

Practicum-Internship Handbook For Clinical Rehabilitation Counselors

Procedures
Guidelines
Forms

Fall 2020/Spring 2021/Summer 2021
Practicum-Internship Sequence



Revised Jan. 2020

TABLE OF CONTENTS

Introduction to the Practicum-Internship Field Experience	5
Definition	5
Intern Characteristics	5
Program Monitoring.....	5
How to use this Practicum-Internship Handbook	6
Important Deadlines	7
Course Prerequisites.....	8
Authorization Information	8
Student Responsibilities	9
Selecting a site.....	9
Insurance... ..	9
Differences in sections	9
Text Books	9
Internship I & II Individual Learning Plan	10
Full-Time Employment during Practicum-Internship.....	10
Agency Awareness.....	10
Problems on Site	11
Ethical and Legal Guidelines	11
Financial Aid	12
Practicum-Internship Postponement	12
Life goes on.....	12
Tips.....	12
Procedures and Guidelines: A Timeline	12
Consider your interests.....	12
Plan ahead	12
Look at the website	13
Contact past interns from that site.....	13
Select carefully.....	13
Get all the facts	14
Always ask about recording.....	15
Complete the prerequisite courses	15

Attend the Practicum-Internship Orientation	16
Meet the application deadline	16
Meet the new site approval deadline.....	16
A current place of employment must have special approval	16
Meet the Chosen Site Information Form 1003 deadline	17
Register for the Practicum-Internship Sequence	17
Meet the proof of insurance deadline.....	18
Begin Applied Practice I on time... ..	18
Your site may want to hire you	18
Practicum-Internship Requirements.....	19
CPS 7663 Applied Practice I... ..	19
Important Restrictions.....	19
CPS 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.....	22
Purpose	22
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 Rehabilitation Counseling	34

Appendix A: Practicum and Internship Forms:

Guidelines and Procedures.....	35
Description of the Forms	35
Forms	40

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 twelve-month (3-semester) commitment in time, energy, determination, and focus to your training as a counselor. It simulates real employment in the counseling 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 ethical 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 moving toward development of a professional counselor.

Supervision is 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 as you develop and refine your skills toward becoming a professional Clinical Rehabilitation Counselor.

Program monitoring

Clinical Rehabilitation Counseling faculty members meet 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 Professional Ethics for Rehabilitation Counselors by the Commission on Rehabilitation Counselor Certification (CRCC®) and Code of Ethics of the American Counseling Association (ACA)
- 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 2019-2020 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 Mental Health Counseling (MHC) 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 MHC 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 qualities 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 email and a certified letter from the Coordinator of the Mental Health Counseling or Clinical Rehabilitation Counseling Program.

IMPORTANT DEADLINES

FRIDAY, FEBRUARY 7, 2020

If you plan to participate in the practicum-internship sequence in 2020-2021, you must submit the **Application for Clinical Rehabilitation Counseling Practicum CPS 7663 and Internship CPS 7683** by February 7, 2020. The application, Form 1000, must be completed online at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

FRIDAY, APRIL 27, 2020

You have between February 7, 2020 and April 27, 2020 to finalize your practicum-internship plans for the fall. The **Practicum-Internship Chosen Site Information Form 1003** must be completed by April 27, 2020 online at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

FRIDAY, JUNE 19, 2020

Your proof of **student liability insurance** must be turned in to Lydia Ewonus 950 COE by June 19, 2020. Liability insurance can be purchased from ACA (<http://www.counseling.org/>) or APA. Refer to the P/I orientation slides for more information on purchasing liability insurance. If the site you have selected requires drug screening or criminal background checks, this documentation should also be completed by June 19, 2020. **ALL STUDENTS MUST CARRY INDIVIDUAL LIABILITY INSURANCE.** Be sure your liability insurance begins on your practicum start date (no later than August 1, 2020) and covers you through the entire practicum-internship experiences (at least through August, 2021). Policies usually run for 12 months so be sure you have purchased a policy that covers your entire Practicum and Internship sequence.

MONDAY, AUGUST 24, 2020 (Double check with the university calendar.)

This is the university's **projected** start date for Fall Semester 2020. You must be able to begin practicum-internship at the beginning of fall 2020 semester (August 24, 2020). Any student who is unable to begin on this date will be required to reapply for the 2021-2022 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 PREREQUISITIES

The following courses must be completed before beginning practicum: Please double check this and update the catalog dates.

2019-2020 Academic Year Catalog: Admitted Fall 2019

Clinical Rehabilitation Counseling CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8320, 8410, and 8470.

2018-2019 Academic Year Catalog: Admitted Fall 2018

Clinical Rehabilitation Counseling CPS 6050, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8320, 8410, and 8470.

A complete list of courses in the Clinical Rehabilitation 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 7663 and CPS 7683 for Fall 2020. Your signature and attendance at the Practicum-Internship Orientation in January 2020 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 2020, 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.

If you have not already selected a site, you can begin by checking out the approved sites on the web <https://education.gsu.edu/cps/students/cps-practicum-internship-information/#application-site-selection>. The “Procedures and Guidelines” section located in this handbook offers details to help you find a site that will meet your needs.

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 24, 2020) through the final day of their internship in August, 2020. 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 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.

A copy of your insurance policy should be submitted to **Lydia Ewonus** lewonus@gsu.edu, **952 CEHD**. The deadline to provide proof of insurance is June 19, 2020 (need updated). A copy of your insurance policy should be given to your site supervisor prior to your first work day 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

You are strongly encouraged to purchase the recommended text for CPS 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 beginning of CPS 7683, Internship I and again for CPS 7683 Internship II. As you move toward graduation, your learning becomes more self-directed. The CPS 7683 Internship I and II experience is largely an individually-planned program. The Individual Learning Plan is a way of helping you structure the spring and summer semesters. 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 each semester. A copy of the Internship I and 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 Clinical Rehabilitation 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 refrain from full-time employment, especially during the practicum-internship.

If you must work or complete a graduate assistantship position during your practicum-internship, you will 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 must be completed and turned in to the Practicum-Internship Program Coordinator prior to fall semester. This schedule will be given to your GSU CPS 7663 instructor at the beginning of Fall Semester. Your welfare and the welfare of your clients is vitally important. For this reason, anyone attempting to work during practicum-internship will be closely followed.

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 Lydia Ewonus, Administrative Specialist and to the Practicum-Internship Coordinator, Dr. Berens.

Ethical and Legal Guidelines

Ethical Guidelines and Rehabilitation Counseling Scope of Practice are found on the Commission on Rehabilitation Counselor Certification (CRCC) website at www.crcrcertification.com. Keep a copy of the latest edition of the ethical code and scope of practice 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 CRCC Code of Professional Ethics, 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 7663, but later decide not to enter practicum-internship in 2020, it is important that you fill out the Practicum Postponement Form 1001 online at:

<https://form.jotform.com/80304890784159>

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 an excellent resource for any initial experiences and questions you may have.

PROCEDURES AND GUIDELINES: A Time Line

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 at (<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>).

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 and professional interests.
3. Choose several alternative sites, in case your first choice does not work out.
4. After you have made two or three 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, <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>. 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, Administrative Specialist, 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.

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 a 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, weekly onsite supervision, 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? Are you expected to work nights or weekends?
4. How many hours will you be working on site?
5. Will you be able to get at least 10 hours per week during Applied Practice I; at least 20 hours per week during Internship I; and at least 20 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 Practicum (fall semester); at least 120 hours during Internship I (spring semester); and at least 120 hours during Internship II (summer 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. Will the on-site supervisor meet with you for at least one hour each week for the entire twelve 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 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 which 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 7663 in the Fall of 2020.

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 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.** Please check the CPS website for orientation information.

Meet the application deadline

To enter the practicum-internship sequence in Fall 2020, you must submit your application by February 7, 2020 . Applications are submitted online at: <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>. 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 7663 and CPS 7683 at the beginning of fall registration. Lydia Ewonus, Administrative Specialist, will notify you at your GSU e-mail address that your practicum application has been received.

Meet the new site approval deadline

Approval for any site that is not listed must be initiated by March 27, 2020. If a site does not appear in the approved site list, an application for site approval must be originated by you on the web at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>. The completed form will be submitted to the Clinical Coordinator. The coordinator will call the identified contact person at the agency and request an official visit to discuss the university requirements. Once this official visit has been conducted and confirmation has been given, you will receive an e-mail at your GSU student e-mail address from the coordinator giving permission for you to contact the agency to finalize plans for your practicum-internship. The paperwork travels from the coordinator to the GSU legal department, to the new site to be signed by director or CEO, back to the legal department, then to the CPS department chair, the Dean of the College of Education, the President of the University, and finally, to the Board of Regents. Please meet the deadlines!

A current place of employment must have special approval

If you would like to do your practicum-internship in an agency at which you are

currently employed, you must secure special approval. The department does not grant approval for the work you are presently doing at the agency. The practicum-internship must be a new learning experience.

Begin the procedure by discussing your intentions with your employer to determine if the site will be able to accommodate the university requirements. To be approved, your employer must allow you to engage in duties that are different from your current job duties. When you have gained your employer's consent, submit the following information to the Clinical Coordinator on letterhead stationery and signed by the appropriate administrator:

1. your job title,
2. a complete description of your current job, followed by
3. a description of the new duties the site will allow you to perform, and a
4. time schedule showing how you will divide hours for CPS 7663, CPS 7683, and employment demands.

This information will be reviewed by the Clinical Coordinator and two professors from the Rehabilitation Counseling faculty. You will be notified by e-mail when the faculty has approved your plan. Once permission has been given, the new site approval procedure will be followed.

1. complete the application (Form 1000) for the practicum-internship sequence via the website;
2. complete the New Site Approval Form (Form 1002) on line.

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 27, 2020. **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 the Practicum-Internship sequence

Register for Applied Practice I during the regular fall registration.

Register for Internship I during the regular spring registration.

Register for Internship II during the regular summer registration. You will continue the entire practicum-internship experience (CPS 7663 and CPS 7683) in the same class, at the same time, with the same supervisor for the entire three semester sequence (fall, spring, summer).

Please Note: Your signed attendance sheet at the Practicum-Internship Orientation will serve as your authorization to register for CPS 7663 and CPS 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 2020, 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 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 CPS 7663 and 7683 sections for rehabilitation counseling students).
- Hit submit changes.

Meet the proof of insurance deadline.

The deadline to provide proof of insurance is June 19, 2020.

Begin Applied Practice I on time.

If you are unable to begin your practicum during the first week of the fall 2020 semester, you will be required to delay your practicum-internship experience until the next Fall.

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?

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 7663 Applied Practice I

The clinical rehabilitation 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. 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 only and cannot count toward Internship I or Internship II hours.**
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 7663 practicum; and
6. Ongoing assessment of the student's performance throughout 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 2020 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 your practicum site the first week of the fall semester, you will be asked to postpone practicum and internship until the next fall.

CPS 7683 Internship I and II

Internship I begins on the first day of spring semester in January and runs through the end of spring semester for 15-16 weeks. Internship II begins on the first day of the summer semester in June and runs through the end of summer semester for 7-8 weeks.

The program requires students to complete a supervised internship of 600 clock hours (suggested 300 hours for CPS 7683 in the spring semester and 300 hours for CPS 7683 during summer semester). These hours begin after successful completion of the CPS 7663 Applied Practice I. The internship requirements include the following:

1. A **minimum** of 600 clock hours on site: 300 during spring, 300 during summer;
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 (120 hours for CPS 7683 spring and 120 hours for CPS 7683 summer). 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 practicum with the GSU supervisor. This may extend into the spring semester at the request of the supervisor and/or the student;
4. One hour per week of individual supervision throughout the practicum and internship I and II (fall, spring, summer) 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 (CPS 7663). Students are expected to have both individual and group counseling experience during the entire practicum and internship sequence (all three semesters). All individual sessions should be recorded for review during the practicum.

7. A formal evaluation of the student's performance during the Practicum and Internship I&II (see Evaluation form toward end of this Handbook). 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 his or her 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. **Please note: If you extend your internship, you may not graduate on time and may graduate a semester behind your cohort.**

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 Program Coordinator and the Clinical Rehabilitation Counseling Program Coordinator before starting work at an alternate site.

Combined Hourly Requirements Restated

Applied Practice I: CPS 7663 (100 direct service hours including 40 clinical hours)

Internship I and II: CPS 7683 (600 clinical service hours including 240 direct service hours)

The CACREP/CORE requirements for 700 hours are all accumulated on-site. None of the instructional hours for CPS 7663 or 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 2020 classes begin on August 24, 2020. 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.

Direct Service

- Face-to-Face counseling with one person
- Couples counseling/ Family counseling
- Group counseling (as leader or co-leader)
- Psycho-educational group leader/instructor
- Crisis counseling by telephone
- Consultation with clients or families
- *Psychosocial evaluations
- *Intake interviews
- **Shadowing

Clinical Hours

- On-site supervision
- Telephone contacts
- Clinical rounds
- Writing case notes
- Research (assigned) for client care
- Treatment planning
- Attending agency meetings
- Staffing (case presentations)
- Counseling-related workshops
- Site requirements not otherwise listed

- * at the discretion of your GSU supervisor
- ** Only in CPS 7663

All Clinical Rehabilitation Counseling interns must have long-term clients. The number of clients and what constitutes “long term” will be determined by 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-internship student and his or her 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 in your supervision sessions. This should include reviewing your counseling sessions and listening to your session recordings in advance of supervision sessions. 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 to your supervisor in order to maximize your time to have the most efficient and effective use of individual supervision.

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 regular, adjunct, 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 (SIT) 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 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 seminars for practicum-internship should not exceed six students.

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 for GSU's supervision groups and absenteeism may result in having to repeat the entire practicum-internship sequence.**

Attendance

Practicum-Internship is an intense twelve-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 (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 may be required during the 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.
5. Many students are opting for digital recorders. These CDs produce the best quality of sound for review; and although the recorders are a bit more expensive, they make listening and transcribing the sessions much easier.
6. It is possible, though not recommended, to use your cell phone to record individual counseling sessions with your clients. If you use your cell phone, you must have a password protected cell phone and you must protect the client's confidentiality by not sharing the phone with anyone else. You must make every effort to keep the phone from breakage, loss, or theft. If you use your cell phone, client recordings must be deleted immediately after they are used for supervision.

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. This can be accomplished fairly quickly through the application of post-modern therapies such as solution-focused and possibility

therapy. 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.
2. If your clients are minors, you must obtain written permission to record from parents or whoever has custody or guardianship of the minor client.
3. Any information shared in supervision group is to be kept confidential by all group members.
4. 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.
5. 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.
6. Procedures should be established by you, the site supervisor, and the client as to the final purging of recorded contents. Usually, electronic storage (e.g., CDs or USB drives) are reused by the student. You are recommended to delete client recordings once you have received supervision on the recording. **But at all times you are responsible for maintaining the confidentiality of client recordings and all client information.**

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 which 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 completion of your master's degree program, certification, licensure and sometimes for advanced degree programs. The CPS Department also needs documentation for CACREP 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 supervisor will evaluate your work using the Clinical Rehabilitation Counseling Evaluation Form. This Form also will be used to evaluate your work at the conclusion of Internship I in the spring and Internship II in the summer 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. This is best done during your weekly supervision sessions with your on-site supervisor.

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 CPS 7663 Applied Practice I, you will not be allowed to register to take Internship I in spring semester. Likewise, if you receive a grade of IP for Internship I, you will not be allowed to register to take Internship II in summer 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 478-207-2440 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), <http://www.nbcc.org/>. Rehabilitation counseling students are responsible and accountable for obtaining certification information to be a Certified Rehabilitation Counselor from the Commission on Rehabilitation Counselor Certification (CRCC), www.crccertification.com. 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), <http://www.nbcc.org/Certification/CCMHC>. 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, <http://sos.ga.gov/index.php/licensing/plb/43>. If students are planning to practice in a state other than Georgia, it is their responsibility to know the licensure and practice requirements of the state in which they are planning to practice. 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 GSU's program is a recognized program, completing it does not guarantee certification and/or licensure. Certification and licensure is granted only by the appropriate boards—it is not granted by a graduate program (i.e., GSU). Each board reserves the right to maintain and change their eligibility requirements, including but not limited to graduate mental health and rehabilitation counseling program course requirements, as well as the criminal and professional disciplinary history of the applicant. Interested students should contact the boards of their desired certification and licensure before completing the clinical rehabilitation counseling program.

NOTE: Keep copies of your graduate bulletins and all class syllabi from your program of study. It is wise to keep a file of the originals of all documentation required for practicum-internship (required forms, time logs, evaluations, site activities, etc.). 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 Clinical Rehabilitation Counseling

The Department of Counseling and Psychological Services (CPS) at Georgia State University is accredited by and 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 Practicum-Internship Program 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 a match.
- assign an onsite clinical supervisor to the intern who agrees to meet one hour each week with the intern throughout the 12-month practicum-internship sequence. 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 interested in completing their practicum-internship at the site.

- provide enough clients for individual and group counseling in order for the student to meet the required direct service hours.
- have a place and procedure to ensure the confidentiality of all client records.
- allow for sample work behaviors (audio or videotaping) 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 (rehabilitation counseling, mental health, psychology, social work, 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 onsite.
- commit to giving a minimum of one hour of individual supervision per week during the entire three (3) semester practicum-internship experience. Group supervision provided by the agency is additive to individual supervision and, 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 staffings and training 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 audiotape (or videotape) 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 (e.g., code names, buzzer systems, furniture placement, seating arrangements, etc.) and tips about safe parking and moving in and out of the agency facilities safely.
- be receptive to an on-site visit each semester 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. An on-site supervisor may also elect to write a letter. The evaluations should be processed and signed 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 7663). Practicum lasts approximately 15 weeks, starting August 24, 2020. 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.
- help the student audiotape (or videotape) all counseling sessions in which the student is working alone with individual clients. The student must submit approximately three (3) tapes per week during fall semester to the GSU supervisor for review. Tapes should be varied as to client, topic, and stage in the process. The GSU taping requirement ends in December at the completion of Practicum, 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 semester.**
- be able to provide the intern with a minimum of 20 hours a week for Internship I and 20 hours a week for Internship II. During Internship I and II the student must accrue a total of 600 hours on site. The Internship is broken into two full semesters, Spring semester beginning January to May, and Summer semester beginning June to August. By the conclusion of Internship I and II, the intern should have completed 600 Clinical Hours with 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.

A breakdown of required on-site hours for Internship I and II: CPS 7683 (Spring)

from January-May 300 clinical hours or approximately 20 hours each week; and CPS 7683 (Summer) June-August approximately 20 clinical hours each week.

Program of Study

Major: Clinical Rehabilitation Counseling

Degree: Master of Science

Catalog Year: 2019-2020

Professional Studies (6)

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

EPRS 7900 Methods of Research in Education (3)

Major (42)

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

CPS 6050 Introduction to Professional Identity, Practice, and Ethics for Rehabilitation Counselors (3)*

CPS 6410 Basic Counseling Skills (3)

CPS 6450 Group Counseling Systems (3)

CPS 7260 Counseling Systems and Interventions (3)

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

CPS 7450 Educational and Psychological Appraisal (3)

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

CPS 8100 Psychobehavioral Diagnosis (3)

CPS 8320 Rehabilitation Counseling Placement and Case Management (3)

CPS 8410 Medical and Psychological Aspects of Disability I (3)

CPS 8430 Advanced Counseling Skills (3)

CPS 8460 Biopsychosocial Aspects of Addiction (3)

CPS 8470 Crisis Intervention (3)

**only for students on the 2018-2019 (or prior) catalog*

Applied Practice Sequence (9)

CPS 7663 Applied Practice I: Rehabilitation Counseling (3)

CPS 7683 Internship I&II: Rehabilitation Counseling (6)

Elective (3)

A list of approved electives for the Clinical Rehabilitation Counseling Master's degree is available in each student's handbook.

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 at <https://education.gsu.edu/cps/students/cps-practicum-internship-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 7, 2020.

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-practicum-internship-information/>

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 Ewonus, Administrative Specialist.

Form 1002 New Site Approval Application.

Form 1002, the request for a new site approval, must be completed for any site that is not pre-approved as a practicum-internship site. Complete this form on-line at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

It is unnecessary to complete Form 1002 for any site listed in the site directory or on line. If you desire a field experience at a site not listed in the directory, you must file Form 1002 by the published deadline for that semester. The deadline for this year is March 27, 2020. Before filing this form, interview the site, allow the agency to review the GSU Site Requirements and ask questions. To begin the approval process,

the agency must provide a name for a designated contact person.

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 27, 2020**. Form 1003 must be completed on-line at <https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

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-practicum-internship-information/>

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. **It is required that 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 at the conclusion of each semester, or as required by your GSU supervisor.

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 I. 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 each semester or as directed.

Form 1016 Individual Learning Plan and Formative Evaluation of Supervision

Form 1016 is completed for spring and summer semesters at the beginning CPS 7683 Internship I in January and Internship II in June. At the end of internship I and II, the student will submit documentation of the steps taken to meet the projected goals. Your GSU supervisor will do “spot checks” throughout the

semester to ensure continued progress in meeting your goals.

Form 1018 Program Evaluation.

Form 1018 gives the site supervisor the opportunity to evaluate the Clinical Rehabilitation Counseling 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 summer semester at the conclusion of CPS 7683. 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 twelve 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 his or her 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 rehabilitation 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 7663)

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 7683 I)

Form 1028 is similar to 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 7683 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.

EXAMPLE ONLY – FILL OUT ONLINE!
FORM 1000
DUE BY FEBRUARY 7, 2020

Available online only!

<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

You do not have to know what your site will be to fill out this form!

<p>Practicum-Internship Information Application for Mental Health and Rehabilitation Counseling Practicum CPS 7660/7663 and Internship CPS 7680/7683</p>	
<p><i>Fall Semester 2020 Deadline is February 7, 2020.</i></p> <p>This application, when approved, reserves a space for you in the practicum/internship sequence. You will be notified of approval by email prior to phase I registration of your acceptance. (Information on requesting a particular class section and providing site information will be included.)</p> <p>In order to graduate, Clinical Mental Health and Rehabilitation Counseling students need: 1) CPS 7663 (fall term) 2) CPS 7683 (spring and summer)</p> <p style="padding-left: 40px;">This course sequence is taken consecutively.</p> <p style="padding-left: 40px;">Courses in the sequence cannot be taken in the same semester.</p>	
Please select your program of study:	
Panther ID:	
Program of Study:	
Catalog year you are following:	
Entry Semester:	
Expected Graduation Semester:	
Semester you plan to begin internship:	
Have you secured a practicum site?	Yes No
Please fill in your student information:	
GSU Student Email Address:	
First Name:	
Last Name:	
Address:	

City:	
State:	
Zip:	
Daytime Phone #:	
Evening Phone #:	

If any of this information changes before or during practicum-internship, I will make those changes known to Lydia Ewonus

By submitting this form I agree that I have read the requirements for the counseling practicum-internship included in the Practicum-Internship Handbook. I also understand that if I am qualified and accepted to begin the practicum/internship sequence, I will do so during the semester for which I applied. Should my plans change for any reason, I will immediately submit the Practicum-Internship Postponement Form on line.

EXAMPLE ONLY – FILL OUT ONLINE!

<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

Practicum Postponement Form 1001

Name: _____ Panther ID: _____

Address: _____

Telephone Number: _____

E-Mail Address: _____

I am in the _____ counseling program and am requesting to postpone my practicum-internship from _____ semester to _____ semester. I need to do this because _____

I realize that this may result in my not being able to start practicum the semester I have requested.

Signature: _____

Date: _____

EXAMPLE ONLY – FILL OUT ONLINE!

<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

**NEW SITE APPROVAL APPLICATION
PRACTICUM-INTERNSHIP FORM 1002**

Agency : _____

Address: _____

City: _____ State: _____ Zip Code _____

Telephone: (____) _____ E-Mail Address: _____

Contact Person: _____ Title: _____

Requesting Person: _____ Student: ____ yes ____ no

Are evening/weekend hours available? yes ____ no ____ Length of time in service: _____

Brief Description of Agency Services: _____

Population served: _____

Name and title of on-site supervisor: _____

Credentials: _____ Years of experience: _____

Training in clinical supervision? yes ____ no ____ Supervision experience? yes ____ no ____

List the agency's affiliations, certifications, licenses, etc. _____

Special skills preferred or required of a practicum student: _____

Tasks required of the practicum student: _____

Will the student intern

1. ___ Yes ___ No be permitted to tape individual sessions for GSU supervision?
2. ___ Yes ___ No be allowed to lead or co-lead a weekly group?
3. ___ Yes ___ No be included in agency staff meetings?
4. ___ Yes ___ No receive 1 hour weekly individual supervision?
5. ___ Yes ___ No do intake evaluations, mental status examinations
6. ___ Yes ___ No be required to conduct diagnoses?
7. ___ Yes ___ No write treatment plans?
8. ___ Yes ___ No follow client progress in writing case notes?
9. ___ Yes ___ No have several on-going clients to see over time?
10. ___ Yes ___ No receive 3 evaluations from the site supervisor?
11. ___ Yes ___ No be covered by the agency's insurance policy?
12. ___ Yes ___ No be given a thorough orientation of the agency policies and procedures?
13. ___ Yes ___ No receive a pre-placement interview?

Other comments:

EXAMPLE ONLY – FILL OUT ONLINE!

**Practicum (CPS 7663)/Internship (CPS 7683)
Chosen Site Information FORM 1003**

NOTE: IT IS EXTREMELY IMPORTANT THAT YOU PROVIDE ACCURATE AND COMPLETE INFORMATION

Student Name: _____ Panther ID: _____
Address: _____

Telephone: _____ E-Mail: _____

Program of Study: Mental Health Counseling _____ Rehabilitation Counseling _____

Site Name: _____

Address: _____

Telephone: _____

Site Supervisor: _____

Title-Degree-License-Certification: _____

Years of Experience: _____ Training in clinical supervision _____ yes _____ no

Types of Services at Site: _____

Scheduled Weekly Hours at Site: _____

_____ Provide a separate paper that includes work, class hours, and site hours to your GSU Supervisor at the beginning of Fall Semester.

Scheduled Daily Hours at Site:

Mon	Tues	Wed	Th	Fri	Sat	Sun
-----	------	-----	----	-----	-----	-----

STUDENT SIGNATURE: _____ Date _____

Students: Please attach a copy of your liability insurance policy

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: _____

EXAMPLE ONLY – FILL OUT ONLINE!

<https://education.gsu.edu/cps/students/cps-practicum-internship-information/>

Change of Site Placement

FORM 1005

Date: _____

Intern's Name: _____

Address: _____

Telephone: _____ E-Mail: _____

GSU Supervisor Name: _____

Site Name: _____

Site Supervisor Name: _____

New Site: _____

New Site Supervisor: _____

Reason for this request:

Date Submitted: _____

**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)					
Weekly Totals					

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: _____

<u>1st Semester - CPS 7663 Applied Practice</u> 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

<u>1st Semester - CPS 7683 Internship I</u> 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

<u>2nd Semester - CPS 7683 Internship II</u> 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 CLINICAL REHABILITATION COUNSELING
PRACTICUM/INTERNSHIP PERFORMANCE**

Name of Student Counselor: _____

Name of Site: _____

Period Covered by the Evaluation: _____

1= Performs task inadequately for an intern	2= Requires close supervision in carrying out task(s)
3= Requires some supervision to perform task(s)	4= Can perform task(s) independently
5= Displays mastery in task(s) but still requires periodic supervision	6= Displays mastery in task(s)
7= Performs task(s) at the independent practice level and capable of teaching others	N/A = Not Applicable

Counseling Processes and Helping Relationships

Researches the referral prior to the first interview/session	1 2 3 4 5 6 7 N/A
Keeps appointments on time	1 2 3 4 5 6 7 N/A
Begins sessions smoothly	1 2 3 4 5 6 7 N/A
Explains the nature and objectives of rehabilitation counseling	1 2 3 4 5 6 7 N/A
Is relaxed and comfortable in the session	1 2 3 4 5 6 7 N/A
Communicates interest in and acceptance of the client	1 2 3 4 5 6 7 N/A
Facilitates client expression of concerns and feelings	1 2 3 4 5 6 7 N/A
Focuses on the content of the client's presenting issues	1 2 3 4 5 6 7 N/A
Recognizes and deals with positive affect of the client	1 2 3 4 5 6 7 N/A
Recognizes and deals with negative affect of the client	1 2 3 4 5 6 7 N/A
Is spontaneous in the session	1 2 3 4 5 6 7 N/A
Uses silence effectively in the session	1 2 3 4 5 6 7 N/A
Is aware of own feelings in the counseling session	1 2 3 4 5 6 7 N/A
Communicates own feeling to the client when appropriate	1 2 3 4 5 6 7 N/A

Recognizes and skillfully interprets the client's covert messages 1 2 3 4 5 6 7 N/A

Facilitates action-step planning and realistic goal-setting with the client 1 2 3 4 5 6 7 N/A

Initiates evaluation of goals, action-steps, and processes with the client 1 2 3 4 5 6 7 N/A

Can assist a client with crisis resolution 1 2 3 4 5 6 7 N/A

Utilizes developmentally appropriate counseling interventions 1 2 3 4 5 6 7 N/A

Consistently prepared to facilitate group sessions 1 2 3 4 5 6 7 N/A

Clearly communicated directions, objectives, and purpose of group 1 2 3 4 5 6 7 N/A

Addressed dynamics during group process and development 1 2 3 4 5 6 7 N/A

Contributed to group effectiveness by employing diverse therapeutic factors 1 2 3 4 5 6 7 N/A

Vocational Rehabilitation/Career Counseling Processes

Understands the psychosocial impact of disability on the individual 1 2 3 4 5 6 7 N/A

Ability to evaluate client's needs to determine appropriate types of services and resources available to implement a rehabilitation plan. 1 2 3 4 5 6 7 N/A

Has the knowledge to evaluate a client's problems to determine a counseling approach to assist client to develop a realistic vocational goal and rehabilitation plan. 1 2 3 4 5 6 7 N/A

Selects appropriate vocational evaluation procedures for a client and integrates social, vocational, educational, medical, family, cultural, and psychological information into comprehensive evaluation reports. 1 2 3 4 5 6 7 N/A

Able to conduct job analyses, recommend job modification, contact employers to develop and identify job opportunities, and locate jobs through employment services, newspapers, and untapped job market. 1 2 3 4 5 6 7 N/A

Ability to identify labor market trends. 1 2 3 4 5 6 7 N/A

Promotes a client's understanding of his/her vocational strengths and weaknesses. 1 2 3 4 5 6 7 N/A

Advises clients regarding the need for mobility techniques, environmental adaptations, and technology that may be required to maintain employment. 1 2 3 4 5 6 7 N/A

Able to review pertinent data to determine client readiness for competitive employment.	1 2 3 4 5 6 7 N/A
Assists clients with job seeking skills (e.g., Interviewing Completing Applications, Resume Writing)	1 2 3 4 5 6 7 N/A
Applies relevant research findings to inform the practice of clinical rehabilitation and vocational counseling	1 2 3 4 5 6 7 N/A
Employs evidence based strategies related to clients' vocational goals	1 2 3 4 5 6 7 N/A
<u>Case Conceptualization and Multicultural Competencies</u>	
Uses relevant case data in planning both immediate and long-range goals	1 2 3 4 5 6 7 N/A
Uses relevant case data in considering various counseling strategies and approaches	1 2 3 4 5 6 7 N/A
Promotes optimal human development, wellness, and health through prevention, education and advocacy	1 2 3 4 5 6 7 N/A
Bases decisions on a theoretically sound and consistent rationale	1 2 3 4 5 6 7 N/A
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	1 2 3 4 5 6 7 N/A
Demonstrates appropriate use of culturally responsive individual, couples, family, group, and system modalities for initiating, maintaining, and counseling	1 2 3 4 5 6 7 N/A
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of diverse clients	1 2 3 4 5 6 7 N/A
Applies effective strategies to promote client understanding of and access to a variety of community resources	1 2 3 4 5 6 7 N/A
Uses current and past research literature on diversity issues to inform treatment decisions	1 2 3 4 5 6 7 N/A
Understands the impact of human sexuality and disability issues	1 2 3 4 5 6 7 N/A
Utilizes assessment and testing procedures that are valid with culturally diverse persons living with disabilities	1 2 3 4 5 6 7 N/A
Develops measureable outcomes for clients	1 2 3 4 5 6 7 N/A
Recognizes the differences between pathology and developmentally appropriate reactions to crises, disasters, and traumatic events	1 2 3 4 5 6 7 N/A

Assessment Skills

Understands the purpose of testing and assessment	1	2	3	4	5	6	7	N/A
Asks about the context of specific events	1	2	3	4	5	6	7	N/A
Maintains a healthy curiosity about clients' actions and reactions	1	2	3	4	5	6	7	N/A
Assesses client progress throughout the rehabilitation counseling process	1	2	3	4	5	6	7	N/A
Administers and scores instruments accurately	1	2	3	4	5	6	7	N/A
Interprets test results with active involvement of clients	1	2	3	4	5	6	7	N/A
Communicates results to clients clearly and effectively	1	2	3	4	5	6	7	N/A
Assesses and utilizes the client's readiness to change	1	2	3	4	5	6	7	N/A
Gives appropriate recommendations based on assessment	1	2	3	4	5	6	7	N/A

Professional Orientation and Ethical Behaviors

Works respectfully and effectively with other staff members	1	2	3	4	5	6	7	N/A
Demonstrates knowledge of state/federal laws and practices according	1	2	3	4	5	6	7	N/A
Seeks out agency personnel for assistance as appropriate	1	2	3	4	5	6	7	N/A
Makes appropriate use of referral/consultation resources	1	2	3	4	5	6	7	N/A
Case notes and documentation are clear and concise and timely	1	2	3	4	5	6	7	N/A
All client contact/consultation is documented	1	2	3	4	5	6	7	N/A
Actively participates in and contributes relevantly and meaningfully to meetings, trainings, seminars, etc.	1	2	3	4	5	6	7	N/A
Is professionally responsible and conscientious regarding time commitments (e.g., attendance, punctuality, meeting deadlines)	1	2	3	4	5	6	7	N/A
Understands her/his own personality and biases, and the impact of his/her behavior on others.	1	2	3	4	5	6	7	N/A
Appropriately self-directed.	1	2	3	4	5	6	7	N/A
Efficient in use of time, organized	1	2	3	4	5	6	7	N/A
Communicates effectively both orally and in writing	1	2	3	4	5	6	7	N/A
Understands and applies the CRC Code of Ethics to all professional work	1	2	3	4	5	6	7	N/A
Conducts him/herself in accordance with the ethics of the profession	1	2	3	4	5	6	7	N/A

Represents professional qualifications accurately to the client	1 2 3 4 5 6 7 N/A
Avoids establishing a dual relationship with clients	1 2 3 4 5 6 7 N/A
Respects the confidentiality of the counseling relationship	1 2 3 4 5 6 7 N/A
Appropriate use of written consent for release of information	1 2 3 4 5 6 7 N/A
Respects clients' right to self-determination	1 2 3 4 5 6 7 N/A
Recognizes her/his limitations and areas of weakness	1 2 3 4 5 6 7 N/A
Practices self-care	1 2 3 4 5 6 7 N/A

Supervision Process

Is open to presenting work without undue resistance	1 2 3 4 5 6 7 N/A
Challenges, disagrees, expresses doubt in supervision appropriately	1 2 3 4 5 6 7 N/A
Takes an active role in the supervision relationship	1 2 3 4 5 6 7 N/A
Implements what has been learned in supervision	1 2 3 4 5 6 7 N/A
Is open intellectually and emotionally to new ideas and willing to try different approaches	1 2 3 4 5 6 7 N/A
Is not overly dependent on supervisor for support and/or assistance	1 2 3 4 5 6 7 N/A
Is open to discussing the supervisory process	1 2 3 4 5 6 7 N/A
Asks directly for guidance when appropriately	1 2 3 4 5 6 7 N/A
Prepares adequately for supervisory sessions	1 2 3 4 5 6 7 N/A
Is punctual for sessions	1 2 3 4 5 6 7 N/A
Adequately evaluates her/his professional growth	1 2 3 4 5 6 7 N/A
Follows through on suggested readings	1 2 3 4 5 6 7 N/A
Presents case material in an organized, coherent and professional manner	1 2 3 4 5 6 7 N/A
Demonstrates appropriate self-reflection in supervision	1 2 3 4 5 6 7 N/A

Mental Illness

Demonstrates appropriate knowledge of behavior and personality theory in relation to psychiatric disorders	1 2 3 4 5 6 7 N/A
Demonstrates diagnostic knowledge with regards to the <i>Diagnostic and Statistical Manual of Mental Disorders-5</i>	1 2 3 4 5 6 7 N/A

Implements appropriate rehabilitation counseling and assessment techniques for individuals with psychiatric disabilities

1 2 3 4 5 6 7 N/A

Demonstrates knowledge of substance abuse issues and appropriate treatment interventions

1 2 3 4 5 6 7 N/A

Understands the impact of psychiatric diagnoses (e.g., Schizophrenia, bipolar disorders) in the workplace

1 2 3 4 5 6 7 N/A

Understands the impact of dual diagnoses (e.g., mental illnesses and substance use issues) in the workplace

1 2 3 4 5 6 7 N/A

Implements appropriate treatment planning for clinical problems

1 2 3 4 5 6 7 N/A

*****Please evaluate and describe pertinent outcomes (e.g., case closures, vocational placement, consumer satisfaction) related to your supervisee's knowledge, skills, and intervention implementation as a rehabilitation counselor-in-training.**

Additional comments and suggestions:

Signature of Site Supervisor: _____ **Date:** _____

Signature of Student Counselor: _____ **Date:** _____

Signature of GSU Supervisor: _____ **Date:** _____

**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 |

	Poor	Adequate	Good			
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 and my 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 his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
27. Applies his/her 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:

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 _____ 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!*

The Program Evaluation Form was developed by the Department of Counseling and Psychological Services, Georgia State University, 2017,

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

COMMENTS: Include any suggestions for improvements in the experiences you have rated Moderately (C) or Very Unsatisfactory (D). Use additional sheets if necessary.

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 _____ 2-5 sessions

_____ 6-10 sessions
_____ 11+ 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

Summary of Practicum-Internship Experience Form 1020 was developed by the Department of Counseling and Psychological Services, Georgia State University.

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
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, 2017.

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. | 1 | 2 | 3 | 4 | |
| 5 | | | | | |
| 2. Applies effective strategies to promote client understanding of and access to a variety of community resources | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates cultural sensitivity and understanding in making referrals. | 1 | 2 | 3 | 4 | |
| 5 | | | | | |
| 4. Uses knowledge of community resources to enhance client services. | 1 | 2 | 3 | 4 | |
| 5 | | | | | |
| 5. Cooperates with group members to develop an 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, 2017,

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 7663 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, 2017.

CPS 7683 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, 2017.

CPS 7683 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, 2017

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: _____

(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)