student and supervisors.

### FIELD EXPERIENCE PROPOSAL:

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

Host's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by:  
University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**PERMISSION TO TAPE FORM 1006  
(EXAMPLE)**

I, \_\_\_\_\_  
(Print Name)

\_\_\_\_\_ give my consent to \_\_\_\_\_  
Counselor

at \_\_\_\_\_  
Agency/Organization

to audiotape/videotape my counseling sessions. I have been informed that all tape recording will be done with my full knowledge and will be used for counselor training, supervision, and/or consultation purposes only. Any other use of this material is unauthorized unless I give informed written consent.

The co-signature of the counselor on this form acknowledges responsibility for the professional use and appropriate protection of and disposal of taped material. The third signature is verification by the \_\_\_\_\_ Agency/Organization supervisor that this consent form has been reviewed and accepted by this agency.

\_\_\_\_\_ Date \_\_\_\_\_  
(Signature of Client)

\_\_\_\_\_ Date \_\_\_\_\_  
(Signature of Counselor)

\_\_\_\_\_ Date \_\_\_\_\_  
(Signature of Supervisor)

**This form must be left on site in the client's file**

# TRANSCRIPT REVIEW

## FORM 1007

(Please assess your supervisee's transcript based on the following criteria)

Intern: \_\_\_\_\_ Tape Client Initials: \_\_\_\_\_  
Date of Session: \_\_\_\_\_ Session # with Client : \_\_\_\_\_

### 1. Supervisee Provided an Appropriate Case Note

- a. Subjective Data (presenting/other issues; interventions/therapeutic responses)
- b. Objective Data (MSE; current symptoms; diagnostic impression; cultural & developmental issues)
- c. Assessment (disorders present; current progress; other assessments)
- d. Plan (focus/objectives next session; homework)
- Supervisee was operating from a clear set of goals/outcomes for this session.

**CASE NOTE SCORE \_\_\_\_\_ out of 5 points**  
(CMHCS D.7)

### 2. Supervision Needs (5 points)

- Supervisee identified appropriate questions for the supervisor?
- Supervisee identified appropriate learning outcomes for this supervision meeting?

**SUPERVISION NEEDS SCORE \_\_\_\_\_ out of 10 points**  
(CMHCS D.9)

### 3. Supervisee Utilized Appropriate Basic Skills (Please select all that apply)

- Reflections
- Open-ended questions
- Meaning Statements
- Feeling Statements
- Perception Checkouts
- Other \_\_\_\_\_

**BASIC SKILL SCORE \_\_\_\_\_ out of 5 points**

### 4. Focus of the Session

- Supervisee was able to demonstrate understanding for a variety of models and theories related to clinical mental health counseling, including the methods, models, principles, and techniques of theoretical orientation. (CMHCS A.5)  
Please provide a specific example from the transcript:

- Supervisee selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CMHCS H.1). Please provide a specific example from the transcript:
  
- Supervisee demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CMHCS H.2). Please provide a specific example from the transcript:

**FOCUS OF SESSION SCORE \_\_\_\_\_ out of 15 points**  
(CMHCS A.5, H.1, H.2)

**5. Assessment of the Session (5 Points);**

- Supervisee appropriately uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CMHCS D.1) Please provide a specific example from the transcript::

**ASSESSMENT OF THE SESSION SCORE \_\_\_\_\_ out of 5 points**  
(CMHCS D.1)

**OVERALL TOTAL \_\_\_\_\_ OUT OF 40**  
Mastery of these standards is met by a cumulative score of 32/40

## Psychoeducation/In-Service Presentation Review Form 1009

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_

Rating:

- (1) Inadequate-omission of major characteristics for construct or activity
- (2) Minimal Demonstration of construct, activity and in need of refinement
- (3) Adequate
- (4) Quality is above average meeting majority of characteristics
- (5) Very good quality and execution of construct or activity
- (n/o) Not observed—not all statements are considered

1. Outline provided prior to the presentation	1	2	3	4	5	n/o
2. Identify critical learning	1	2	3	4	5	n/o
3. Introduction to the topic	1	2	3	4	5	n/o
4. Technique/practice identified	1	2	3	4	5	n/o
5. Connect technique to problem	1	2	3	4	5	n/o
6. Teaching Skill	1	2	3	4	5	n/o
7. Motivating group members	1	2	3	4	5	n/o
8. Over-all Summary	1	2	3	4	5	n/o
9. Handling questions	1	2	3	4	5	n/o

Presentation Form 1009 developed by Dr. Gary L. Arthur, Georgia State University, Department of Counseling and Psychological Services, 2010.

## PRACTICUM-INTERNSHIP LOG FORM 1010

Name \_\_\_\_\_

Month _____	Week 1 from: to:	Week 2 from: to:	Week 3 from: to:	Week 4 from: to:	Monthly Totals
ACTIVITIES					
Intake Interview					
Individual Counseling					
Group Counseling					
Family/Couples Counseling					
Counseling/Intervention					
Psycho-Education					
Community Work					
Career Counseling					
Advocacy					
Case Conference					
Report Writing					
Individual Supervision					
Other (Please List)					
<b>Weekly Totals</b>					

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

**PRACTICUM-INTERNSHIP SUPERVISION DOCUMENTATION LOG  
FORM 1011**

Add additional pages as needed.

ON-SITE SUPERVISOR

Day and Time of Supervision:

Date    Topic                      Signature

GSU SUPERVISOR

Day and Time of Supervision:

Date    Topic                      Signature

**FORM 1012: CUMULATIVE SUMMARY OF PRACTICUM-INTERNSHIP HOURS**

Student Name: \_\_\_\_\_ PANTHER ID: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Email: \_\_\_\_\_  
Program: \_\_\_\_\_

<b><u>1st Semester - CPS 7660/7663 Applied Practice</u></b> Semester: _____	
Instructor: _____	CRN#: _____
Site: _____	
Site Supervisor: _____	
Individual Hours: _____	Clinical Service Hours: _____
Group Hours: _____ (I + G)	Direct Service Hours: _____
Total Hours: _____	
_____ Site Supervisor	_____ date
_____ GSU Supervisor	_____ date

<b><u>1st Semester - CPS 7680/7683 Internship I</u></b> Semester: _____	
Instructor: _____	CRN#: _____
Site: _____	
Site Supervisor: _____	
Individual Hours: _____	Clinical Service Hours: _____
Group Hours: _____ (I +G)	Direct Service Hours: _____
Total Hours: _____	
_____ Site Supervisor	_____ date
_____ GSU Supervisor	_____ date

<b><u>2nd Semester - CPS 7680/7683 Internship II</u></b> Semester: _____	
_____ Instructor: _____	
CRN#: _____	
Site: _____	
Site Supervisor: _____	
Individual Hours: _____	Clinical Service Hours: _____
Group Hours: _____ (I +G)	Direct Service Hours: _____
Total Hours: _____	
_____ Site Supervisor	_____ date
_____ GSU Supervisor	_____ date

**Total Direct Service Hours (280 required):** \_\_\_\_\_  
**Total Practicum-Internship Hours (700 required):** \_\_\_\_\_

## EVALUATION OF PRACTICUM PERFORMANCE FORM 1013

Name of Student Counselor: \_\_\_\_\_

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

Period Covered by the Evaluation: \_\_\_\_\_

<b>General Supervision Comments</b>	<b>Poor</b>	<b>Adequate</b>				<b>Good</b>
	1	2	3	4	5	6
1. Demonstrates a personal commitment to developing professional competencies	1	2	3	4	5	6
2. Demonstrates appropriate self-care strategies ( MPCCS 1.D)*.....	1	2	3	4	5	6
3. Invests time and energy in becoming a counselor .....	1	2	3	4	5	6
4. Accepts and uses constructive criticism to enhance self-development .....	1	2	3	4	5	6
5. Engages in open, comfortable, and clear communication with peers and supervisors .....	1	2	3	4	5	6
6. Recognizes own competencies and skills .....	1	2	3	4	5	6
7. Recognizes own deficiencies and seeks supervision... (CMHCS D.9)* .....	1	2	3	4	5	6
8. Completes case reports and other current clinical mental health records punctually and conscientiously (CMHCS D.7)* .....	1	2	3	4	5	6
9. Understands counseling supervision models, practices, and processes (MPCCS 1. E)* .....	1	2	3	4	5	6
<b><u>The Counseling Process</u></b>						
10. Researches the referral prior to the first interview .....	1	2	3	4	5	6
11. Keeps appointments on time.....	1	2	3	4	5	6
12. Begins the interview smoothly.....	1	2	3	4	5	6
13. Explains the nature and objectives of counseling .....	1	2	3	4	5	6
14. Is relaxed and comfortable in the interview .....	1	2	3	4	5	6
15. Communicates interest in and acceptance of the client .....	1	2	3	4	5	6
16. Facilitates client expression of concerns and feelings .....	1	2	3	4	5	6
17. Focuses on the content of the client's problem .....	1	2	3	4	5	6

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 18. Recognizes and deals with positive affect of the client .....                            | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Recognizes and deals with negative affect of the client .....                            | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Is spontaneous in the interview .....  | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Uses silence effectively in the interview.....   | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Is aware of own feelings in the counseling session.....                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Communicates own feeling to the client when appropriate.....                             | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Recognizes and skillfully interprets the client's covert messages                        | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. Facilitates action-step planning and realistic .....<br>goal-setting with the client.    | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Initiates evaluation of goals, action-steps, .....<br>and processes with the client      | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. Explains, administers, and interprets assessments correctly.....                         | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Screens for addiction, aggression, and danger.....<br>to self and/or others (CMHCS H.3)* | 1 | 2 | 3 | 4 | 5 | 6 |

**The Conceptualization Process**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 31. Demonstrates skill in conducting intake interview, a mental status ...<br>and psychological evaluation, a biopsychosocial history,<br>a mental health history, assessments for treatment planning<br>and caseload management (CMHCS H.2)* | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. Recognizes and pursues discrepancies and the .....<br>meaning of inconsistencies  | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Uses relevant case data in planning both. ....<br>immediate and long-range goals  | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. Uses relevant case data in considering various strategies.....  | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. Promotes optimal human development, wellness, and mental .....<br>health through prevention, education, and advocacy<br>(CMHCS D.3)*  | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. Bases decisions on a theoretically sound and consistent.....<br>rationale of human behavior (CMHCS A.5)*  | 1 | 2 | 3 | 4 | 5 | 6 |

37. Demonstrates ethical and legal behavior in counseling ..... 1 2 3 4 5 6  
(CMHCS B.1)\*

Additional comments and suggestions:

Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

\*CACREP 2009 Standards Clinical Mental Health Counseling Section III .  
Portions of this evaluation are used by permission from Dr. Harold Hackney, Purdue University, based upon material from  
*Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, 1973.

# EVALUATION OF INTERNSHIP I PERFORMANCE

## FORM 1014

Name of Student Counselor: \_\_\_\_\_

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

Period Covered by the Evaluation: \_\_\_\_\_

<b>General Supervision Comments</b>	<b>Poor</b>	<b>Adequate</b>	<b>Good</b>
-------------------------------------	-------------	-----------------	-------------

1. Uses the principles and practice of diagnosis, treatment, referral..... and prevention of mental and emotional disorders to initiate and terminate counseling with clients (CMHCS D.1)*	1	2	3	4	5	6
--	---	---	---	---	---	---

**The Conceptualization Process**

2. Demonstrates the ability to modify counseling systems, theories, ..... techniques, and interventions to make them culturally appropriate for diverse populations (CMHCS F.3)*	1	2	3	4	5	6
--	---	---	---	---	---	---

3. Recognizes the differences between pathology and..... developmentally appropriate reactions to crises, disasters, and other traumatic events (CMHCS L.3)*	1	2	3	4	5	6
--	---	---	---	---	---	---

4. Is able to conceptualize an accurate multi-axial diagnosis ..... of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CMHCS L.2)*	1	2	3	4	5	6
---	---	---	---	---	---	---

**Clinical Issues**

5. Is aware of professional issues that affect clinical ..... mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems) (CMHCS A.7)*	1	2	3	4	5	6
---	---	---	---	---	---	---

6. Selects appropriate comprehensive assessment ..... interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CMHCS H.1)*	1	2	3	4	5	6
---	---	---	---	---	---	---

7. Demonstrates appropriate use of diagnostic tools, including ..... the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CMHCS L.1)*	1	2	3	4	5	6
---	---	---	---	---	---	---

8. Demonstrates appropriate use of culturally responsive ..... individual, couples, family, group, and systems modalities for initiating, maintaining, and counseling. (CMHCS D.5)*	1	2	3	4	5	6
---	---	---	---	---	---	---

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 9. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (CMHCS F.2)* | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Applies effective strategies to promote client understanding of and access to a variety of community resources. (CMHCS D.4)* | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (CMHCS J.2)*     | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Uses current and past research literature on diversity issues to inform treatment decisions. (CMHCS J.1)*                    | 1 | 2 | 3 | 4 | 5 | 6 |

Additional Comments and/or Suggestions:

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

\*Standards of the Council for Accreditation of Counseling and Related Educational Programs, Clinical Mental Health Counseling Section III.  
 Portions of this evaluation are used by permission from Dr. Harold Hackney, Purdue University, based upon material from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, 1973.

**STUDENT'S EVALUATION OF SUPERVISOR  
FORM 1015**

Name of Practicum-Internship Supervisor: \_\_\_\_\_

Period Covered: \_\_\_\_\_ to \_\_\_\_\_

**Circle the number that best reflects your experience:    Poor   Adequate   Good**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Gives time and energy in observing, tape processing, and case conferences.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Accepts and respects me as a person.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Recognizes and encourages further development of my strengths and capabilities.                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Gives me useful feedback when I do something well   | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Provides me the freedom to develop flexible and effective counseling styles.                        | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Encourages and listens to my ideas and suggestions for developing my counseling skills.             | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Provides suggestions for developing my counseling skills.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Helps me to understand the implications and dynamics of the counseling approaches I use.            | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Encourages me to use new and different techniques when appropriate.                                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Is spontaneous and flexible in the supervisory sessions.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Helps me to define and achieve specific concrete goals for myself during the practicum experience. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Gives me useful feedback when I do something wrong.  | 1 | 2 | 3 | 4 | 5 | 6 |

	<b>Poor</b>	<b>Adequate</b>	<b>Good</b>			
13. Allows me to discuss problems I encounter in my practicum setting.	1	2	3	4	5	6
14. Provides and adequate amount of attention to both me andmy clients.	1	2	3	4	5	6
15. Focuses on both verbal and nonverbal behavior in my and in my clients.	1	2	3	4	5	6
16. Helps me define and maintain ethical behavior in counseling and case management	1	2	3	4	5	6
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6
18. Maintains confidentiality in material discussed in supervision sessions.	1	2	3	4	5	6
19. Deals with both content and affect when supervising.	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
21. Helps me organize relevant case data in planning goals and strategies with my client.	1	2	3	4	5	6
22. Helps me to formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
23. Offers resource information when I request or need it.	1	2	3	4	5	6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6
25. Allows and encourages me to evaluate myself	1	2	3	4	5	6

	Poor Adequate Good					
26. Explains their criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
27. Applies their criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

**Please include any additional comments and/or suggestions.**

---

Supervisor Signature Date

---

Student Intern Signature Date

\*Printed by permission from Dr. Harold Hackney, Purdue University. This form was designed by two graduate students based upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, 1973. This form originally was printed in Chapter 10 in the *Practicum Manual for Counseling and Psychotherapy*, by K.M. Dimick and F.H. Krause, Muncie, IN: Accelerated Development Inc., 1980.



**Supervisor Feedback**

Some of the things that have worked for me during supervision include:

Some of the things that have not worked for me during supervision include:

I believe my GSU supervisor is doing the following effectively:

I believe my GSU supervisor has missed/is missing the following opportunities:

Additional feedback that might enhance my supervision experience:

# EVALUATION OF INTERNSHIP II PERFORMANCE FORM 1017

STUDENT: \_\_\_\_\_ EVALUATION

FROM \_\_\_\_\_ TO \_\_\_\_\_

SITE: \_\_\_\_\_

Using the following scale, the GSU Supervisor will evaluate the student based on taped counseling sessions, and participation in individual and group supervision.

1= needs considerable improvement in this area.

2= needs improvement in this area.

3=demonstrates minimal competency in this area

4= demonstrates competency in this area.

5= demonstrates exceptional ability in this area.

NA= not applicable

## **Knowledge Base**

1.The interrelationship between biology, psychology, and the environment in human behavior	1	2	3	4	5	NA
2. Dynamics, stages, and leadership skills in group work	1	2	3	4	5	NA
3. Therapeutic practices, techniques, and strategies	1	2	3	4	5	NA
4.Clinical diagnoses and accepted, effective treatment modalities	1	2	3	4	5	NA
5.New developments in counseling and clinical practice from the latest research and continuing education	1	2	3	4	5	NA
6.The uses and limitations of common assessment instruments	1	2	3	4	5	NA
7.Personal values, attitudes, beliefs, and behaviors as they relate to the counseling relationship and process	1	2	3	4	5	NA

Knowledge Base Overall Rating	1	2	3	4	5	NA
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## **B. Clinical Reasoning**

8.Uses purposeful, reasonable, and goal-directed thinking	1	2	3	4	5	NA
9.Bases clinical decisions on a theoretically sound and consistent rationale for human behavior	1	2	3	4	5	NA
10.Looks for conceptual themes in client stories	1	2	3	4	5	NA
11.Applies relevant research findings to inform the practice of clinical mental health counseling. (CMHCS J.1)*	1	2	3	4	5	NA

12. Differentiates between pathology and developmentally appropriate reactions to crises	1	2	3	4	5	NA
13. Conceptualizes accurate multi-axial diagnoses	1	2	3	4	5	NA
14. Recognizes pertinent information and discrepancies and inconsistent information	1	2	3	4	5	NA
15. Analyzes and uses data to increase the effectiveness of Clinical mental health counseling (CMHCS J.3)*	1	2	3	4	5	NA
16. Makes discerning use of client strengths and assets (physical, psychological, vocational, etc.)	1	2	3	4	5	NA
17. Develops treatment plans that are consistent with clients' abilities and circumstances	1	2	3	4	5	NA
18. Respects client goals by involving clients in formulating effective treatment plans	1	2	3	4	5	NA
19. Makes maximum use of community resources	1	2	3	4	5	NA
20. Manages caseload effectively	1	2	3	4	5	NA
21. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CMHCS H.4)*	1	2	3	4	5	NA

Clinical Reasoning Overall Rating	1	2	3	4	5	
NA						

**C. RELATIONSHIP SKILLS**

22. Develops a solid therapeutic relationship with clients	1	2	3	4	5	NA
23. Shows respect for clients	1	2	3	4	5	NA
24. Provides nonjudgmental encouragement	1	2	3	4	5	NA
25. Normalizes client concerns	1	2	3	4	5	NA
26. Establishes and maintains appropriate boundaries with clients	1	2	3	4	5	NA
27. Listens and responds effectively	1	2	3	4	5	NA
28. Utilizes appropriate eye contact, posture, voice tone, and physical contact	1	2	3	4	5	NA

29. Assists client in recognizing and assessing own strengths	1	2	3	4	5	NA
30. Maintains empathy	1	2	3	4	5	NA
31. Fosters clients' growth and development	1	2	3	4	5	NA
32. Encourages client independence	1	2	3	4	5	N/A
33. Establishes rapport with supervisors and other professionals	1	2	3	4	5	NA
34. Establishes and maintains appropriate boundaries with supervisors and other agency professionals	1	2	3	4	5	NA

Relationship Skills Overall Rating	1	2	3	4	5	NA
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**ASSESSMENT SKILLS**

35. Understands the purpose of testing	1	2	3	4	5	NA
36. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CMHCS L.1)*	1	2	3	4	5	NA
37. Asks about the context of specific events	1	2	3	4	5	NA
38. Maintains a healthy curiosity about clients' actions and reactions	1	2	3	4	5	NA
39. Assesses client progress throughout the therapy process	1	2	3	4	5	NA
40. Administers and scores instruments accurately	1	2	3	4	5	NA
41. Interprets test results with active involvement of clients	1	2	3	4	5	NA
42. Communicates results to clients clearly and effectively	1	2	3	4	5	NA
43. Assesses and utilizes the client's readiness to change	1	2	3	4	5	NA
44. Gives appropriate recommendations based on assessment	1	2	3	4	5	NA

Assessment Skills Overall Rating	1	2	3	4	5	NA
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**INTERVENTION SKILLS**

45. Demonstrates familiarity with various change strategies and provides appropriate interventions with clients including those with addiction and co-occurring disorders. (CMHCS D.8)*	1	2	3	4	5	NA
46. Maintains focus during clinical interviews and therapy sessions	1	2	3	4	5	NA

47. Uses appropriate immediacy in session	1	2	3	4	5	NA
48. Uses accurate responses and questions to facilitate client's exploration of thoughts, feelings, and behaviors	1	2	3	4	5	NA
49. Appropriately confronts clients	1	2	3	4	5	NA
50. Exhibits flexibility and responsiveness to client	1	2	3	4	5	NA
51. Helps client focus on themselves, rather than talk about others	1	2	3	4	5	NA
52. Supports and reinforces clients' progress	1	2	3	4	5	NA
53. Maintains information regarding community resources to provides appropriate referral (CMHCS F.1)*	1	2	3	4	5	NA
54. Provides educational programs/services to clients and community	1	2	3	4	5	NA

Intervention Skills Overall Rating	1	2	3	4	5	NA
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**VERBAL AND WRITTEN COMMUNICATION**

55. Clearly communicates informed consent, explanation of therapy, therapist-client roles, expectations, and boundaries	1	2	3	4	5	NA
56. Gives concise and accurate responses to client disclosures	1	2	3	4	5	NA
57. Clearly communicates pertinent information, clinical observations and impressions in supervision	1	2	3	4	5	NA
58. Clearly and concisely communicates clinical observations and impressions to members of the supervision group	1	2	3	4	5	NA
59. Provides appropriate feedback to peers in supervision	1	2	3	4	5	NA
60. Meets deadlines, completes required paperwork on time	1	2	3	4	5	NA
61. Uses professional documentation methods for progress notes and reports	1	2	3	4	5	NA
62. Develops well-written treatment plans	1	2	3	4	5	NA
63. Develops measurable outcomes for interventions and treatment plans	1	2	3	4	5	NA

64. Maintains necessary records documenting professional service	1	2	3	4	5	NA
65. Produces accurate and concise case notes	1	2	3	4	5	NA
66. Maintains accurate and complete logs of direct and clinical hours on site	1	2	3	4	5	NA

Communication Overall Rating	1	2	3	4	5	NA
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**PROFESSIONAL AND ETHICAL ISSUES**

67. Demonstrates professional conduct in attitude, dress, verbal and nonverbal communication	1	2	3	4	5	NA
68. Uses a structured model for ethical decision making	1	2	3	4	5	NA
69. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health (CMHCS B.2)*	1	2	3	4	5	NA
70. Comprehends professional credentialing, including certification, licensure, accreditation practices and standards	1	2	3	4	5	NA
71. Understands and uses emergency procedures with clients when necessary	1	2	3	4	5	NA
72. Actively works toward greater self-awareness	1	2	3	4	5	NA
73. Practices within limits of competency	1	2	3	4	5	NA
74. Advocates for clients and for the profession	1	2	3	4	5	NA
75. Practices self-care	1	2	3	4	5	NA

Professional/Ethical Overall Rating	1	2	3	4	5	NA
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**SENSITIVITY TO DIVERSITY**

76. Demonstrates knowledge, skills, and attitudes appropriate for working in diverse settings with clients from various cultural backgrounds (CMHCS D.2)*	1	2	3	4	5	NA
77. Understands how multicultural factors can influence behavior	1	2	3	4	5	NA
78. Engages in exploration of one's own cultural background	1	2	3	4	5	NA

79. Uses knowledge of diversity in case conceptualization	1	2	3	4	5	NA
80. Chooses assessments and interventions appropriate for clients from diverse cultural backgrounds	1	2	3	4	5	NA
81. Demonstrates knowledge and understanding of how privilege and oppression may impact the therapeutic relationship	1	2	3	4	5	NA
82. Accepts client individuality without imposing own values	1	2	3	4	5	NA
83. Modifies counseling systems, theories, techniques, and interventions to make them appropriate for diverse populations	1	2	3	4	5	NA

Diversity Overall Rating	1	2	3	4	5	NA
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**SUPERVISION**

84. Presents for supervision in a timely, consistent, and professional manner	1	2	3	4	5	NA
85. Comes well-prepared to discuss case material	1	2	3	4	5	NA
86. Prioritizes clients and counselor needs	1	2	3	4	5	NA
87. Uses supervision to stimulate constructive feedback on clinical work with clients	1	2	3	4	5	NA
88. Is non-defensive and receptive to feedback	1	2	3	4	5	NA
89. Uses individual supervision to clarify ethical challenges	1	2	3	4	5	NA
90. Uses taped sessions, tape critiques, and group feedback to inform treatment decisions	1	2	3	4	5	NA
91. Follows through on suggested reading and study	1	2	3	4	5	NA
92. Critiques self (communication, strategies, treatment plans, etc)	1	2	3	4	5	NA
93. Demonstrates new learning and growth through the supervision process	1	2	3	4	5	NA
94. Displays a willingness to explore personal thoughts, feelings, and reactions to clients	1	2	3	4	5	NA
95. Takes responsibility for advanced study on topics needed for	1	2	3	4	5	NA

counseling with specific populations and problem areas

Supervision Overall Rating	1	2	3	4	5	NA
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Comments:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Intern

\_\_\_\_\_  
Date

\*References the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards Section III, Professional Practice Clinical Mental Health. The form is based in part upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, 1973. The material was used in an evaluation that was originally printed in Chapter 10 in the *Practicum Manual for Counseling and Psychotherapy*, by K.M. Dimick and F.H. Krause, Muncie, IN: Accelerated Development Inc., 1980. Used with permission.

# PROGRAM EVALUATION FORM 1018

Agency \_\_\_\_\_

Date \_\_\_\_\_

1. How long has your agency been in business?

Less than a year \_\_\_ 1-5 years \_\_\_ 6-10 years \_\_\_ 11-15 years \_\_\_ Over 15 years \_\_\_

2. What population do you serve? \_\_\_\_\_

3. What services do you offer? individual counseling \_\_\_ group counseling \_\_\_ psycho ed \_\_\_

family/couples counseling \_\_\_ crisis intervention \_\_\_ addictions \_\_\_ case management \_\_\_ consultation \_\_\_ trauma \_\_\_ long-term psychotherapy \_\_\_ career \_\_\_ children \_\_\_ play therapy \_\_\_ military \_\_\_ other \_\_\_\_\_

4. How many years have you worked with GSU Interns? 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5+ \_\_\_

5. How many GSU students have worked with your agency? 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6+ \_\_\_

6. How would you rate your overall experience with GSU interns?

Very Satisfactory \_\_\_ Satisfactory \_\_\_ ok \_\_\_ Unsatisfactory \_\_\_ Very Unsatisfactory \_\_\_

7. Does the overall rating of your experience have more to do with the program's training \_\_\_? Or the students' personal qualities \_\_\_\_\_?

8. How would you compare the preparation of Georgia State's Counseling Interns to those from other counseling programs? Much Better prepared \_\_\_ As prepared \_\_\_ Less prepared \_\_\_ Much less prepared \_\_\_

9. What in the program's preparation of novice counselors would you rate as particularly good?

Skills \_\_\_ Theory \_\_\_ Addiction \_\_\_ Sexuality \_\_\_ Diversity \_\_\_ Ethics \_\_\_ Group Assessment \_\_\_ DSM & other clinical skills \_\_\_ Change Strategies \_\_\_ Advocacy \_\_\_\_\_  
Play therapy Other \_\_\_\_\_

10. In what area(s) do you think the program needs to be improved? \_\_\_\_\_

11. On a scale of 1-Low to 10-High, how responsive have you found the GSU supervisor to be?

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_

12. Has your agency ever hired a GSU intern? yes \_\_\_ no \_\_\_ unknown \_\_\_

13. Please give suggestions to improve the quality of the GSU training and any other comments on the back of this form. *Thank you!*

**SITE RATING BY INTERN**  
**Form 1019**

DIRECTIONS: Please complete this form at the end of the practicum and internship and turn in to the practicum-internship program coordinator through your GSU supervisor.

Student Name: _____ Site: _____
Date of Placement: _____ Site Supervisor: _____
Faculty Liaison: _____
Rate the following questions about your site and experiences by the following scale:
A. Very Satisfactory
B. Moderately Satisfactory
C. Moderately unsatisfactory
D. Very Unsatisfactory
_____ Amount of on-site supervision
_____ Quality and usefulness of on-site supervision
_____ Usefulness and helpfulness of faculty liaison
_____ Relevance of experience to career goals
_____ Exposure to and communication of agency goals
_____ Exposure to and communication of agency procedures
_____ Exposure to professional roles & functions within the agency
_____ Exposure to information about community resources
_____ Rate all applicable experiences that you had at your site:
_____ Report writing
_____ Intake interviewing
_____ Administration and interpretation of tests
_____ Staff presentations/case conferences
_____ Individual counseling
_____ Group counseling
_____ Family/couple's counseling
_____ Psychoeducational activities
_____ Consultation
_____ Career counseling
_____ Other: _____
_____ Overall evaluation of the site
<b>COMMENTS: Include any suggestions for improvements in the experiences you have rated Moderately (C) or Very Unsatisfactory (D). Use additional sheets if necessary.</b>

**SUMMARY OF PRACTICUM-INTERNSHIP EXPERIENCE FORM 1020**

Dates from Fall \_\_\_\_\_ to Spring \_\_\_\_\_

Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Panther I.D. # \_\_\_\_\_ Email: \_\_\_\_\_

Practicum-Internship Site \_\_\_\_\_

Days & Times on Site \_\_\_\_\_

Supervisor: On-site \_\_\_\_\_ Phone # \_\_\_\_\_

GSU Supervisor \_\_\_\_\_

**AREA A: DIRECT INDIVIDUAL TOTAL HOURS: \_\_\_\_\_**

Total number of individual clients (this can represent intake clients as well as long term). Your final summary will reflect total number of clients and how many sessions were with each client. Thus, it is possible you will see a client for nine months and may have 20 or more sessions with him or her.

	AGES
_____ 1 session (how many of the above were seen only one time)	_____ (3-11)
_____ 2-4 sessions	_____ (12-18)
_____ 3-8 sessions	_____ (19-30)
_____ 9-15 sessions	_____ (31-50)
_____ 16+ sessions	_____ (51+)

**AREA B: DIRECT GROUP TOTAL HOURS: \_\_\_\_\_**

Total number of groups (not sessions). If you are working with an open group, it is to be considered as one group, on-going.

Educational \_\_\_\_\_ Therapy \_\_\_\_\_ Growth \_\_\_\_\_ Task \_\_\_\_\_ Open \_\_\_\_\_ Closed

How many groups for how many sessions:

_____ 1 session	Total number of members in all groups:
_____ 2-6 sessions	
_____ 7-10 sessions	
_____ 11+ sessions	

**AREA C: FAMILY OR COUPLES COUNSELING TOTAL HOURS: \_\_\_\_\_**

_____ Total number of families	_____ Total number of couples
_____ 1 session	_____ 1 session

\_\_\_\_\_ 2-5 sessions  
\_\_\_\_\_ 6-10 sessions  
\_\_\_\_\_ 11+ sessions

\_\_\_\_\_ 2-5 sessions  
\_\_\_\_\_ 6-10 sessions  
\_\_\_\_\_ 11+ sessions

**AREA D: SUPERVISION**

**TOTAL HOURS: \_\_\_\_\_**

On-site Individual Supervision (individual-form attached)      Total  
Hours \_\_\_\_\_  
On-site Group Supervision      Total Hours \_\_\_\_\_

**AREA E: STAFFINGS  
HOURS: \_\_\_\_\_**

**TOTAL**

Number of case presentations by student in supervision or in staffing on-site:

\_\_\_\_\_ Number of staffings attended on-site : \_\_\_\_\_

**AREA F: OTHER CLINICAL HOURS  
HOURS: \_\_\_\_\_**

**TOTAL**

Hours accumulated under this heading should be done in consultation with your GSU and on-site supervisor. Sites are different, therefore hours on-site, even though not necessarily in a therapy hour, may or may not be considered clinical hours. Check with your supervisors.

Administrative (charting, treatment planning, telephone, correspondence): Total Hours Tape  
Critiquing:      Total Hours \_\_\_\_\_  
Seminars/Training (assigned or approved by supervisors)      Total      Hours  
Readings (assigned by supervisor for client care or clinical training) Total Hours Other (list  
on attachment)      Total Hours \_\_\_\_\_

**TOTAL HOURS ON SITE:**

AREA A: \_\_\_\_\_ + AREA B: \_\_\_\_\_ + AREA C: \_\_\_\_\_ +

AREA D: \_\_\_\_\_ + AREA E: \_\_\_\_\_ + AREA F: \_\_\_\_\_ =

**TOTAL HOURS: \_\_\_\_\_**

\_\_\_\_\_  
Intern      date

\_\_\_\_\_  
On-Site Supervisor      date

\_\_\_\_\_  
GSU Supervisor      date

## GSU SUPERVISOR SITE VISIT FORM 1021

Site Visited: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student: \_\_\_\_\_  
 Semester: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_  
 Date of Visitation: \_\_\_\_\_ Purpose of  
 Visit: \_\_\_\_\_  
 GSU supervisor \_\_\_\_\_

a. co-conducted a supervision session with the site supervisor	yes	no	Comments:
b. visited with the on-site supervisor	yes	no	Comments:
c. noted that one hour of supervision is taking place weekly on site	yes	no	Comments:
d. participated in an agency staffing with the intern	yes	no	Persons present:
e. responded to a meeting suggested by the intern, agency, or site supervisor	yes	no	Comments:
f. observed the intern's work on site	yes	no	Comments:

The on-site supervisor recommends the following:

The site supervisor assesses the intern as progressing on a 1-10 scale (progress rated as: 1-not all, 10-very well, and 5-on schedule): 1 2 3 4 5 6 7 8 9 10 Comments and recommendations to student:

The site supervisor notes the following clinical work is available at this site:

a) individual b) group c) family d) couples e) psychoeducation f) addiction  
 g) trauma h) children i) play therapy j) gerontology k) criminal justice  
 l) treatment planning m) clinical notes n) advocacy o) other \_\_\_\_\_

Clients can be seen for \_\_\_\_\_ one time \_\_\_\_\_ several times

Taping is permitted: \_\_\_\_\_ yes \_\_\_\_\_ no

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Mileage \_\_\_\_\_

**Supervision Check List  
Form 1022**

Name \_\_\_\_\_ Date of Supervision \_\_\_\_\_

Site \_\_\_\_\_

Rating: (1) minimum (2) average (3) above average (4) outstanding

- \_\_\_\_\_ present
- \_\_\_\_\_ on time
- \_\_\_\_\_ brings written agenda
- \_\_\_\_\_ prioritizes concerns
- \_\_\_\_\_ prepared
- \_\_\_\_\_ thoughtful questions
- \_\_\_\_\_ tape presentation
- \_\_\_\_\_ interpersonal attributes
- \_\_\_\_\_ open, flexible, positive, and cooperative
- \_\_\_\_\_ willing to accept and use feedback
- \_\_\_\_\_ having awareness of impact on others
- \_\_\_\_\_ dealing with conflict in a professional manner
- \_\_\_\_\_ accepting personal responsibility
- \_\_\_\_\_ expression of feelings effectively and appropriately
- \_\_\_\_\_ caring for self
- \_\_\_\_\_ understanding personal issues that impact work
- \_\_\_\_\_ sensitivity to diversity
- \_\_\_\_\_ includes specific advocacy
- \_\_\_\_\_ reviews week on site fully
- \_\_\_\_\_ reviews all cases
- \_\_\_\_\_ self evaluation (recognizing strengths and weaknesses)
- \_\_\_\_\_ uses a structural model to make ethical decisions
- \_\_\_\_\_ working toward meeting Course Objectives

Key Learning for the Week:

Comments:

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Self-Care Planning Assessment Form 1023

Name \_\_\_\_\_ Date \_\_\_\_\_

Goals	Yes	No	Comments
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1. Understands the relationship between self care and ethical practice of mental health counseling.
2. Understands the concept of “burn out.”
3. Provides evidence of self awareness.
6. Names activities that energize self.
7. Names activities that drain self.
8. Attends to physical care (diet, exercise, sleep, recreation, etc.)
9. Names former coping strategies.
10. Develops new coping strategies.
11. Names ways to remain accountable for self-care during practicum-internship.

Self Care Assessment Form 2023 was developed by the Department of Counseling and Psychological Services, Georgia State University, 2016.

**Form 1024**  
**Community Resources Project**

Name \_\_\_\_\_

Date \_\_\_\_\_

Site \_\_\_\_\_

Rating Scale: (1) lacks involvement  
(2) minimal involvement  
(3) average involvement  
(4) above average involvement  
(5) outstanding involvement

- |  |           |
|--|-----------|
| 1. Demonstrates familiarity with community resources.<br>5   | 1 2 3 4   |
| 2. Applies effective strategies to promote client<br>understanding of and access to a variety of community resources | 1 2 3 4 5 |
| 3. Demonstrates cultural sensitivity and understanding<br>5 in making referrals.                                     | 1 2 3 4   |
| 4. Uses knowledge of community resources to enhance<br>5 client services.  | 1 2 3 4   |
| 5. Cooperates with group members to develop an<br>extensive list of resources in the Atlanta area.                   | 1 2 3 4 5 |

Comments:

## Research Article Presentation Form 1025

Student \_\_\_\_\_ Date \_\_\_\_\_

Rating: (1) inferior (2) adequate (3) excellent

1. Provides copy of article	1	2	3
2. Presents overview	1	2	3
3. Presents research outcome	1	2	3
4. Describes benefit to counseling practice	1	2	3
5. Answers questions/leads discussion	1	2	3
6. Delivery	1	2	3

Comments:

Supervisor \_\_\_\_\_

Research Article Presentation Form 1025 was developed by the Department of Counseling and Psychological Services, Georgia State University, 2016,

## Advocacy Project Assessment Form 1026

Name \_\_\_\_\_ Date \_\_\_\_\_

Describe how you have used your role as counselor-in-training to advocate for policies, programs, and/or services that are equitable and responsive to the needs of your clients or the profession. Include the following factors: (1) time spent; (2) details of the work; (3) others who were involved; (4) attention to culture; (5) agency response; (6) professional affiliations.

## CPS 7660 Assessment of Case Presentation: Form 1027

(To be used by the supervisor in the evaluation of case discussions)

Name \_\_\_\_\_ Date \_\_\_\_\_

(A rating of 3 or above on each standard demonstrates an acceptable level of performance)

### Covering Factual Knowledge

- |    |   |               |
|----|---|---------------|
| 1. | Covering provider status, expert witness status, access to and practice privileges within managed care (CMHCS A.7)* | 1 2 3 4 5 n/o |
| 2. | Ethical and Legal Standards (CMGCS B.1)*  | 1 2 3 4 5 n/o |
| 3. | Human Development (CMHCS D.3)*  | 1 2 3 4 5 n/o |
| 4. | Suicide Risk (CMHCS H.3) *  | 1 2 3 4 5 n/o |
| 5. | Multicultural Considerations  | 1 2 3 4 5 n/o |

### **Identifying/Demonstrating Clinical Skills**

- |     |  |               |
|-----|--|---------------|
| 6.  | Intake Interview, Mental Status, Biopsychosocial, Mental Health History (CMHCS H.2)* | 1 2 3 4 5 n/o |
| 7.  | Diagnosis, Treatment, Referral, and Prevention (CMHCS D.3)                           | 1 2 3 4 5 n/o |
| 8.  | Screening for addiction, aggression, and danger to self and/or others (CMGCS H.3)*   | 1 2 3 4 5 n/o |
| 9.  | Theory-specific technical skills (CMGCS A.5)*  | 1 2 3 4 5 n/o |
| 10. | .Record-Keeping procedures (CMHCS D.7)*  | 1 2 3 4 5 n/o |
| 11. | Clinical judgment  | 1 2 3 4 5 n/o |
| 12. | Personal limitations (CMHCS D.9)*  | 1 2 3 4 5 n/o |

Assessment of Case Discussion was developed by the Department of Counseling and Psychological Services, Georgia State University, 2016.

## CPS 7680 I Assessment of Case Presentation: Form 1028

Name \_\_\_\_\_ Date \_\_\_\_\_

A rating of 3 or above on each standard demonstrates an acceptable level of performance.

### Covering Factual Knowledge

- |   |               |
|---|---------------|
| 1. Core provider status, expert witness status, access to and practice privileges within managed care (CMHCS A.7, C.9)* | 1 2 3 4 5 n/o |
| 2. Ethical and Legal standards  | 1 2 3 4 5 n/o |
| 3. Self Awareness   | 1 2 3 4 5 n/o |
| 4. Human Development  | 1 2 3 4 5 n/o |
| 5. Assessments (CMHCS H.1)  | 1 2 3 4 5 n/o |
| 6. Multicultural Considerations (CMHCS D.5)*  | 1 2 3 4 5 n/o |
| 7. Community Resources (CMHCS D.4)  | 1 2 3 4 5 n/o |

### Identifying/Demonstrating Clinical Skills

- |   |               |
|---|---------------|
| 8. Intake interview, Mental Status, Biopsychosocial, Mental Health History      | 1 2 3 4 5 n/o |
| 9. Diagnosis, Treatment, Referral, and Prevention (CMHCS D.1, L.3)*             | 1 2 3 4 5 n/o |
| 10. Modification of systems, theories, techniques and intervention (CMHCS F.3)* | 1 2 3 4 5 n/o |
| 11. Treatment planning with measurable outcomes (CMHCS J.2)                     | 1 2 3 4 5 n/o |
| 12. Initiate, maintain, or terminate counseling (CMHCS D.1)*                    | 1 2 3 4 5 n/o |
| 13. Screening for addiction, aggression, and danger to self and/or others       | 1 2 3 4 5 n/o |
| 14. Managing suicide risk (CMHCS D.6)*  | 1 2 3 4 5 n/o |
| 15. Theory-specific technical skills  | 1 2 3 4 5 n/o |
| 16. Record-Keeping procedures   | 1 2 3 4 5 n/o |
| 17. Clinical judgment   | 1 2 3 4 5 n/o |
| 18. Advocacy (CMHCS F.2)*   | 1 2 3 4 5 n/o |

The Assessment of Case Discussion was developed by the Department of Counseling and Psychological Services, Georgia State University, 2016.

## CPS 7680 II Assessment of Case Presentation: Form 1029

(To be used by the supervisor to evaluate case discussion)

**NAME** \_\_\_\_\_ **Date** \_\_\_\_\_

(A rating of 3 or above on each standard demonstrates an acceptable level of performance)

**Covering Factual Knowledge**

1. Public mental health system continuum of care (CMHCS B.2)*	1	2	3	4	5	n/o
2. Core provider status, expert witness status, access to and practice privileges within managed care	1	2	3	4	5	n/o
3. Ethical and legal standards	1	2	3	4	5	n/o
4. Stages of client dependence, change, and recovery (CMHCS H.4)*	1	2	3	4	5	n/o
5. Self awareness	1	2	3	4	5	n/o
6. Human development	1	2	3	4	5	n/o
7. Assessments	1	2	3	4	5	n/o
8. Multicultural considerations (CMHCS D.2)*	1	2	3	4	5	n/o
9. Community resources (CMHCS F.1)*	1	2	3	4	5	n/o
10. Intake interview, Mental Status, Biopsychosocial, Mental Health History	1	2	3	4	5	n/o
11. Applying relevant research (CMHCS J.1)*	1	2	3	4	5	n/o
12. Use of diagnostic tools (CMHCS L.1)	1	2	3	4	5	n/o
13. Staffing and consultation on differential diagnosis (CMHCS L.2)*	1	2	3	4	5	n/o
14. Analyzing data to increase effectiveness in treatment (CMHCS J.3)*	1	2	3	4	5	n/o
15. Initiate, maintain, or terminate counseling	1	2	3	4	5	n/o
16. Treatment of addiction and co-occurring disorders (CMGCS D.8)*	1	2	3	4	5	n/o
17. Screening and managing suicide risk	1	2	3	4	5	n/o
18. Clinical judgment	1	2	3	4	5	n/o
19. Advocacy	1	2	3	4	5	n/o

Assessment of Case Discussion was developed by the Department of Counseling & Psychological Services, GSU, 2016

**Form 1030**  
**Individual Session Summary**

To be completed by the student presenting clients that are not reviewed on the tape Form 1007

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Client I.D.:** \_\_\_\_\_ **Client age:** \_\_\_\_\_ **Diagnosis:** \_\_\_\_\_ **Session #** **A**  
**score of 16 or above demonstrates an acceptable level of performance**

Presenting Problem (5 points):

Session Highlights (5 points):

Plan of Action (5 points)

Questions/Changes: (5 points)

**Form 1031**  
**Group Session Summary**

**This form is to be filled out by the student to evaluate any group that the student participates in as a group leader or co-leader.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Type of Group: \_\_\_\_\_ Purpose of the Group: \_\_\_\_\_  
Client I.D.# and ages \_\_\_\_\_ Session #: \_\_\_\_\_ Stage: \_\_\_\_\_

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\_\_\_\_\_

(A score of 16 or above demonstrates an acceptable level of performance)

Topic (5 points):

Session Highlights (5 points):

Plan of Action: (5 points)

Questions/Changes (5 points)