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Clinical Mental Health Counseling Program
Clinical Experience Handbook
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Table of Contents

Section I: Introduction	4
Section II: Requirements for Enrollment in Clinical Courses	5
A. COUN 6213: Counseling Practicum.....	5
B. COUN 7473: Supervised Internship I.....	5
C. COUN 7493: Supervised Internship II.....	6
Section III: Roles and Responsibilities.....	7
A. Counseling Program.....	7
B. Clinical Practicum and Internship Coordinator (CPIC)	7
C. Student.....	8
D. Faculty Supervisor.....	9
E. Site Supervisor.....	10
Section IV: Selecting a Clinical Site.....	11
A. Process Overview.....	12
B. Site Eligibility Criteria	12
C. Site Supervisor Eligibility Criteria	13
D. Out of Area Clinical Sites (2.5+ hours driving distance from campus).....	13
Section V: Practicum	13
Basic Program Requirements.....	14
Section VI: Internship.....	145
Section VII: Supervision Requirements	15
Supervisory Relationships	16
Section VIII: Accumulating Clinical Hours	17
A. Timeframe for Clinical Experiences	17
B. Direct Hours	17
C. Indirect Hours	17
Section IX: Evaluations	18
Section X: Professional Issues	18
A. Confidentiality.....	19
B. Informed Consent	20
C. Video/Audio Recording.....	20
D. Emergency Procedures.....	20

E. Ethical Guidelines	20
F. Professional Liability Insurance	21
G. Professional Conduct	21
H. Cell Phone Etiquette	22
I. Termination	23
J. Counseling Services.....	23
K. Resolving Problems and Professional Concerns	23
Section XI: Counseling Faculty	24
Section XII: Additional Resources	25
Reference	26
Appendices Index of Documents	27
A. Practicum & Internship Application.....	29
B. Practicum/Internship Site Contract.....	30
C. Client Release Form.....	34
D. Practicum/Internship Hourly Log.....	35
E. Practicum/Internship Performance Evaluation.....	36
F. Practicum/Internship Site Evaluation Form.....	39
G. Supervisor Evaluation Form.....	40
H. Pre-Graduation Counselor Preparedness and Job Placement Survey.....	41
I. Arkansas State University CMHC Site Supervisor Program Evaluation Form.....	45
J. Student Dispositions Evaluation.....	47
K. Faculty Supervisor End-of-Semester Student Paperwork Check Sheet.....	52
L. Site Visit Form.....	53
M. Clinical Practicum/Internship Affiliate Agreement.....	54
N. Student Responsibility Form	57

Section I: Introduction to the Clinical Mental Health Counseling Program

Clinical Experience Handbook

The Clinical Mental Health Counseling (CMHC) Program at Arkansas State University offers more than a simple collection of courses and experiences. The Counseling Program courses are organized, orderly, and purposefully planned in order to produce competent clinical mental health counselors. One of the primary experiences in our program is the professional practice course sequence, which includes practicum and two internships. This coursework allows students to work in community-based counseling settings with the objective of helping students develop knowledge, skills, techniques, and the professional dispositions necessary to become effective counselors.

This *Handbook* introduces students and supervisors to the Counseling Program's expectations for practicum and internship. The *Handbook* is intended to offer guidance to site supervisors and students about the process for successful completion of these clinical courses. The *Handbook* is required reading for all students prior to beginning clinical work. Students and site supervisors should keep a copy of the *Handbook* available for reference as needed.

Included in this *Handbook* is information about the program's requirements for enrollment in practicum and internship and the roles and responsibilities of students, site supervisors, and faculty supervisors. Also included are forms required to properly document clinical work (e.g., weekly logs, release forms, evaluations and more). The eligibility requirements of sites and site supervisors are included to guide students in the selection of appropriate clinical sites.

The clinical experiences gained through practicum and internship offer exciting opportunities to engage in counseling activities in community settings with actual clients. It also offers students opportunities to receive mentorship from experienced counselors who work in the community. It is a goal of the CMHC Program to provide students with outstanding clinical learning experiences. Effective communication between students, site supervisors and faculty is crucial for the success of each student. The CMHC Program encourage students and site supervisors to share their experiences with faculty. This feedback contributes to the overall, comprehensive evaluation of the program's effectiveness and promotes ongoing excellence in the clinical experiences of future students.

The guidelines and expectations outlined in this manual are drawn from the *2016 CACREP Standards* to ensure the Counseling Program is compliant with accreditation requirements. This manual does not replace the information and advice available from academic advisors, faculty supervisors, and the Clinical Practicum and Internship Coordinator (CPIC). Please consult with the faculty throughout the clinical sequence as appropriate. For general inquiries regarding practicum and internship, contact the CPIC, Stephanie Gotay at sgotay@astate.edu or phone 870-972-3020.

Section II: Requirements for Enrollment in Clinical Courses

A. COUN 6213: Counseling Practicum

All students who have obtained a grade of “B” or better in COUN 6203: Counseling Prepracticum and COUN 6113: Theories and Techniques in Counseling, maintained a GPA of 3.0 or better in all Counseling Program coursework, who have taken or are currently taking COUN 6123: Group Counseling, and who are not currently completing a remediation plan that precludes clinical advancement will be admitted to COUN 6213: Counseling Practicum.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at the midterm and final of COUN 6213. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, the pre-comprehensive exam results, and the successful completion of the requisite direct and indirect clinical hours contribute to the overall evaluation of a student’s performance in the course. To successfully complete Counseling Practicum and advance to COUN 7473: Supervised Internship I, the student must receive a grade of “B” or better in the course, complete the pre-comprehensive exam, evaluation of the student’s professional dispositions is determined to be developmentally appropriate, and any active remediation plan does not preclude progression to the next clinical experience.

NOTE: The Pre-comprehensive Exam is taken during the last quarter of COUN 6213: Counseling Practicum. The date, time, and location of the exam will be provided to students during this course.

Remediation: If a student’s skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete the course. If a remediation plan is implemented, the student may be required to retake COUN 6213: Counseling Practicum, retake previous coursework, or may be expected to complete additional requirements, supervision, or clinical contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be permitted to progress to COUN 7473: Supervised Internship I.

B. COUN 7473: Supervised Internship I

All students who have obtained a grade of “B” or better in COUN 6213: Counseling Practicum, maintained a GPA of 3.0 or better in all Counseling Program coursework, received developmentally appropriate evaluations on student dispositions reviews, satisfactorily completed the pre-comprehensive exam, and who are not currently completing a remediation plan that precludes clinical advancement will be admitted to COUN 7473: Supervised Internship I.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at the midterm and final of COUN 7473. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, and the successful completion of the requisite direct and indirect clinical hours contribute to the overall evaluation of a student's performance in the course. To successfully complete Supervised Internship I and advance to COUN 7493: Supervised Internship II, the student must receive a grade of "B" or better, evaluation of the student's professional dispositions are determined to be developmentally appropriate, and any active remediation plan does not preclude progression to the next clinical experience. **See additional *Attendance Policy* requirements.**

Remediation: If a student's skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete the course. If a remediation plan is implemented, the student may be required to retake COUN 7473: Supervised Internship I, retake previous coursework, or may be expected to complete additional requirements, supervision, or clinical contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be permitted to progress to COUN 7493: Supervised Internship II.

C. COUN 7493: Supervised Internship II

All students who have obtained a grade of "B" or better in COUN 7473: Supervised Internship I, maintained a GPA of 3.0 or better in all Counseling Program coursework, received developmentally appropriate evaluations on student dispositions reviews, and who are not currently completing a remediation plan that precludes clinical advancement will be admitted to COUN 7493: Supervised Internship II.

Passing the Course: Formal performance evaluations of counseling skills will be conducted at the midterm and final of COUN 7493. These performance evaluations along with formative evaluations throughout the semester, the completion of all required coursework, and the successful completion of the requisite direct and indirect clinical hours contribute to the overall evaluation of a student's performance in the course. In order to complete the clinical requirements for the Clinical Mental Health Program, the student must successfully complete Supervised Internship II, by receiving a grade of "B" or better and the student's dispositions ratings must be congruent with the level of development expected of beginning professional counselors.

Remediation: If a student's skills are not sufficient, the student will not pass the course. In such instances, remediation may be required to help the student develop the necessary skills to successfully complete this final course in the clinical series. If a remediation plan is implemented, the student may be required to retake COUN

7493: Supervised Internship II, retake previous coursework, or may be expected to complete additional requirements, supervision, or clinical contact in order to demonstrate proficiencies expected by the faculty supervisor. If remediation is not successful, the student may not be allowed to complete Supervised Internship II thereby preventing degree completion.

Section III: Roles and Responsibilities

A. Counseling Program Role and Responsibilities

The Counseling Program is responsible for the education and training of the students enrolled in the Clinical Mental Health Counseling Program. Collectively, the program faculty act as teachers, mentors, and gatekeepers for the profession. “It is the ethical responsibility of counselor educators to monitor and evaluate students’ knowledge, skills, and professional dispositions required by competent professional counselors and to remediate or prevent those that are lacking in professional competence from becoming counselors” (CACREP, 2016, p. 41). The Counseling Program collaborates with community-based site supervisors to provide opportunities for students to apply theory and develop counseling skills through clinical work with clients. The Counseling Program offers supervision training to site supervisors so they may be “knowledgeable of the program’s expectations, requirements, and evaluation procedures” for students whom they supervise (CACREP, 2016, p. 15).

B. Clinical Practicum and Internship Coordinator (CPIC) Role and Responsibilities

The CPIC is a member of the Counseling Program faculty who is designated to coordinate the practicum and internship experiences of students enrolled in the Clinical Mental Health Counseling Program and respond to inquiries regarding these clinical experiences (CACREP, 2016).

In addition, the CPIC is responsible for the following:

1. Monitor Affiliation Agreements with clinical sites.
2. Review student applications for practicum and internship and approve or deny them.
3. Review eligibility criteria of practicum and internship sites to ensure minimum requirements are met.
4. Review eligibility criteria of site supervisors to ensure minimum requirements are met.
5. Review/update policies and procedures related to practicum and internship.
6. Conduct orientation for practicum and internship students.
7. Coordinate training for site supervisors in collaboration with program faculty.
8. Coordinate Practicum and Internship Fair in collaboration with program faculty.
9. Ensure annual visits and routine contacts are maintained with the site supervisors.
10. Review practicum and internship students’ paperwork to ensure minimum requirements are met.
11. Collect and document student evaluations of sites and supervisors.
12. Collect and document students’ and site supervisors’ evaluations of the Clinical Mental Health Counseling Program.

13. Monitor job placement and credentialing activities of program graduates.
14. Monitor professional practice (practicum and internship) compliance with the *2016 CACREP Standards* and promote practices consistent with the *ACA Code of Ethics*.
15. Mediate conflicts related to a student's clinical experience in collaboration with faculty, site supervisors, and other on-site professionals.
16. Review, file into students' file, and students' initial clinical paperwork (e.g., site contract, verification of professional liability insurance, and student responsibility form). Provide copies to faculty supervisors at the start of each semester.
17. Review and file students' clinical paperwork at the end of each semester (e.g., hourly logs and site supervisors/faculty supervisor midterm and final evaluations).

C. Student Role and Responsibilities

Students enrolled in practicum or internship are responsible for the following (CACREP, 2016):

1. Submit a practicum or internship application to the CPIC by the designated due date.
 - a. For spring practicum and internship: DUE Nov. 1.
 - b. For fall internship due April 1.
2. Seek and secure a qualified practicum/internship site. The student shall ensure that the site and site supervisor are approved by the CPIC. Students should meet with their faculty advisor to discuss clinical placements prior to making initial contact with a setting.
3. Complete and submit signed copies of Practicum/Internship Site Contract to CPIC on or before December 15 for spring placements and May 15 for fall placements. Complete and submit signed copies of the Practicum/Internship signed Student Responsibility form and proof of professional liability insurance to the CPIC at least 5 business days prior to the beginning of the semester.
4. Obtain and maintain professional liability insurance throughout the clinical experience.
5. Follow all regulations, policies, procedures, and emergency response practices of the clinical site regarding the conduct of a practicum/internship student and maintain confidentiality of all records and client information.
6. Discharge assigned duties in a professional manner.
7. Become familiar with the site's technology resources (e.g., case notes, treatment plans).
8. Provide individual counseling to clients. In addition, lead/co-lead a therapy/psychoeducational group during either practicum or internship (CACREP, 2016).
9. Demonstrate counseling skills and professional behaviors appropriate for a counselor in the clinical placement including process skills, client conceptualization, and personalization skills.
10. Develop and demonstrate counseling skills, interventions and strategies appropriate to their adopted counseling theory.
11. Conceptualize ethical and legal responsibilities inherent in the setting, comply with the *ACA Code of Ethics* (2014), and seek consultation as necessary.

12. Demonstrate appropriate use of relationship building skills and maintain ethically appropriate behaviors and boundaries with clients, supervisors, and professional colleagues.
13. Assist the faculty supervisor in arranging a visit with the site and site supervisor.
14. Video/audio record counseling sessions, with clients' written consent, for review during supervision.
15. Consistently attend and participate in one-hour weekly supervision session with the site supervisor, one-hour weekly supervision session with the faculty supervisor, and a weekly one and a half hours group supervision class. Arrive prepared and demonstrate the ability to utilize and grow from supervision interventions. See the course syllabus for details regarding attendance.
16. Maintain accurate logs of direct and indirect hours/activities during the clinical experience to be reviewed and verified weekly by the site supervisor's signature. Submit forms to the faculty supervisor weekly. By the end of the semester, ensure all compiled and totaled hourly logs are submitted to the faculty supervisor.
17. Successfully complete all assigned activities and goals identified on the course syllabus and Practicum/Internship Site Contract.
18. Submit required Performance Evaluations (midterm and final) to the faculty supervisor at the appropriate times. In addition, at the end of the semester, submit the following evaluations to the faculty supervisor: 1) Supervision Evaluation of site supervisor, 2) Supervision Evaluation of faculty supervisor, and 3) Site Evaluation. Students completing Internship II will also submit a Pre-Graduation Counselor Preparedness and Job Placement Survey.

D. Faculty Supervisor Role and Responsibilities

The Counseling faculty will collaborate with clinical sites and site supervisors to ensure students' practicum/internship experiences are appropriate and provide effective learning experiences to develop clinical skills and professional behaviors to become competent counseling professionals. Although site supervisors significantly contribute to student development, ultimately the Counseling faculty is responsible for ensuring students are afforded quality learning opportunities. Therefore, faculty supervisors will be actively involved in overseeing the students' experiences during clinical site placements. The faculty supervisor is responsible for the following (CACREP, 2016):

1. Review student's Practicum/Internship Site Contract and goals to be pursued at the site.
2. Provide weekly one and a half hours group supervision class.
3. Provide one-hour weekly individual/triadic supervision at the university.
4. Evaluate and provide formative feedback on students' clinical skills observed through counseling recordings.
5. Discuss students' concerns, review ethical issues and relevant codes, and facilitate student awareness of cultural/social diversity counseling issues.
6. Promote the development of appropriate techniques/interventions consistent with the student's theoretical orientation.

7. Complete summative evaluations of the student's overall performance and progress at midterm and the end of the semester.
8. Visit the site supervisor, and student when possible, at the clinical site and document contact (See App. L). There will be a minimum of one site visit per agency each semester typically around the midterm of the semester.
9. Maintain regular contact with the site supervisor to collaborate/offer support to ensure ongoing quality clinical learning experiences for the student, to obtain updates on the student's performance, and to identify the student's areas of need for continued growth. At a minimum, faculty supervisors will initiate first contact with the site supervisors within the first two weeks of the semester (by phone and/or email), at the midterm, and prior to the end of the semester.
10. Monitor and track students' accumulation of direct/indirect service hours.
11. Mediate issues between student and site supervisor as needed.
12. Uphold ethical role as professional gatekeeper to initiate remediation plans as necessary and to prevent students that are lacking in professional competence from becoming counselors.
13. Award final course grades considering the student's demonstrated clinical skills and professional behaviors. The site supervisor's evaluation of the student will contribute to this final assessment.
14. Notify site supervisor of a student's inability to complete a clinical site placement if the student is incapacitated and unable to provide this notification.
15. Submit student evaluations and hourly logs to the CPIC by the end of the semester to included (see Appendix K for Faculty Supervisor End-of-Semester Student Paperwork Check Sheet):
 - a. All hourly logs totaled and signed
 - b. Midterm and Final Performance Evaluations by site and faculty supervisors
 - c. Site Evaluation(s) completed by student
 - d. Site and Faculty Supervisor Evaluations completed by student
 - e. Program Evaluation completed by the site supervisor (only one required per site)
 - f. Pre-graduation Job Preparedness and Job Placement Survey by student (required for Internship II only)
16. In accordance with the *CACREP Standards* (2016), faculty supervisors have relevant counseling experience, professional credentials, and counseling supervision training and experience. Because the Counseling faculty provide group and individual supervision to students enrolled in practicum and internship courses, the faculty:student ratio will not exceed 1:6.

E. Site Supervisor Role and Responsibilities

The site supervisor will serve as mentor, consultant, supervisor, and evaluator for students during their practicum/internship clinical experiences. While the student is on-site, the site supervisor is responsible for the student and for the welfare of the clients with whom the

student is providing direct services. The site supervisor holds a crucial role in the development of a student's clinical skills and is responsible for the following (ACES, 2011):

1. Complete Practicum/Internship Site Contract and site-specific learning goals in collaboration with the student.
2. Negotiate a work schedule with the student that includes adequate opportunities for the student to meet practicum/internship hours requirement.
3. Provide the student with adequate workspace and access to supplies/equipment.
4. Orient the student to the site, provide introductions to key professionals and staff, and coordinate any site-specific training requirements.
5. Familiarize the student with the organization's mission, goals, policies, practices, and emergency procedures.
6. Arrange for the student to observe counseling activities and duties before performing them.
7. Assign the student clients who appropriately challenge the student yet do not exceed their skill level and provide opportunities for the student to lead/co-lead a group session appropriate for his/her skill level.
8. Ensure the student has opportunities to record client sessions.
9. Monitor the student's activities and intercede whenever necessary.
10. Coordinate counseling-related learning opportunities that contribute to the development of clinical skills, professional dispositions, and the student's identity as a professional counselor.
11. Provide opportunities for the student to become familiar with technological resources and tools (e.g., electronic documentation systems).
12. Provide weekly one-hour individual supervision sessions to the student providing ongoing formative evaluation and feedback of the student's clinical skills and professional development.
13. Promote the development of appropriate techniques/interventions consistent with the student's theoretical orientation.
14. Complete a midterm and final evaluation of the student and review results with the student.
15. Complete an evaluation of the Counseling Program at the end of the semester.
16. Promptly report concerns and/or incidents to the faculty supervisor.

Section IV: Selecting a Clinical Site

Students who intend to enroll in a practicum or internship course should begin the site-selection process well in advance and are required to submit an application to the CPIC during the semester before the field placement. Clinical placements are limited at most sites, placements may require students attend an interview before being accepted by the site, and many sites require students to complete training prior to beginning work. Typically, these trainings are offered at specific times/dates and may span a period of up to 5 days. Failing to adequately prepare may prevent a student from enrolling in a clinical course or delay the onset of clinical work at the site.

A. Process Overview

While students are responsible for seeking clinical placements, counselors-in-training are encouraged to select a site carefully, based on professional goals, interests, abilities, and skills. The type of clientele served in the setting, types of services provided in the setting, and the staffing needs of the site are also important considerations. The student's advisor or the CPIC can help identify appropriate sites.

Although there is more than one way to secure a site, students can use the following as a guide:

1. In the semester before the anticipated practicum or internship, students should begin considering potential clinical sites.
 - a. During the fall semester, generally in October, the CMCH program hosts the annual Practicum and Internship Fair, during which time students can learn about quality clinical sites that provide a variety of counseling experiences. Students can also assess the sites' abilities to meet their hourly needs (i.e., direct and indirect hours), the type of clinical experience offered, the diversity of clientele, and the specialty service areas provided by the sites.
2. Students must complete and submit the Practicum/Internship Application to the CPIC by the following due dates (See Appendix A):
 - a. For Spring practicums and internships, the due date is November 1.
 - b. For Fall internships, the due date is April 1st.
3. The student must contact the site coordinator to schedule an interview to discuss clinical placement. During this interview, students should identify and make plans to complete any site-specific training requirements. Be sure to obtain the CPIC's approval of the site's and site supervisor's eligibility before scheduling an interview.
4. Students must complete the Practicum/Internship Site Contract and obtain signatures from authorized site personnel. Students are required to submit completed and signed contracts by the designated due date as well as a signed Student Responsibility Form, and proof of professional liability insurance to the CPIC at least five business days BEFORE the beginning of the semester. The student and site supervisor should retain copies of this contract. If a student fails to submit the required paperwork at the appropriate time, they may be required to drop the clinical course.

B. Site Eligibility Criteria

Sites must be pre-approved by the CPIC to ensure a current Affiliation Agreements exists between the Counseling Program and the clinical site. Eligible clinical sites agree to provide students the following opportunities and support (CACREP, 2016):

1. Provide the practicum or internship student with opportunities to perform individual, family or couples counseling sessions.
2. Provide the practicum or internship student with opportunities to "lead or co-lead a counseling or psychoeducational group" (p. 14).

3. Provide the practicum or internship student with weekly supervision by a qualified supervisor.
4. Allow appropriate recording of counseling session for use in supervision including faculty led group supervision. Additionally, live supervision by university faculty may be requested as needed.
5. Agree to sign a Practicum/Internship Site Contract in collaboration with the student (See Appendix B).

C. Site Supervisor Eligibility Criteria

Site supervisors must be pre-approved by the CPIC and must meet the following qualifications (CACREP, 2016):

1. Hold a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including relevant certifications and/or licenses.
2. Have a minimum of two years of relevant professional experience in the delivery of clinical mental health counseling services to clients.
3. Have knowledge of the Counseling Program's expectations, requirements, and evaluation procedures for students.
4. Complete relevant training in counseling supervision. The Counseling Program offers annual training sessions for site supervisors. For information about these free training opportunities, contact the CPIC.

In addition, the site supervisor must agree to act as the student's supervisor for the duration of the student's practicum or internship experience, coordinating and overseeing student activities and access to clients. The site supervisor must also agree to provide one-hour individual/triadic supervision to the student each week during the clinical experience.

D. Out of Area Clinical Internship Sites (2.5+ hours driving distance from campus):

Most clinical sites must be preapproved and within 2.5 hours driving time of the Arkansas State University-Jonesboro campus. Students who wish to arrange an internship I or II placement more than 2.5 hours driving time from campus and/or out of state must submit a formal request, including justification, to the faculty. Applicants are advised that (1) out of area internships are rarely authorized, (2) two-thirds of the faculty must approve requests, (3) requests for distant sites must be submitted to practicum and internship coordinator no less than one month before practicum and internship application due date, (4) completing clinical placement outside of the 2.5+ hours driving time from campus may result in students needing to complete some classes/electives online with other programs and transferring credits, and (5) those wishing to complete the play therapy program prior to graduation from the CMHC program are not eligible for out of area clinical sites.

Section V: Practicum

Counseling Practicum (COUN 6213) is the first community-based counseling experience students will encounter through the Counseling Program. According to the *CACREP Standards* (2016), PRACTICUM is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The

practicum is completed prior to internship” (p. 43). During the practicum experience, students will work with clients who represent the diversity of their community with the purpose of developing basic counseling skills and knowledge, professional dispositions, ethical behaviors and a personal counselor identity.

Basic Program Requirements

Students must complete the supervised practicum experience over a full semester (no less than 10-weeks). Each student’s practicum includes all of the following (CACREP, 2016):

1. Documentation that students have professional liability insurance prior to beginning practicum and throughout the practicum experience.
2. At least 100 clock hours at the clinical site during which students have opportunities to become familiar with a variety of professional activities and resources, including technological resources.
3. At least “40 clock hours of direct service with actual clients that contributes to the development of counseling skills” (p. 14); the remaining hours may be indirect service hours.
4. Documentation of all practicum activities on the appropriate clinical hours log form signed by the student and the site supervisor to be submitted weekly to the faculty supervisor.
5. Video/audio recordings for use in supervision, or live supervision, of the student’s counseling sessions with clients.
6. Evaluation of the student’s counseling performance throughout the practicum, including documentation of formal summative evaluations at both the midterm and at the end of the practicum.
7. “In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group” (p. 14).
8. Additional requirements for course completion will be identified on the course syllabus.

Section VI: Internship

Supervised Internship I (COUN 7473) and Supervised Internship II (COUN 7493) follow the Counseling Practicum (COUN 6213) course. These two courses comprise the second and third clinical field experiences respectively. Students must successfully complete Internship I before enrolling in Internship II. Moreover, a student may not be enrolled in both Internship I and II at the same time. According to the *CACREP Standards* (2016), INTERNSHIP is “a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives” (p. 42). During the internship experience, students will work with clients who represent the diversity of their community with the intended purpose of refining and enhancing basic counseling knowledge and competencies, developing an authentic personal theoretical foundation,

improving ethical decision-making skills, and increasing their professional dispositions and counselor identity.

Basic Program Requirements

Students must complete two (2) supervised internship experiences, each over a full semester (no less than 10-weeks). Each internship includes all of the following (CACREP, 2016):

1. Documentation that students have professional liability insurance prior to beginning internship and throughout the internship experience.
2. At least 300 clock hours at the clinical site during which students have opportunities to become familiar with a variety of professional activities and resources, including technological resources. Note: Upon conclusion of the two internship experiences, students must accumulate a minimum of 600 total clock hours combined.
3. At least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills; the remaining hours may be indirect service hours. Note: Upon conclusion of the two internship experiences, students must accumulate a minimum of 240 total direct clock hours combined.
4. Documentation of all internship activities on the appropriate clinical log form signed by the student and the site supervisor to be submitted weekly to the faculty supervisor.
5. Video/audio recordings for use in supervision, or live supervision, of the student's counseling sessions with clients.
6. Evaluation of the student's counseling performance throughout each internship, including documentation of formal summative evaluations at the midterms and conclusions of each internship.
7. "In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group" (p. 14).
8. Additional requirements for course completion will be identified on the course syllabus.

Section VII: Supervision Requirements

During each clinical experience, students will receive supervision in multiple ways. Students are expected to consistently attend individual and group supervision, arrive prepared to participate in the supervision dialogue, identify specific issues/concerns they want to address, bring recordings if requested, be prepared to accept and utilize the feedback provided, and leave the session with a plan of action. Students are required to participate in the following supervision activities for each clinical course (CACREP, 2016):

1. One hour per week of individual or triadic supervision provided by a program faculty member.
2. One hour per week of individual or triadic supervision provided by a site supervisor.

3. One and a half hours per week of group supervision provided by a faculty member or appointed adjunct instructor.

Supervisory Relationships

The supervisory relationship is the foundation for effective supervision and students' professional development. This relationship requires trust, emotional intelligence and maturity, flexibility, humility, and openness (ACES, 2011). Clinical supervision helps developing counselors apply theories and counseling skills in their clinical work. Students present their clinical experiences in supervision to increase their self-awareness, case conceptualization, and self-evaluation. Students are expected to attend all scheduled supervision sessions, arrive on time, and focus on the supervision process (i.e., turn cell phones off). Students are expected to be prepared for supervision by listening to counseling recordings, identifying clinical strengths and weaknesses, and requesting specific help from the supervisor. Further, students are expected to accept feedback and integrate recommendations into their clinical work and/or professional dispositions as advised.

The role of clinical supervisors includes teaching, consulting, and mentoring. Supervisors should consider the student's developmental level when determining what to address during supervision and how to effectively promote student learning. Supervisors should seek to be self-aware and sensitive to diversity issues that might influence the supervisory relationship. Supervisors should aim to create safe environments for student development and understand that resistance can be a normal part of growth. Resistance occurs for many reasons including anxiety, fear, self-doubt, shame, or individuation. Resistance may result from instances of transference or parallel-processes that arise during supervision. The supervisor can use these moments to help the student reflect on the client-counselor relationship while exploring the dynamics of the student-supervisor relationship. The supervisor must assess the student's developmental level and ability for personal insight and adapt teaching interventions accordingly (ACES, 2011).

There are necessary boundaries and unavoidable inequalities in the supervisor-student relationship since the supervisor evaluates the students' counseling skills and professional development. In fact, supervisors are ethically bound to "clearly define and maintain ethical professional, personal, and social relationships with their supervisees" according to the *ACA Code of Ethics* (2014, p. 13). In addition, the supervisor is a gatekeeper for the profession ensuring that developing counselors are prepared to provide quality care to clients. The clinical supervisor is ultimately responsible for ensuring the client's welfare (ACES, 2011).

Section VIII: Accumulating Clinical Hours

A. Timeframe for Clinical Experiences

Students may not begin acquiring hours toward their practicum or internship prior to the first day of the semester, and they must complete their clinical experiences no later than the last day of the semester. In instances where a student is expected to complete site-required training before beginning work at a clinical site and that training is scheduled before the first day of the semester, the student may attend the required training but may not include this time in their clinical hours. In instances when a student is expected to attend such site-required training prior to the first day of class, the site supervisor will assume responsibility of the student. The professional liability insurance students are required to obtain covers counseling activities performed only during the semester in which the students are enrolled in school sponsored practicum and internship courses and receiving faculty supervision; It does not cover any paid work activities.

B. Direct Hours

Practicum students must acquire 100 clock hours during their clinical experience of which 40 clock hours must be “direct services with actual clients that contributes to the development of counseling skills” (CACREP, 2016, p. 14). For each of the two internships, students must acquire 300 clock hours of which 120 clock hours must be direct services with actual clients that contributes to the development of counseling skills. Note, by the conclusion of the student’s two internship courses, he or she must acquire at least 240 clock hours of direct service with clients, in addition to the 40 clock hours accumulated during practicum. Direct hours require more than spending time with a client. Direct hours involve activities that facilitate client change through therapeutic or psychoeducational activities and are generally associated with a client’s treatment plan and goals. Specifically, the *CACREP Standards* (2016) describe direct service hours as “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation” (p. 40). Consultation may be considered direct service when the consultation is about a specific client and is conducted with the client, parent, legal guardian, physician, teacher, case manager, or other pertinent professional involved in the client’s service delivery. Lastly, although co-facilitating group sessions or individual sessions may be considered direct service, observing others provide counseling or related services may NOT be counted as direct service.

C. Indirect Hours

There is no minimum requirement for indirect hours during practicum or internship; rather, the balance of required clock hours that are not identified as direct service may be considered indirect clock hours as long as the student is engaged in activities expected of a counseling professional. In other words, students should not be engaged in activities that are typically assigned to paraprofessionals or administrative staff as this does not contribute to their clinical

skill and professional development. Therefore, the work students perform to acquire indirect hours must be planned thoughtfully so they have ample opportunity to become familiar with a variety of professional activities and resources, including technological resources. Indirect hours should contribute to students' professional development, enhance their identity as counselors, familiarize them with administrative duties and record keeping (e.g., case notes, treatment plans/updates, electronic documentation), and contribute to their ability to participate effectively on interdisciplinary teams and with other professionals (e.g., staff meetings, treatment team meetings). Indirect activities may also include research and planning for group activities, workshops or seminars, client file reviews, and research related to clients' diagnoses, medications or treatment interventions. Supervision and consultations with other professionals may also be considered indirect clock hours. Although observing other professional counselors provide counseling or related services can be beneficial during orientation, observation should represent only a small portion of a student's activities.

Section IX: Evaluations

Evaluation is an ongoing part of the student's practicum and internship experience. Formative evaluations are provided during supervision sessions with the site supervisor, the faculty supervisor, and during group supervision. Summative performance evaluations are completed by the site supervisor and the faculty supervisor at the midterm and the end of the semester. Performance evaluations assess students' professional behaviors and their clinical skills including process, conceptualization, and personalization skills. The site supervisor and the faculty supervisor will review each performance evaluation with the student. (See Appendix E for the Practicum/Internship Performance Evaluation form.)

Students will also have an opportunity to provide feedback through several evaluations completed at the end of each clinical experience including the following: 1) evaluation of the site supervisor, 2) evaluation of the faculty supervisor, and 3) evaluation of the site. Prior to graduation, students completing Internship II will evaluate of the Counseling Program's effectiveness in preparing them to become professional counselors.

Section X: Professional Issues

The practicum and internship experiences represent students' first professional experiences in community settings with real clients under the supervision of community-based practicing counselors. For most students, this will be their first opportunity to demonstrate the professional skills expected of practicing counselors. Consequently, students will likely encounter professional issues that are new to them. The mentorship, support, and guidance of professional counselors and supervisors is crucial to the preparation and development of students to successfully address and respond to various professional issues. Students are advised to seek consultation and support from site and faculty supervisors whenever needed.

A. Confidentiality

Practicum and internship students are required to follow the *ACA Code of Ethics* (2014) which requires counselors to maintain a clients' confidentiality except under specific and extreme circumstances. Students must protect clients' identities to the greatest degree possible, be knowledgeable of the clinical site's practices regarding confidentiality, understand the limits of confidentiality, and properly inform the client about these rights. Students must address confidentiality in several ways.

1. **Supervision** – At the onset of the counselor-client relationship, students must inform clients of their practicum or internship status and explain the limits this creates for confidentiality. Clients have a right to be informed that student-counselors will discuss cases with their site supervisors, faculty supervisors, and during group supervision for educational purposes (ACA, 2014). Site supervisors will instruct students on the management of confidentiality at the site and during on-site supervision. During group supervision and faculty supervision, students must present clinical cases for review and discussion but should extract information that might clearly identify a client. Pseudonyms should be used during group and faculty supervision sessions to conceal each client's identity.
2. **Individual counseling** – Again, students are required to inform clients of their practicum or internship status and inform clients of the limitations to confidentiality. There may be instances when the law mandates confidentiality be breached. For example, it may be necessary to release a client's confidential information in response to a subpoena, reported or suspected abuse of a minor child or vulnerable adult, or a client's threat of harm to self or others (ACA, 2014). Although clients' names may remain confidential during supervision, other information will be shared with the site supervisor, the faculty supervisor, and fellow counselors-in-training. Client information that is shared during supervision is done so for educational purposes to promote the development of students' clinical skills. Supervisors are obligated to protect client confidentiality and monitor the student's counseling performance to ensure client welfare (ACES, 2011). To conceal a client's identity, students are instructed to use pseudonyms and extract identifying information when discussing cases with faculty supervisors and during group supervision.
3. **Group counseling** – Confidentiality during group counseling presents unique challenges since the counselor cannot assure clients that information will remain confidential. Students should ask site supervisors for guidance on addressing confidentiality during group counseling. In general, student-counselors should encourage group participants to maintain the confidentiality of the group but also inform members that confidentiality cannot be assured. When facilitating or co-facilitating group sessions, students must inform clients of their practicum or internship status and the limitations this presents to confidentiality (ACES, 2011). In addition, students should conceal information that clearly identifies a client when discussing cases in group supervision or individual supervision with the faculty supervisor.

B. Informed Consent

Before students initiate a counseling relationship, they must inform every client of limits to confidentiality, their status as a counselor-in-training, and any site-specific information which the site supervisor has provided (ACA, 2014; ACES, 2011). Students must also secure the client's written permission to video/audio counseling sessions prior to recording. If the client is a minor child or legally incompetent adult, then the parent/guardian is required to provide written consent to record. Copies of written informed consent must be provided to the faculty supervisor when submitting recordings for review. Students are instructed to retain the original Client Release Form in the client's file at the clinical site; and on the copies submitted to faculty supervisors, students are instructed to mark-out clients' names completely except for the first and last initials. (See Appendix C for Client Release Form.)

C. Video/Audio Recording

Recording individual client sessions is a required component of the practicum and internship experience. Students are expected to video/audio record client sessions weekly. Recordings of counseling sessions will be reviewed during group and/or individual supervision sessions with faculty and peers. Faculty use recorded sessions to evaluate students' clinical skills and to offer useful feedback. These recordings also offer students opportunities to evaluate their own clinical skills and peers benefit through vicarious learning of actual case studies of clients in various community counseling settings.

Students must ensure they have access to recording equipment. In addition, students are responsible for uploading recorded sessions to GoReact for review by the faculty. GoReact is a private and secure cloud-based platform that is compliant with U.S. HIPPA requirements. Students are also responsible for ensuring the quality of recordings are sufficient to allow viewers to see and hear the counseling session.

Additionally, students are instructed to obtain written client consent prior to recording. Students are responsible for maintaining recordings in a secure location at all times to protect client confidentiality. GoReact is the storage platform for all counseling session recordings. Students/faculty must delete all counseling recordings at the conclusion of the semester.

D. Emergency Procedures

Students must be familiar with the clinical site's emergency procedures and policies (e.g., client crisis, weather, fire, bomb threat, active shooter, medical, etc.) and must follow these policies. Student must ensure they are adequately informed of the procedures and that they fully understand what is expected of them in an emergency. In case of an emergency, students must notify their site supervisor as soon as possible. Once the emergency has been addressed and the situation is secure, contact the faculty supervisor in person, by email, or by phone to report the emergency.

E. Ethical Guidelines

Students admitted to the Clinical Mental Health Counseling Program are expected to adhere to the *American Counseling Association Code of Ethics* (ACA, 2014) and use these codes as a

guide for professional and ethical behavior. Ethical violations committed by a student can result in disciplinary actions including the student's dismissal from the program. The *ACA Code of Ethics* can be accessed at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>. In keeping with these ethical standards, it is imperative students understand that when they enter into a counseling relationship, they are entering into an agreement with a client to keep his/her welfare foremost. In addition, students are agreeing to provide counseling interventions most appropriate to address the client's concern, to treat the client with respect, to seek supervision or consultation when needed, to refer when appropriate, and not to exceed his/her level of competence. When ethical issues arise, students are advised to promptly consult with the site supervisor or the faculty supervisor.

F. Professional Liability Insurance

Students must obtain and maintain professional liability insurance throughout their clinical experiences. The Counseling faculty strongly encourage students to become members of the American Counseling Association (ACA) and acquire student insurance through this organization. Though liability insurance may be gained through other organizations or institutions, membership and liability insurance through a counseling organization provides insurance intended for counseling students. As a benefit of ACA membership, master's level counseling students receive liability insurance coverage at no additional charge. Students' professional liability insurance covers counseling activities performed only during the semester in which the students are enrolled in school sponsored practicum and internship courses and receiving faculty supervision. Student liability insurance does not cover any paid work activities. Students must provide proof of professional liability insurance to the CPIC each semester prior to the collection of any clinical hours.

G. Professional Conduct

Students are expected to demonstrate behaviors that reflect the commitments, characteristics, values, beliefs, interpersonal functioning, and ethics of practicing professional counselors. The evaluation of students' professional behaviors includes, but is not limited to, reliability, initiative, collegiality, ethical behavior, responsibility, receptiveness to feedback, professional dress and demeanor, willingness to consult and defer to experienced personnel, and ability to maintain appropriate professional boundaries with clients, peers and staff.

1. *Reliability* pertains to the student's ability to attend work/class as scheduled, arrive on time, complete assignments/paperwork in timely manner, and follow through on commitments.
2. *Initiative* pertains to the student's intentional pursuit of opportunities to learn and engage in new counseling-related experiences. Students should be proactive by anticipating and planning for upcoming events or potential problems.
3. *Collegiality* refers to the student's ability to have a good relationship with and work cooperatively with professional peers.
4. *Ethical behavior* refers to the student's ability to understand and comply with the *ACA Code of Ethics* (2014) and the policies and procedures of the site and Counseling Program.

5. *Receptive to feedback* refers to the student's ability to listen, accept and integrate feedback into his/her clinical practices and professional behaviors.
6. *Professional dress/demeanor* refers to the way students present themselves through dress, manner, and attitude.
 - i. *Dress*: Student's should dress professionally and consider the clientele and clinical site when determining what clothing is appropriate. Students should ask the site supervisor about the site's dress code. Students can also observe other professionals at the site to determine what is considered acceptable dress. At a minimum, clothing should be neat, clean, free of stains or tears, and well-fitting. Clothing should be conservative and provide adequate coverage. (i.e., Think about how clothes fit/fall when seated or bending over.) Avoid wearing jeans or tee shirts until the site's dress code is clearly understood.
 - ii. *Demeanor and attitude*: Students should demonstrate cordial, positive, open attitudes and a willingness to engage in new learning experiences. Although some unease is expected, behaviors that communicate anxiety, fear, resistance, timidity, or agitation can undermine your professional presentation. Similarly, behaviors that project passivity, indifference, aloofness, or malcontent are not acceptable.
7. *Willingness to consult and defer to experienced personnel* refers to the student's readiness to respect and accept the feedback, guidance, and direction offered by supervisors and other professionals. This requires students to understand their own limitations, to actively seek guidance when needed, and to be amenable to new ways of thinking.
8. *Establishes appropriate boundaries with clients, peers, and staff* refers to the ethical obligations students have to thoughtfully consider their professional relationships. When possible, dual relationships should be avoided. When it is not possible to avoid a dual relationship, the students should thoughtfully consider the power differential in the relationship, the purpose of the relationship, and the risks and benefits of the relationship. Students should discuss boundary issues with their supervisors. Although relationships are complex, practicum and internship students must adhere to the following relationship boundaries (ACA, 2014):
 - i. The student-supervisor relationship is professional. Students must not engage in sexual relationships with supervisors. Further, supervisors must avoid relationships with students that hinder their ability to remain objective.
 - ii. The student-client relationship is professional. Students do not engage in counseling relationships with anyone who is a family member, friend, romantic partner, or family member of a romantic partner.

H. Cell Phone Etiquette

Although not part of the formal evaluation process, cell phone etiquette is an important part of students' professional presentation. Follow these tips for considerate and professional cell phone use.

1. Turn your cell phone to silent when in meetings or counseling sessions.

2. While is a counseling session, turn your phone off or on silent mode and stow out of site. If you need to monitor the time, use a watch or clock (unless the supervisor instructs otherwise).
3. When interacting with clients and other professionals, give them your full attention, even when receiving compelling text messages or emails.
4. Take personal calls in private.
5. Do not engage in covert texting.

I. Termination

Students are expected to fulfill agreements with clinical sites and to work the full term of their contracts. If unexpected circumstances arise that may prevent the student from completing a clinical experience, the issue should be discussed with the site supervisor and faculty supervisor before the student discontinues work at the site. If the situation cannot be rectified, the student will provide adequate notice to the site in order to appropriately end client relationships and make suitable referrals. If the student is incapacitated and unable to provide this notice, the faculty supervisor will contact the site supervisor to provide this notification. However, the site supervisor may immediately remove from the facility any student who poses an immediate threat or danger and promptly notifying the faculty supervisor.

J. Counseling Services

Due to students' exposure to client trauma and distress during practicum and internship, there may be times when painful personal psychological or emotional material is uncovered or reemerges. Students may also experience vicarious traumatization or compassion fatigue. Should students need assistance in dealing with these issues, please do not hesitate to contact the Arkansas State University Wilson Counseling Center (107 N. Caraway Rd.; Telephone: (870) 972-2318; Website: <https://www.astate.edu/a/counseling-services>). To enroll in counseling, contact the Counseling Center at 870-972-2318, drop by their office, or email them at counseling@astate.edu to schedule an initial intake. Your faculty supervisor or faculty advisor can also provide referrals to community resources as well.

K. Resolving Problems and Professional Concerns

Counselors have an ethical obligation to resolve problems informally when possible. This requires open and honest dialogue between professionals. If students or supervisors encounter problems or concerns, they should communicate these concerns directly in a professional manner with the intention of resolving the issue. If an issue cannot be resolved through an informal approach, then formal address may be required, and the student or site supervisor may ask the faculty supervisor or CPIC to intercede. Even when problems or concerns at the clinical site are resolved, the site supervisor may decide to discuss the incident with the faculty supervisor so the information/guidance offered to students can be consistently reinforced. When the faculty and site supervisors work together, a more stable and safe learning environment is created for students. The following is a list of Counseling faculty. Please do not hesitate to contact any member of the faculty as needed.

Section XI: Counseling Faculty

Asher Pimpleton-Gray, Ph.D., LPC
Interim Chair of Psychology and Counseling
Email: apimpleton@astate.edu
Phone: (870) 680-8410

W. Blake Sandusky, Ph.D.
Director of Counseling Programs
CACREP Liaison
Associate Professor
Email: wsandusky@astate.edu
Phone: (870) 972-3064

Savannah Cormier, Ph.D., LPC, RPT-S
Graduate Certificate in Play Therapy
Coordinator
LUPINE Service Center Co-Director
Associate Professor
Email: scormier@astate.edu
Phone: (870) 972-3064

Ashley Williams-Whitley, Ph.D., LPC, NCC
Chi Sigma Iota Co-Faculty Advisor
LUPINE Service Center Co-Director
Assistant Professor
Email: awilliamswhitley@astate.edu
Phone: (870) 972-3064

Stephanie Gotay, Ed.D., NCC, CRC
Associate Professor
Clinical Practicum and Internship
Coordinator
Email: sgotay@astate.edu
Phone: (870) 972-3020

Patrice Parkinson, MA, PPC, NCC
Assistant Professor
Email: pparkinson@astate.edu
Phone: (870) 972-3064

Dr. Yun Ju Huang, Ph.D., LPC-A (TX), NCC
Assistant Professor
Email: yhuang@astate.edu
Phone: (870)-972-3064

Section XII: Additional Resources

Association for Counselor Education and Supervision Taskforce on Best Practices in Clinical

Supervision. (2011). *Best practices in clinical supervision* [Pdf]. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Pearson.

Boarders, L. D. (2014). Best practices in clinical supervision: Another step in delineating effective supervision practice. *American Journal of Psychotherapy*, 68, 151-162.

Warner, T. (2022, January). Making every moment of clinical supervision count. *Counseling Today*.

<https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/making-every-moment-of-clinical-supervision-count>

Reference

American Counseling Association. (2014). *ACA code of ethics*.

https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1

Association for Counselor Education and Supervision (ACES) Taskforce on Best Practices in Clinical Supervision. (2011, April). *Best practices in clinical supervision*. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>

Council of the Accreditation of Counseling and Related Educational Programs (2016). *CACREP standards*. www.CACREP.org

Appendices Index of Documents

The following documents are used throughout the practicum and internship experiences. The tables below identify the document title, purpose, deadline, and appendices. There are three (3) tables:

Table 1. STUDENT Documents

Table 2. SITE SUPERVISOR and/or FACULTY Documents

Table 3. CPIC Documents

Table 1. STUDENT Documents

TITLE	PURPOSE	DEADLINE	APP.
Practicum & Internship Application	Indicates student's intent to enroll in a clinical course.	Submit to CPIC by: • April 1 for fall placements • Nov. 1 for spring placements	A
Practicum/Internship Site Contract	Student and Site Supervisor collaborate to identify the agreed upon practicum or internship clinical activities and goals to be performed at the clinical site.	Submit to CPIC by: • May 15 for fall placements • Dec. 15 for spring placement	B
Client Release Form	Documents client's written consent to video/audio record counseling sessions.	Submit to faculty supervisor prior to or with each recorded counseling session.	C
Practicum/Internship Hourly Log	Documents student's direct and indirect clinical activities during practicum or internship.	Obtain Site Supervisor's signature and submit to faculty supervisor weekly; Submit compiled forms at end of semester.	D
Practicum and Internship Performance Evaluation (Midterm & Final)	The Faculty Supervisor and Site Supervisor evaluate student's clinical and professional progress and review the evaluation with the student.	Student is responsible for providing forms to the site supervisor in advance of designated due dates (midterm and final).	E
Practicum/Internship Site Evaluation Form	Students evaluate the site's effectiveness in providing opportunities for clinical skill and professional development.	Due at the end of each clinical course.	F
Supervisor Evaluation Form (of Site Supervisor & Faculty Supervisor)	Students evaluate the effectiveness of the site supervisor and the faculty supervisor (complete one eval. for each supervisor).	Due at the end of each clinical course.	G
Pre-Graduation Counselor	Students completing Internship II will complete	Due at the end of Internship II.	H

Preparedness and Job Placement Survey	an evaluation of the Counseling Programs overall effectiveness and will report on job placement and licensure activities.		
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Table 2. SITE SUPERVISOR and/or FACULTY Documents

TITLE	PURPOSE	DEADLINE	APP.
Practicum/Internship Performance Evaluation Form (Midterm & Final)	<u>Site Supervisors</u> and <u>Faculty Supervisors</u> evaluate student's clinical and professional progress.	Due at the midterm and final of each clinical course. Student will provide forms to Site Supervisors as needed.	E
Arkansas State University CMHC Site Supervisor Program Evaluation	<u>Site Supervisors</u> will evaluate the overall effectiveness of the Counseling Program and the training/support provided to them during a student's clinical work.	Due at the end of each semester.	I
Student Dispositions Evaluation	<u>Faculty Supervisors</u> and Instructors use to evaluate students overall academic progress and personal and professional dispositions.	Evaluated annually during the Spring semester and as needed.	J
Faculty Supervisor End-of-Semester Student Paperwork Check Sheet	<u>Faculty Supervisors'</u> guide to paperwork submission to CPIC.	Due at end of each semester; submit to CPIC.	K
Site Visit Form	<u>Faculty Supervisor and/or CPCI</u> uses this form to document visit.	Complete each semester; place report in site visit binder.	L

Table 3. CPIC Documents

TITLE	PURPOSE	DEADLINE	APP.
Clinical Practicum/Internship Affiliate Agreement	Identifies an established relationship between the <u>Counseling Program</u> and clinical sites that have agreed to provide clinical experiences to the CMHC Program's students.	Signed prior to a student's clinical experience. The agreement may span a one-to-5-year period as agreed upon by both parties.	M

Appendix A

Arkansas State University - Department of Psychology and Counseling - Counseling Program
Clinical Mental Health Counseling

Practicum and Internship Application

*Application **must be completed/submitted to CPIC by the deadline** to be considered for placement.

Part 1: Student Information

SEMESTER (Check ONE)

☐ Fall

☐ Spring

COURSE (Check ONE)

☐ Counseling Practicum, COUN 6213

☐ Supervised Internship I, COUN 7473

☐ Supervised Internship II, COUN 7493

STUDENT: _____ ID #: _____ Email: _____

Preferred Clinical Sites (Identify sites in order of preference.)

#1 Site Name & Address

Site Supervisor Names, E-mail & Phone (if known)

#2 Site Name & Address

Site Supervisor Names, E-mail & Phone (if known)

#3 Site Name & Address

Site Supervisor Names, E-mail & Phone (if known)

#4 Site Name & Address

Site Supervisor Names, E-mail & Phone (if known)

Student's signature _____ Date Submitted _____

Part 2: To be completed by the CPIC:

Clinical Site #1: You may contact this site to schedule an interview. ☐ Yes ☐ No

Clinical Site #2: You may contact this site to schedule an interview. ☐ Yes ☐ No

Clinical Site #3: You may contact this site to schedule an interview. ☐ Yes ☐ No

Clinical Site #4: You may contact this site to schedule an interview. ☐ Yes ☐ No

Comments: _____

CPIC Signature & Date: _____

Submit the completed document by the designated due date to the CPIC:

Stephanie Gotay, sgotay@astate.edu EDUC 322 • P.O. Box 1560 • State University, AR 72467

Appendix B
Arkansas State University - Department of Psychology and Counseling
Ed.S. Clinical Mental Health Counseling
Practicum/Internship Site Contract

This contract is between _____, hereinafter called the Student, and _____ (agency name), hereinafter referred to as the Clinical Site/Site Supervisor, with the approval of the Arkansas State University Department of Psychology and Counseling, hereinafter called the Department/Faculty Supervisor/Clinical Practicum and Internship Coordinator (CPIC). The purpose of this contract is to specify the terms of the clinical experience that will exist between the Student and the Clinical Site. The terms of the contract will be subject to modification and/or amendment only if all parties concur. The specific parties affiliated with this contract include:

1) Student (print): _____

2) Site Supervisor (print): _____

***SECTION #2 TO BE COMPLETED BY SITE SUPERVISOR.**

Job Title & Credentials: _____

Counseling/related degree(s): _____

Phone number & email: _____

Address (physical & mailing): _____

Number of years of experience as a professional counselor (2-years required) _____

I am able to provide at least one hour per week of individual/triadic supervision to the student to which I agree to supervise. ☐ Yes ☐ No

I understand the CMHC Program's expectations, requirements, and evaluation procedures for which I am responsible during the student's clinical placement. ☐ Yes ☐ No

As the designated Clinical Site Supervisor, I attest to the following (**check all that apply**):

☐ I hold a current counselor supervision status approved by the Arkansas Board of Examiners in Counseling.

☐ I have completed an advanced course in counselor supervision.

☐ Within the past 5 years, I have completed the orientation training for Site Supervisors offered by the Counseling Department at Arkansas State University, and I am familiar with the expectations/requirements for the Student's practicum/internship experience.

3) Faculty Supervisor: _____

4) Clinical Practicum and Internship Coordinator: Stephanie Gotay

Phone number & email: 870-972-3020 sgotay@astate.edu

I. Term: The term of this contract shall be for the period beginning on _____ and ending _____. Any party with written notification can terminate this contract after a discussion involving all parties (e.g., Student, Site Supervisor, Department/Faculty Supervisor/CPIC). If the Student is resigning, a reasonable notification period is expected in order for the Student to appropriately terminate on-going clients and make referrals. Likewise, the Clinical Site may request termination if a situation is warranted and all parties have been consulted regarding the situation.

The Student is expected to complete the required contact hours with clients during the course of the semester (over a minimum period of 10 weeks). The majority of these direct service hours should be individual counseling; however, the Student is encouraged to lead or co-lead a counseling or psychoeducation group session. (A minimum of one experience as a group facilitator/co-facilitator is required during Practicum, Internship I, or Internship II.)

This contract reflects the requirements of the Student at one of the following sequential clinical experiences (**CHECK ONE**):

- ☐ **PRACTICUM** – Student must complete a minimum of 100 clock hours of which 40 hours must be direct service with actual clients that contributes to the development of counseling skills.
- ☐ **INTERNSHIP I** - Student must complete a minimum of 300 clock hours of which 120 hours must be direct service with actual clients that contributes to the development of counseling skills.
- ☐ **INTERNSHIP II** - Student must complete a minimum of 300 clock hours of which 120 hours must be direct service with actual clients that contributes to the development of counseling skills.

II. Video/Audio Recordings: To facilitate the Faculty Supervisor's supervision of the Student's clinical experience, recordings of the Student's counseling sessions are required (with the written consent by the client). The Student's counseling recordings will be reviewed by the Faculty Supervisor during the Group Supervision class with other practicum/internship students. All students are required to maintain client confidentiality. Once supervision feedback has been provided to the Student, recordings will be deleted/destroyed. The Site Supervisor may also review any recordings and give feedback to the Student during on-site supervision.

III. Duties and Responsibilities: The goal of the practicum/internship clinical experience is for the Student and Clinical Site/Site Supervisor to work cooperatively to ensure the most appropriate learning experience for the Student. Ultimately, the goal is to provide training to equip the Student to become a competent counseling professional. Therefore, the majority of duties the Student performs will be similar to that of counseling professionals and include direct client services, such as intake/assessment interviews, individual/group counseling, and consultation with clients, parents/guardians, and other professionals. Other in-direct counseling-related duties may also be performed, such as case reviews, case note documentation, development/review of client treatment plans, interdisciplinary treatment team meetings, workshops/seminars, group session preparation/research, and individual supervision. The specific duties of each party are as follows:

- A. **Department/Faculty Supervisor/CPIC:** The Department will be actively involved in overseeing the students' experiences during clinical site placements. The Department will provide an orientation of basic requirements and expectations to students entering practicum and internship courses. The Department will also provide Site Supervisors with an orientation of the expectations and requirements for the practicum and internship clinical experiences. The CPIC will ensure students obtain professional liability insurance prior to beginning a site placement. The Faculty Supervisor will participate in supervision of the Student through weekly 1½ hour group supervision classes and individual/triadic supervision at the university. During group and individual/triadic supervision, the Faculty Supervisor will evaluate and provide feedback on the Student's clinical

skills observed through counseling recordings, discuss Student concerns, review ethical issues and relevant codes, facilitate Student awareness of cultural/social diversity counseling issues, promote the development of appropriate techniques/interventions consistent with the Student's theoretical orientation, and evaluate the Student's overall performance and progress. The Faculty Supervisor or the CPIC will visit the Clinical Site each semester. The Faculty Supervisor will maintain periodic contact with the Site Supervisor to collaborate/offer support to ensure ongoing quality clinical learning experiences for the Student and to obtain updates on the Student's performance. The Faculty Supervisor will notify the Site Supervisor of the Student's inability to complete a Clinical Site placement if the Student is incapacitated and unable to provide this notification.

- B. Responsibilities of the Site Supervisor:** The Site Supervisor will serve as consultant, supervisor, and evaluator for the Student while the Student is on-site. The Site Supervisor will orient the Student to the facility site and coordinate any site-specific training requirements. The Site Supervisor will provide adequate opportunities for the Student to engage in direct client services as required of the clinical experience including opportunities to record client sessions. The Site Supervisor will coordinate other non-direct counseling-related learning opportunities for the Student to develop clinical skills, professional dispositions, and identity as a counselor including opportunities to become familiar with technological resources and tools. The Site Supervisor will provide a minimum of one-hour individual supervision sessions to the Student during each week of the clinical experience. Additionally, the Site Supervisor will participate in the midterm and final evaluation of the Student.
- C. Responsibilities of the Practicum/Internship Student:** The Student is required to obtain and maintain professional counseling liability insurance during the clinical experience. The Student is responsible for discharging assigned duties in a professional manner and for utilizing and responding to supervision appropriately. The Student is expected to follow all ethical (ACA Code of Ethics, 2014) and legal codes of the profession. The Student is expected to follow all regulations, policies, and procedures of the Clinical Site regarding the conduct of a practicum/internship student and to maintain confidentiality of all records and client information.

In addition, the Student shall be responsible for the following: (Work with Site Supervisor to develop additional goals to fit your site/clinical experience! You may add goals as appropriate.)

1. Participate in weekly one-hour supervision sessions with Site Supervisor as scheduled.
2. Maintain accurate logs of required direct and indirect hours/activities during the clinical experience to be reviewed and verified weekly by the Site Supervisor's signature.
3. Video/audio record counseling session, with clients' written consent, to be reviewed by Site Supervisor and/or Faculty Supervisor and/or Group Supervision class.
4. Provide individual counseling to clients.
5. Lead/co-lead a therapy/psychoeducational group (during Practicum OR Internship).
6. Become familiar with the technology resources used for case notes and treatment plans.
7. DEVELOP SITE-SPECIFIC GOAL
8. DEVELOP SITE-SPECIFIC GOAL
9. DEVELOP SITE-SPECIFIC GOAL
10. DEVELOP SITE-SPECIFIC GOAL

IV. Evaluation: The evaluation process will be formative and summative. The Site Supervisor will meet with the Student a minimum of one-hour weekly for individual supervision during which time formative evaluation and feedback will be provided to the Student to encourage the development of effective clinical skill, professional dispositions, and counselor identity. The Student will provide the appropriate midterm and final evaluation forms to the Site Supervisor for completion as required. The Site Supervisor should review the completed evaluation forms with the Student. In addition, the Site Supervisor will complete an evaluation of the Counseling Program at the end of the semester (form will be provided by the Student).

The Student will complete the following evaluation forms provided by the department and submit to the Faculty Supervisor prior to the end of the semester: 1) practicum/internship site evaluation form, 2) faculty supervisor evaluation form, 3) site supervisor evaluation form, 4) pre-grad job preparedness and job placement survey.

V. Copies of this Contract: One copy of this contract will be retained by the Student, one copy will be provided to the Site Supervisor, one copy will be provided to the Faculty Supervisor, and one copy will be provided to the CPIC to be maintained in the Student's file.

VI. Addressing Concerns: In the unlikely event that a problematic situation occurs between the Site Supervisor and the Student that is difficult to resolve, either the Site Supervisor or the Student may contact the Faculty Supervisor or the CPIC. In the case of an accident or emergency, either the Site Supervisor or the Student must promptly contact the Faculty Supervisor or the CPIC. If the Student fails to abide by the Clinical Site's rules and regulations, the *ACA Code of Ethics* (2014), or does not comply with this signed contract, the Site Supervisor may report breaches to the Faculty Supervisor or CPIC. Formal documentation (by the Site Supervisor and/or Faculty Supervisor and/or CPIC) indicating the Student's non-compliance will be retained in the Student's file at the Department.

The signatures below indicate consensus with the contract as outlined above.

_____ Student Signature	_____ Name (Print)	_____ Date
_____ Site Supervisor Signature	_____ Name (Print)	_____ Date
_____ Faculty Supervisor Signature	_____ Name (Print)	_____ Date
_____ CPIC Supervisor Signature	<u>Stephanie Gotay</u> Name (Print)	_____ Date

Appendix C

Client Release Form

Arkansas State University
Clinical Mental Health Counseling Program

I, Click or tap here to enter text. _____, agree to be counseled by, _____, a practicum/intern student in the Clinical Mental Health Counseling Program at Arkansas State University. I further understand that I will participate in counseling interviews that will be recorded and reviewed by a university supervisor. I understand that I will be counseled by a graduate student who is participating in a supervised practicum/internship in counseling. I further understand that the student will be supervised by a faculty member and site supervisor. Recordings of counseling sessions are reviewed by supervisors for the purpose of evaluation of the practicum/intern student. In addition, brief segments may be played in the context of group supervision so that practicum/intern students may receive peer supervision and feedback. Recordings will not be used for any purpose other than supervision. Recordings will be destroyed after use in supervision.

I have been told that all of my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases, confidentiality is not allowed due to certain legal restrictions imposed by the state of Arkansas. Check all that apply:

☐ I consent to video recording counseling sessions.

☐ I consent to audio recording counseling sessions.

Client's signature

Date

Practicum/Intern Student's signature

Date

MINOR/LEGALLY INCOMPETENT ADULT CONSENT FORM

I, Click or tap here to enter text. _____, (parent or guardian) hereby allow Click or tap here to enter text. _____ (Minor/Legally Incompetent Adult) to be counseled and recorded by _____ a graduate practicum/intern student. It is my understanding, in giving this permission, that information obtained is for training purposes only. This information will not be released to anyone without prior written consent from me.

I certify that I have read and understand the above conditions.

Parent/Guardian's Signature

Date

Practicum/Intern Student's Signature

Date

Appendix D

Week # _____ Week Ending Date: _____

Arkansas State University: Clinical Mental Health Counseling Program - Clinical Hourly Log

Student Name: _____ Semester/Year: _____

Check Enrolled Courses: ☐ Practicum ☐ Internship I ☐ Internship II ☐ Advanced Group ☐ Play Therapy

Site #1: _____		Site #2: _____		Site #3: _____			
Site Supervisor #1: _____		Site Supervisor #2: _____		Site Supervisor #3: _____			
DIRECT HOURS	Site #1	Site #2	Site #3	INDIRECT HOURS	Site #1	Site #2	Site #3
Co-Facilitation of Sessions				Observation			
Individual Counseling Adult				Staffing/Treatment Team Meetings			
Individual Counseling - Child or Adolescent				Documentation, case notes, treatment plan development/review, paperwork			
Play Therapy/Expressive Arts				Planning, support activities (i.e. preparation for group sessions)			
Family & Relationship Counseling				Case related research			
Career/ Academic Planning				Advocacy, program evaluation activities			
Group with Adults				Professional development (training, seminars, workshops)			
Group with Children or Adolescents				Listening to your recordings or other sessions			
Advanced T-Group facilitation (class)				Other (explain):			
Psychoeducation/ Guidance				Supervision with Site Supervisor			
Intakes/Screening/Testing/Assessment				Supervision with Faculty Supervisor			
Consultation (w/ parents, guardian, teacher, physician, case manager)				Group Supervision (class)			
Other Goal-directed Interventions				Advanced T-Group and/or Play Therapy Supervision (circle one)			
Subtotal Site Direct Hours				Subtotal Site Indirect Hours			
TOTAL DIRECT HOURS FOR THE WEEK				TOTAL INDIRECT HOURS FOR THE WEEK			
TOTAL DIRECT HOURS FOR THE SEMESTER				TOTAL INDIRECT HOURS FOR THE SEMESTER			

Signature of Student	Date	Signature of Site Supervisor #1	Date	Signature of Play Therapy Supervisor	Date
Signature of Faculty Supervisor	Date	Signature of Site Supervisor #2	Date	Signature of Advanced Group Supervisor	Date
		Signature of Site Supervisor #3	Date	Signature (other)	Date

Revised: Aug. 2025

Appendix E

Arkansas State University
Ed.S. Degree in Clinical Mental Health Counseling
Practicum/Intern Performance Evaluation

Student Name: _____ **Year/Semester: 20**____ ☐ **Fall** ☐ **Spring**

Faculty Supervisor: _____

I. Clinical skills have three content areas, including process skills, conceptual skills and personalization skills. Process skills are essentially the skills and interventions a student might use in a counseling session. Conceptualization skills include the ability to understand the complexities of the client's issues and the ability to formulate effective strategies. Personalization skills refer to the student's ability to understand the dynamic between self and client.

Please use the following scale to rate the student's performance in each category.

1 = Unacceptable - Overall performance is detrimental to clients and/or profession

2 = Below Average - Overall performance is less than expected for educational/developmental levels

3 = Average - Overall performance meets minimal requirements for educational/developmental levels

4 = Above Average - Overall performance exceeds minimal requirements for educational/developmental levels

5 = Excellent - Overall performance demonstrates consistently advanced competencies for educational/developmental levels

NA = Not Applicable/No Evidence

Process Skills

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Demonstration of empathy | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 2. Reflection of feeling | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 3. Reflection of thought or cognitions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 4. Paraphrases | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 5. Open ended questions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 6. Interpretation | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 7. Challenges/confrontation | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |

Conceptualization Skills

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Understands social and cultural factors related to problem(s) | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 2. Effective in developing immediate & long-term goals | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 3. Can articulate theoretical rationale for interventions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 4. Is perceptive in evaluation of own interventions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 5. Demonstrates ethical reasoning and judgment | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |

Personalization Skills

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Is aware of own feelings in session | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 2. Demonstrates commitment to professional development | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 3. Accepts and uses constructive criticism | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 4. Recognizes own values and implications regarding counseling | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 5. Recognizes how own issues influences counseling relationship | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 6. Recognizes own deficiencies and works to overcome them | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |

II. Professional behavior is critical regarding an internship/practicum student's future in the counseling profession. The ability to show characteristics such as reliability, initiative, attention to detail, humility, and collegiality are no less important than a student's ability to be an effective counselor. In fact, they are likely closely related to one another. Finally, skills such as keeping up to date with case notes, report writing, developing and writing treatment plans, initial assessments, etc. are essential factors in a developing counseling professional.

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Reliability (attendance, punctuality, records, etc.) | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 2. Initiative (pursuit of opportunities, etc.) | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 3. Collegiality (appropriate professional relationships) | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 4. Ethical behavior | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 5. Responsible behavior/attitude | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 6. Receptive to feedback | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 7. Professional dress/demeanor | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 8. Willingness to consult and defer to experienced personnel | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |
| 9. Establishes appropriate boundaries with clients, peers & staff | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ NA |

III. Please check the following sentence that best describes your willingness to recommend this person for the next step in their clinical development or professional position:

- At this point in training, I would NOT recommend this person. ☐
- At this point in training, I would recommend this person with reservations. ☐
- At this point in training, I would recommend this person without reservations. ☐

Please use the following page to include any comments that you deem relevant regarding the student's performance, attitudes, or professional development.

Click or tap here to enter text.

Please indicate the clinical course for which this evaluation is being completed and whether the evaluation is for the midterm or the final:

(check one) ☐ Practicum ☐ Internship I ☐ Internship II

(check one) ☐ Midterm ☐ Final Evaluation

Student Name: _____

Supervisor Signature: _____

Supervisor' PRINTED Name: _____

Date: _____

Appendix F Practicum/Internship Site Evaluation Form

(Check one) Practicum ☐ Internship I ☐ Internship II ☐

Semester/Year: _____ Faculty Supervisor: _____ Site: _____ Date Completed: _____

Site Supervisor: _____

Directions: Circle the number that best describes your experience this semester at your SITE. Use the following rubric to evaluate each item:

1=Poor 2=Fair 3=Good 4=Outstanding NA=unseen/not applicable

- 1) Availability of supervisor beyond scheduled meetings.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 2) Clarity of procedures, agency policies, and critical paperwork.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 3) Opportunities to interact with other staff members.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 4) Opportunities to provide individual counseling sessions.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 5) Opportunities to provide group counseling sessions.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 6) Opportunities to attend staffings, staff training, and other professional meetings expected of normal staff/clinical team members.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 7) Opportunities for recording of counseling sessions.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 8) Opportunities for co-facilitation of group, family, or individual counseling sessions with other clinical team members.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 9) Sufficient facilities to provide ethical counseling sessions.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA
- 10) Students overall impression of clinical setting.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ NA

Additional Comments: [Click or tap here to enter text.](#)

Appendix G

Semester/Year: _____ CHECK ONE: ☐ Practicum ☐ Internship I ☐ Internship II
Faculty Instructor: _____ Site: _____

Supervisor Evaluation Form

(Check ONE) ☐ Site Supervisor OR ☐ Faculty Supervisor

Complete one evaluation for the Site Supervisor AND one for the Faculty Supervisor.

Name of supervisor being evaluated: _____ Date: _____

Directions. Circle the number that best describes your experiences in supervision.

Use the following rubric to evaluate each item: 1=Poor 2=Fair 3=Good 4=Excellent.

1) The supervisor provides useful feedback regarding my skills and interventions.

☐ 1 ☐ 2 ☐ 3 ☐ 4

2) The supervisor provides helpful suggestions and information related to client treatment.

☐ 1 ☐ 2 ☐ 3 ☐ 4

3) The supervisor encourages exploration of appropriate techniques and skills for working with clients.

☐ 1 ☐ 2 ☐ 3 ☐ 4

4) The supervisor provides useful information regarding client case conceptualizations and/or diagnoses.

☐ 1 ☐ 2 ☐ 3 ☐ 4

5) The supervisor helps me develop hypotheses regarding the client's central issues.

☐ 1 ☐ 2 ☐ 3 ☐ 4

6) The supervisor helps me understand my feelings, thoughts, and behaviors toward the client.

☐ 1 ☐ 2 ☐ 3 ☐ 4

7) The supervisor helps me understand the feelings, thoughts, and behaviors of the client.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8) The supervisor encourages me to discuss my own strengths and weaknesses as they relate to my counseling.

☐ 1 ☐ 2 ☐ 3 ☐ 4

9) The supervisor created a safe environment for me to explore my counseling abilities.

☐ 1 ☐ 2 ☐ 3 ☐ 4

10) The supervisor helped me to establish appropriate goals and objectives for supervision.

☐ 1 ☐ 2 ☐ 3 ☐ 4

11) Overall, I would rate my supervision as: [Click or tap here to enter text..](#)

☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix H
Arkansas State University Counseling Department
Pre-Graduation Counselor Preparedness and Job Placement Survey

The Counseling Department at Arkansas State University is asking you to complete this survey in an effort to continuously evaluate the program's effectiveness in preparing students to become professional counselors. Your feedback helps the counseling faculty better understand the types of jobs graduates acquire and how well the program prepared students for these positions. Thank you in advance for your feedback.

I. Demographics (check all that apply):

- a. Gender: ☐ Male ☐ Female ☐ Transgender ☐ Other
- b. Race: ☐ African American/Black ☐ American Indian/Native Alaskan
☐ Asian/Pacific Island ☐ Caucasian/White
☐ Hispanic/Latino/Spanish American
☐ Multiracial ☐ Native Hawaiian/Pacific Islander
☐ Other (please specify) _____
- c. Semester Graduated: ☐ Spring ☐ Summer ☐ Fall
- d. Year Graduated: _____
- e. Preferred email address: _____

II. Employment (Check all that apply):

1. Have you secured a **counseling-related position** (e.g. MHP, caseworker,...) following graduation?
☐ Yes ☐ No ☐ Unsure/Maybe
2. If you have NOT secured a counseling-related job, will you be seeking a **counseling-related position** following graduation?
☐ Yes ☐ No ☐ Unsure/Maybe
3. If you have secured a **counseling-related position** following graduation, what is the anticipated start date? _____
4. If you have secured a **counseling-related position**, what is your anticipated employment status?
☐ Employed part-time
☐ Employed part-time but will continue to seek full-time work
☐ Employed full-time
☐ Not sure
5. If you have secured a **counseling-related position**, how did you first learn of this job?
☐ Conference/convention contacts
☐ List serves
☐ Newspaper
☐ Personal contacts
☐ Practicum/internship
☐ Professional association
☐ Professional publication
☐ Social media
☐ University contacts
Other (specify): _____

6. If you have secured a **counseling-related position**, which of the following best describes your employer (check all that apply)?
- ☐ Medical
 - ☐ Private for-profit mental health
 - ☐ Public mental health agency
 - ☐ Residential treatment facility
 - ☐ Alcohol and Drug
 - ☐ State agency
 - ☐ Student development/student affairs/academic advising
 - ☐ University/college counseling center
 - ☐ University/college career counseling
 - ☐ University/college faculty setting
 - Other (specify): _____
7. Have any of your clinical placements led to any of the following? (check all that apply)
- ☐ Hiring
 - ☐ Work reference
 - ☐ Employment contacts
 - ☐ Not applicable

III. Professional Development:

1. When do you anticipate taking the NCE? _____
2. When do you anticipate taking the state counseling oral licensure exam? _____
3. Check all professional counseling organizations in which you hold membership (check all that apply):
 - ☐ American Counseling Association
 - ☐ American Mental Health Counselor Association
 - ☐ Arkansas Counseling Association
 - ☐ Arkansas Association of Children and Adolescent Counseling Division
 - ☐ Arkansas Counselor Educators and Supervisors Division
 - ☐ Arkansas Lesbian Gay Bisexual and Transsexual Issues in Counseling Division
 - ☐ Arkansas Licensed Counseling Association Division
 - ☐ Arkansas Multicultural Division
 - ☐ Arkansas Mental Health Counseling Association
 - ☐ CSI – Chi Sigma Iota Graduate Student Professional Honor Society
 - Other (list): _____

IV: Academic Preparedness:

As you prepare to enter your professional counseling career, how well do you think the A-State Counseling Program has prepared you in the following areas? (Please respond to EACH of the eight learning domains.)

THE CMHC PROGRAM HELPED ME...	POORLY	NOT VERY WELL	AVERAGE	QUITE WELL	EXTREMELY WELL	*NA
1. Develop my professional identity as a counselor.	☐	☐	☐	☐	☐	☐
2. Develop my interpersonal skills with other professionals, clients, families, and the community.	☐	☐	☐	☐	☐	☐
3. Understand and follow the legal and ethical standards of the profession.	☐	☐	☐	☐	☐	☐
4. Recognize the value of professional/supervision consultation and learn how to utilize this resource.	☐	☐	☐	☐	☐	☐
5. Develop awareness and multicultural competencies that impact client wellness and/or mental health.	☐	☐	☐	☐	☐	☐
6. Understand how human growth and development factors effect client functioning	☐	☐	☐	☐	☐	☐
7. Identify strategies and resources to facilitate clients' career development	☐	☐	☐	☐	☐	☐
8. Develop my basic clinical counseling skills	☐	☐	☐	☐	☐	☐
9. Identify and implement my counseling practices from a theoretical orientation (e.g., person-centered, Adlerian, CBT, existentialism...).	☐	☐	☐	☐	☐	☐
10. Recognize the value of wellness and prevention programs and learn how to utilize these programs.	☐	☐	☐	☐	☐	☐

11. Develop knowledge to facilitate groups effectively.	☐	☐	☐	☐	☐	☐
12. Understand my responsibilities regarding the ethical and culturally sensitive use of assessment and testing instruments.	☐	☐	☐	☐	☐	☐
13. Utilize research and literature to identify best practices and intervention strategies.	☐	☐	☐	☐	☐	☐
14. Understand my professional responsibilities to advocate on behalf of clients and the profession and be engaged in service through leadership.	☐	☐	☐	☐	☐	☐
15. Overall prepared me for the counselor profession.	☐	☐	☐	☐	☐	☐

*NA – Not applicable

1. What have been the best things about your classes/ program at Arkansas State University?

2. What changes, if any, would you recommend in your classes/program at Arkansas State University?

3. Would you recommend the Arkansas State University Counseling Program to others?

☐ Yes ☐ No ☐ Maybe

The End!

Again, thank you for your feedback!

The information you have shared will guide the A-State counseling faculty as they strive to continuously improve the overall quality of the Counseling program.

Appendix I

Arkansas State University CMHC Site Supervisor Program Evaluation

The Clinical Mental Health Counseling (CMHC) Program at Arkansas State University is asking you to complete this survey in an effort to continuously evaluate the program's effectiveness in preparing students to become professional counselors. Your feedback as a site supervisor helps the counseling faculty better understand the professional employment training needs of students.

NOTE: The following **ratings reflect the overall performance of the A-State Counseling Department in the preparation of counseling students**; NOT the performance of any single student. Please respond to EACH of the following areas using this 5-point rating scale:

- 1 = (UA) Unacceptable - Overall students' performance is detrimental to clients/profession
- 2 = (BA) Below average - Overall performance is less than expected for students' educational and developmental levels
- 3 = (A) Average - Overall performance meets minimal requirements for students' educational and developmental levels)
- 4 = (AA) Above Average - Overall performance slightly exceeds minimal requirements for students' educational and developmental levels)
- 5 = (E) Excellent - Overall performance well-exceeds minimal requirements for students' educational and developmental levels)
- N.A. = Not applicable/not observed

	OVERALL, THE A-STATE COUNSELING PROGRAM PREPARES STUDENTS TO...	UA	BA	A	AA	E	N.A.
1	Respect your organization's guidelines and policies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
2	Demonstrate professional work habits (e.g. punctuality, responsibility, timely completion of work tasks, appropriate dress for work site)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☒
3	Demonstrate ethical behaviors and maintain confidentiality	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
4	Maintain effective/appropriate professional relationships with supervisor, peers, clients and family/community contacts as required for your site.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
5	Seek out supervision when needed and respond positively to implement feedback	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
6	Complete documentation (case notes/treatment plans)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
7	Demonstrate clinical counseling skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
8	Conduct group counseling sessions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
9	Complete client assessments	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
10	Conceptualize client concerns/problems	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐

11	Respond to human growth and development variables regarding your client population	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
12	Understand and respond effectively to social and cultural factors related to your client population	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
13	Select rational counseling interventions based on personal theoretical orientation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
14	Effectively initiate crisis and emergency responses	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
15	Engage in service through leadership and advocacy.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
THE A-STATE FACULTY AND DEPARTMENT...							
16	Provide training opportunities to you regarding your role as a site supervisory for university counseling students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
17	Check-in with you periodically regarding the practicum and/or internship students throughout the semester	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
18	Are available to offer you support with the practicum/ internship students as needed	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
19	Request your input and evaluative feedback regarding students' performance and additional training needs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐
20	Work collaboratively with you to improve the overall training experience for the department's counseling students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	N.A. ☐

21. What recommendations do you have to improve the overall quality of the A-State CMHC Program?

22. What specific skills do you think students need to be better prepared to perform?

23. What additional supports and/or training would you like A-State to offer to site supervisors?

24. Please offer any additional input, feedback, or comments. We want to hear your ideas!

Completed by: _____

Company/Organization Name: _____

Date completed: _____

The End!

Thank you for your feedback!

The information you have shared will guide the A-State CMHC faculty as they strive to continuously improve the overall quality of the Counseling Program.

Appendix J
Counseling Program
Arkansas State University
Student Dispositions Evaluation

Student Name _____

Student ID # _____

Faculty/Supervisor Name _____

Date _____

Year in Program ☐ First ☐ Second ☐ Third ☐ Fourth or more

Supervisor's Relationship with Student: (Check one that applies)

Faculty ☐

University Faculty Supervisor ☐

Course: _____

Advisor ☐

The following evaluation is required to ensure the students are meeting academic, professional development both clinical and dispositions, and personal development. These areas are to ensure compliance with the ACA code of ethics (2014) as well as standards of professional counseling practice. Specifically dispositions evaluations are utilized by faculty to meet gatekeeping ethical obligations *ACA code of ethics F.6.a, F.7.a (2014)*.

Please indicate the score that most accurately represents an assessment of the student's dispositions. This must be reviewed with the student, and both student and faculty will sign the document. Students or faculty may supply additional comments in the space provided.

0 – Not observed

1 – Does not meet minimal professional expectations

2 – Rarely meets minimal professional expectations

3 – Often meets minimal professional expectations

4 – Consistently meets minimal professional expectations

5 – Exceeds all minimal professional expectations

ACADEMIC PERFORMANCE	0	1	2	3	4	5
Successfully completes academic course work required in the program.	☐	☐	☐	☐	☐	☐
Abides by academic policies. <i>See CMHC Student Handbook and Astate Graduate Bulletin</i>	☐	☐	☐	☐	☐	☐
Demonstrates academic integrity. <i>See CMHC Student Handbook and Astate Graduate Bulletin</i>	☐	☐	☐	☐	☐	☐
Readiness to discover knowledge and ideas.	☐	☐	☐	☐	☐	☐
Participates fully in learning experiences.	☐	☐	☐	☐	☐	☐
To be Completed by the Student's Academic Advisor	GPA: _____					

Does the students have any final course grades of C or below? YES ☐ NO ☐ If yes, how many and for which courses?
Comments:

PROFESSIONAL DEVELOPMENT – CLINICAL	0	1	2	3	4	5
Meets clinical requirements for developmental level.	☐	☐	☐	☐	☐	☐
Communicates empathy and understanding in a genuine manner.	☐	☐	☐	☐	☐	☐
Consistently exhibits professional respect towards clients and thoughtfully considers their individual perspectives and values <i>ACA code of ethics B.1.a, , C.5, E.5.b</i>	☐	☐	☐	☐	☐	☐
Respects the uniqueness and inherent worth of individuals. <i>ACA code of ethics A.4.b, C.5</i>	☐	☐	☐	☐	☐	☐
Demonstrates confidence in others’ potential for growth.	☐	☐	☐	☐	☐	☐
Is Practicum/Internship Evaluation attached as supportive documentation? YES ☐ NO ☐						
Comments:						

PROFESSIONAL DEVELOPMENT – PROFESSIONAL BEHAVIOR AND DISPOSITIONS	0	1	2	3	4	5
Respect and adhere to all aspects of the American Counseling Association <i>Code of Ethics F.5.a</i> (2014), the rules and regulations of the Arkansas Board of Examiners in Counseling, Arkansas Code Annotated § 17-27-101-313 et seq.	☐	☐	☐	☐	☐	☐
Demonstrates competency regarding understanding of client’s personal cultural values. <i>ACA code of ethics C.5, E.5.b</i>	☐	☐	☐	☐	☐	☐
Communicates, cooperates, and relates with others in meaningful and positive ways. <i>ACA code of ethics D.1</i>	☐	☐	☐	☐	☐	☐
Thinks concretely and reasons abstractly.	☐	☐	☐	☐	☐	☐
Demonstrates appropriate expression of thought.	☐	☐	☐	☐	☐	☐
Accepts and makes use of feedback in supervisory and other experiences with faculty, site supervisors, and colleagues	☐	☐	☐	☐	☐	☐
Gives appropriate feedback to peers. <i>ACA code of ethics D.1</i>	☐	☐	☐	☐	☐	☐
Develops and maintains appropriate boundaries with clients, supervisors, and/or colleagues. <i>ACA code of ethics A.5, A.6, D.1</i>	☐	☐	☐	☐	☐	☐
Shows initiative, motivation, and ability to work independently.	☐	☐	☐	☐	☐	☐

Is dependable in meeting professional expectations and obligations, including punctuality and adherence to deadlines.	☐	☐	☐	☐	☐	☐
Demonstrates willingness to explore and accept personal responsibility. <i>ACA codes of ethics F.5.b</i>	☐	☐	☐	☐	☐	☐
Comments:						

PERSONAL DEVELOPMENT	0	1	2	3	4	5
INTRINSIC DISPOSITIONS						
Is open to new and challenging ideas and experiences.	☐	☐	☐	☐	☐	☐
Tolerates ambiguity.	☐	☐	☐	☐	☐	☐
Projects a future-mindedness.	☐	☐	☐	☐	☐	☐
Exhibits a high degree of patience.	☐	☐	☐	☐	☐	☐
Demonstrates creativity and the ability to think “outside the box.”	☐	☐	☐	☐	☐	☐
Demonstrates developmentally appropriate self-acceptance and self-confidence.	☐	☐	☐	☐	☐	☐
Shows maturity.	☐	☐	☐	☐	☐	☐
Is flexible.	☐	☐	☐	☐	☐	☐
Demonstrates appropriate expression of emotions.	☐	☐	☐	☐	☐	☐
Demonstrates integrity.	☐	☐	☐	☐	☐	☐
Exhibits personal courage, strength, and a willingness to be impacted by educational and clinical experiences.	☐	☐	☐	☐	☐	☐
SELF-REFLECTIVE ABILITIES						
Exhibits self- and other-awareness. <i>ACA code of ethics C.2.d, C.2.g, F.5.b</i>	☐	☐	☐	☐	☐	☐
Ability to appropriately perceive and manage impact on others. <i>ACA code of ethics C.2.d, C.2.g, F.5.b</i>						
Openness to self-reflection and self-examination. <i>ACA code of ethics C.2.d, C.2.g, F.5.b</i>	☐	☐	☐	☐	☐	☐
Recognizes personal and emotional limitations. <i>ACA code of ethics C.2.d, C.2.g, F.5.b</i>	☐	☐	☐	☐	☐	☐
SKILLS IN MANAGING PERSONAL WELLNESS AND LIFE DIFFICULTIES						
Demonstrates emotional stability and personal security.	☐	☐	☐	☐	☐	☐
Demonstrates appropriate stress management.	☐	☐	☐	☐	☐	☐
Handles frustration and conflict with a positive, future-minded attitude.	☐	☐	☐	☐	☐	☐
Recognizes and minimizes impact of personal impairment.	☐	☐	☐	☐	☐	☐

ACA code of ethics C.2.d, C.2.g, F.5.b					
Comments: 					

OVERALL RATING:

Does Not Meet Expectations	Needs Improvement	In Progress Toward Goals	Meets Expectations	Exceeds Expectations
☐	☐	☐	☐	☐

**A student must score a 4 or above on all items to warrant an overall rating of “meets expectations.” Any item scored as 3 warrants an overall rating no higher than “in progress toward goals.” Any one item scored as 2 or below warrants an overall rating no higher than “needs improvement.”*

Faculty member’s signature

Date of conference with student

Student’s signature

This form was created by adapting the *Disposition Form* developed by the University of Mississippi Counseling Program and the *Students Review and Retention Checklist* developed by the University of North Texas Counseling Program. Dispositional items were also derived from:

Frame, M. W., & Stevens-Smith, P. (1995). Out of harm’s way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education & Supervision*, 35, 118–129.

Henderson, K. L., & Dufrene, R. L. (2012). Student behaviors associated with remediation: A content analysis. *Counseling Outcome Research & Evaluation*, 3, 48-60. doi: 10.1177/2150137812437364

Appendix K

Faculty Supervisor End-of-Semester Student Paperwork Check Sheet

Submit the following clinical paperwork to the CPCI by the end of each semester.

Student's Name: _____

Faculty Supervisor: _____

Semester: ☐ Spring ☐ Fall Year: _____

Check one: ☐ Practicum ☐ Internship I ☐ Internship II

☐ Performance Evaluations

By Faculty Supervisor: ☐ Midterm and ☐ Final

By Site Supervisor #1: ☐ Midterm and ☐ Final

By Site Supervisor #2: ☐ Midterm and ☐ Final

By Site Supervisor #3: ☐ Midterm and ☐ Final

☐ All hourly Logs signed and totaled

☐ Site Evaluation completed by student

☐ Site #1 ☐ Site #2 ☐ Site #3

☐ Site Supervisor Evaluation completed by student

☐ Site #1 ☐ Site #2 ☐ Site #3

☐ Faculty Supervisor Evaluation completed by student

☐ Program Evaluation completed by site supervisor (only one required for each site)

☐ Site #1 ☐ Site #2 ☐ Site #3

☐ Pre-Graduation and Job Preparedness Survey (by Internship II students only)

COMMENTS: _____

Appendix L

SITE VISIT FORM

☐ Practicum

☐ Supervised Internship I

☐ Supervised Internship II

Semester: _____ Year: _____

☐ In-Person ☐ Virtual

STUDENT: _____ FACULTY VISITOR: _____

SITE: _____ SITE SUPERVISOR: _____

SITE INFORMATION (client population, programming/counseling services, etc.):

TYPE OF STUDENT-INTERN ACTIVITIES PERFORMED: _____

REPORTED STUDENT-INTERN'S STRENGTHS/ASSETS: _____

REPORTED STUDENT-INTERN'S AREAS OF NEED/CHALLENGE: _____

SUPPORT SERVICES A-STATE CAN OFFER TO SITE/SITE SUPERVISOR:

OTHER: _____

REPORT COMPLETED BY: _____

(File this document in the Site Visit Binder located in GA office room 323.)

Appendix M

Clinical Practicum/Internship Affiliate Agreement Arkansas State University Department of Psychology & Counseling - Counseling Program and

This agreement is between the Arkansas State University Department of Psychology and Counseling - Counseling Program, hereinafter called the Program, and _____, hereinafter referred to as the Affiliate.

- 1. Purpose and goals** – The purpose of this Agreement is to provide clinical experience to students enrolled in the A-State Ed.S. Clinical Mental Health Counseling Program. The goal is for the Affiliate and Program to work cooperatively to ensure the most appropriate learning experience for students. Ultimately, the goal is to provide training to equip students to become competent counseling professionals. Consideration of this Agreement consist of mutual commitments as follows:
 - a. Monetary compensation shall neither be expected nor received by either the Program or the Affiliate.
 - b. The clinical experience shall be provided at the Affiliate's facility located at _____
 - c. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Affiliate.
 - d. The specific experiences to be provided to students will include opportunities to (check all that apply):
 - ☐ Record weekly counseling sessions (requirement) or live supervision by faculty
 - ☐ Conduct individual counseling sessions
 - ☐ Conduct group counseling sessions
 - ☐ Conduct intakes/assessments
 - ☐ Consult with clients/clients' guardians
 - ☐ Other (specify): _____
- 2. Term** - The term of this agreement shall be for the period beginning on _____ and ending _____ (for a period of one to five years). Either party may terminate this Agreement upon giving 30 days written notice to the other party. Such termination shall have no effect on students receiving clinical experience during the current academic term. Students shall be dismissed from participation in the CMHC Program only after the appropriate disciplinary or academic policies and procedures of A-State and the Program have been followed. However, the Affiliate may immediately remove from the facility any student who poses an immediate threat or danger.
- 3. Duties and Responsibilities** –The following duties shall be the specific responsibilities of the designated party (Program/Faculty or Affiliate). Although this agreement does not include a commitment from students, the expected responsibilities of students are

identified below. Site agreement forms developed between Affiliates and students will more fully identify the goals and expectations of individual students.

A. The Program/Faculty shall:

- i. provide orientation of basic requirements/expectations to students entering practicum and internship courses.
- ii. provide annual orientation and counselor supervision training to Affiliate supervisors.
- iii. visit the Affiliate facility at least one-time annually.
- iv. ensure students obtain required professional liability insurance.
- v. initiate regular contacts with Affiliate site supervisors to obtain updates on student performance.
- vi. initiate regular contacts with Affiliates to collaborate/support Affiliate's efforts to ensure quality clinical experiences for students.
- vii. provide 1.5 hours of weekly group supervision to students engaged in clinical experiences.
- viii. provide weekly individual/triadic supervision to students engaged in clinical experiences.
- ix. mediate any problems that develop between the Affiliate and the student which cannot be resolved independently.
- x. collaborate with Affiliate site supervisors to develop student remediation plans when appropriate.
- xi. notify an Affiliate of a student's inability to complete a field placement if the student is incapacitated and unable to provide this notification.

B. The Affiliate shall:

- i. provide an orientation to the facility for students beginning a clinical experience.
- ii. scheduling facility-required training activities for students.
- iii. provide adequate opportunities for students to engage in direct client services as required of the clinical experience as well as other activities to promote professional development and identity including access/use of technological resources.
- iv. ensure students have opportunities to record counseling sessions for review during group supervision and individual supervision with Program faculty.
- v. be responsible for supervising students while present at the facility for clinical experience to ensure the quality care and welfare of clients for a minimum of one hour per week.
- vi. evaluate the performance of individual students as appropriate (formative & summative evaluations).
- vii. maintain a sufficient level of staff to carry out regular duties to ensure students are not expected/allowed to perform non-counseling services in lieu of staff employees.
- viii. notify the faculty supervisor promptly if a problem occurs.
- ix. maintain minimum requirements to meet qualification of site supervisors (master's degree in counseling or related field, hold relevant certifications/licenses, minimum of 2 years of experience in CMHC, knowledge

- of the Program's expectations for students' clinical experiences, and completed supervision training)
- x. permit Program faculty and authorities responsible for the Program's accreditation to inspect the Affiliates clinical facilities and services as necessary.

C. The Students will be expected to:

- i. complete a Practicum/Internship Agreement form with the Affiliate prior to the clinical experience.
- ii. obtain and maintain professional liability insurance during the clinical experience.
- iii. complete Affiliate site training as required.
- iv. comply with the policies, procedures, and regulations of the Affiliate during the clinical experience.
- v. report to the facility for clinical experiences as scheduled and expected.
- vi. complete assigned duties in a timely and professional manner.
- vii. maintain confidentiality of clients' records, information, and recordings.
- viii. maintain and submit copies of weekly activity logs and obtain required supervisors' signatures.
- ix. complete and submit required clinical experience evaluations/surveys.
- x. engage in ethical practices following the *ACA Code of Ethics* (2014).

The signatures below indicate agreement between the designated clinical Affiliate and Arkansas State University Department of Psychology and Counseling – Counseling Program with the express intent of providing quality clinical experiences, training, and supervision to students enrolled in practicum or internship counseling courses.

Click or tap here to enter text.

(PRINT) Affiliate Center Director, Associate Director or Clinical Supervisor Name	Date
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Click or tap here to enter text.

Affiliate Center Director, Associate Director or Clinical Supervisor Signature	Date
--	------

Click or tap here to enter text.

Dr. Asher Pimpleton-Gray, Chair of Psychology and Counseling	Date
--	------

Click or tap here to enter text.

Dr. Blake Sandusky, Director of Counseling Programs	Date
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Click or tap here to enter text.

Dr. Stephanie Gotay, Clinical Practicum and Internship Coordinator	Date
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Appendix N

ARKANSAS STATE UNIVERSITY – COUNSELING PROGRAM

Student Responsibility Form

I understand that I am responsible for the information presented in the *Clinical Mental Health Counseling Program Clinical Experience Handbook*. I will review these materials carefully. If I have questions concerning these materials, I will ask for clarification from my academic advisor, the Clinical Practicum and Internship Coordinator, or my Practicum or Internship faculty supervisor. Signing this document indicates that I agree to abide by the policies and procedures described within the *Handbook*.

Signature _____ Date _____

Printed Name _____

(Signed form will be filed in student record.)