

Site Supervisor Manual



North Carolina Agricultural and Technical State University

College of Education

Department of Counseling

Greensboro, North Carolina 27411

M.S. Mental Health Counseling - Clinical

M.S. Mental Health Counseling - Rehabilitation

M.S. School Counseling

**Ph.D. Rehabilitation Counseling and Rehabilitation
Counselor Education**

Revised February 2019



Greetings Supervisors,

Welcome to the Department of Counseling at North Carolina A&T State University! Thank you for agreeing to provide field instruction to our students. We currently have master's students completing fieldwork for their 60-hour programs of study in Mental Health Counseling-Clinical, Mental Health Counseling-Rehabilitation, and School Counseling. In addition, we have doctoral students completing fieldwork for their 63-hour degree in Rehabilitation Counseling and Rehabilitation Counselor Education. We are extremely proud of our students and are appreciative of your willingness to work with them.

As you know, clinical experiences are significant opportunities for our counseling students as it allows them to put theory and classroom learnings into practice. Our students enter our Counseling programs with diverse backgrounds and experiences, but each student is expected to grow and enhance their skills through their fieldwork. As such, your time with them is integral to their professional development.

To assist you in your supervision work with our student, this handbook provides you with an overview of the Department of Counseling's requirements and related policies and procedures for practicum and internship. In addition, we offer supervision trainings related to CACREP field experience requirements, supervision theory, and practical information related to the supervision process. These trainings are offered at no cost to you, and we do provide NBCC CEU credits for those who attend.

In closing, we look forward to working together. Please do not hesitate to reach out to me or our Practicum and Internship Coordinator, Dr. Shon Smith (sdsmith5@ncat.edu) at any time should you need assistance.

Thank you again for your work with our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tyra Turner Whittaker'.

Dr. Tyra Turner Whittaker, LPC, CRC
Professor and Chair
Department of Counseling

To learn more about our counseling programs, please visit <http://www.ncat.edu/CEd/departments/coun/>

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INTRODUCTION

The counseling program at North Carolina A&T State University (NC A&T) began as a collaboration between the Department of Psychology and the Counseling Center at NC A&T circa 1960. In 1970, Dr. Myrtle B. Sampson and Dr. Bill Lawrence revised the curriculum creating the footprint for the Community/Agency and School Counseling programs as they exist today.

In April 2001, the Community/Agency counseling program, along with the School Counseling program, became the first counselor education programs at a Historically Black College/ University in the United States to be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accomplishment is a testament to the high standards of the counselor education program and the commitment to excellence. As a part of the NC A&T community, the Department of Human Development and Services (HDSV) has developed an extensive and comprehensive graduate program that prepares its students to be successful in their career choices, as well as to pursue doctoral studies if they choose. More recently, the Community Counseling program has become the Mental Health Counseling - Clinical program in keeping with changes in CACREP, and in Spring 2013 the Board of Governors approved the Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education which began in Fall 2013. In the Summer of 2016, the Department name changed to the Department of Counseling.

The counseling faculty members believe that counselor education as a combination of high-quality classroom and clinical experiences is critical in the development of effective practitioners and counselor educators. Therefore, numerous courses and labs have been offered to assist with the overall growth, development, and maturity of students. More importantly, in order for students to gain practical and/or clinical experiences, students are required to participate in rigorous professional Practicum and/or Internship experiences that meet the CACREP Standards for instruction.

Practicum and internship students are graduate students who have successfully completed the prerequisite course work and have a 3.0 or higher grade point average. They have also submitted the necessary paperwork with approval and are enrolled in the appropriate clinical experience course (e.g., COUN 784, 785, 786).

In order to assist counseling students in Counseling with transitioning into their respective clinical experiences, this manual has been collaboratively developed by faculty members to provide an overview of all the necessary information, deadline dates, forms, and resources. More importantly, this manual is revised periodically to update information or include new sections. To that point, edits within this manual reflect policy and practice changes and/or enhancements in the counseling programs which are reflective of the 2016 CACREP Standards. (Section 3 of the 2016 Standards is provided in Appendix A of this document).

PRACTICUM AND INTERNSHIP - GENERAL OVERVIEW

Purpose of the Clinical Experiences

Practicum and internship are considered essential experiences for successful completion of any master's degree in counseling. According to the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, "professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community" (p. 13). Furthermore, these clinical experiences help the counseling student practice ethical behaviors and develop a professional identity consistent with his or her counseling track and developmental level.

The Practicum and Internship Coordinator

The Practicum and Internship Coordinator is a faculty member or administrator in the Department of Counseling whose primary duties include collaboration with faculty to provide oversight of all practicum and internship experiences. The Practicum and Internship Coordinator establishes the due dates for practicum and internship applications, reviews and approves all applications, serves as the liaison with the Director of Educational Internships and Clinical Placements for the School of Education, processes any changes of site requests and provides support to university supervisors and student interns, as well as, intervention to resolve practicum and internship dilemmas.

Supervision

The term "supervision" has been described in a variety of applied settings and refers to a diversity of professional helping activities. Basically, clinical supervision is an intensive interpersonally focused, one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person (see Loganbill, Hardy, & Delworth, 1982; p. 4).

Supervision of the student especially plays a critical role in the certification and licensure of all counselors. Supervision is of paramount importance in providing real-life experiences that help bridge the gap between the theoretical and didactic learning in the classroom, mentor the development of process skills, and develop skills essential to providing individual counseling and other services to persons with disabilities. Generally, clinical supervision is facilitated by an experienced member of the helping profession who acts as the principal guide for new persons entering the clinical. Without ongoing clinical supervision, the supervisee's professional development as a counselor can become severely compromised. More specifically, the purpose of supervision is to facilitate practicum/internship student learning and understanding related to his or her role as a counseling professional.

The University Supervisor

Each student enrolled in practicum or internship will be assigned a University Supervisor. University supervisors are Counselor Education program faculty members who have relevant counseling experience, appropriate professional credentials, and counseling supervision training and experience. Typically, the university supervisor will engage in three general functions during clinical supervision: (a) assessing your learning needs as a beginning-level pre-professional counselor; (b) changing, shaping, or supporting specific

counseling behaviors; and (c) evaluating your performance as a supervisee. The University Supervisor may choose different methods and techniques of supervision depending upon the: (a) session's learning goals, (b) your experience and developmental level, (c) your learning style, and (d) supervisor's theoretical orientation. Further, the University faculty supervisor may utilize verbal client/case presentations, micro-training, modeling, and role-playing to accomplish the goals of supervision. All University faculty supervisors will engage in the review of program-appropriate audio recordings and/or live supervision of students' interactions with clients.

Supervision occurs weekly throughout the field experience process and is conducted by both the Site Supervisor (individual supervision) and the University Supervisor (group supervision). When possible, the University Supervisor will visit each student during each internship experience. The University Supervisor will also assign the final practicum or internship grade in accordance with the Site Supervisor's evaluation and the student's performance relative to criteria as defined in the course syllabus.

University Supervisor's Rights

- The university supervisor has the right to determine the expectations and requirements of the Practicum or Internship courses.
- The university supervisor has the right to expect the student's regular and punctual attendance for all meetings and site visits.
- The university supervisor has the right to evaluate the student's performance based on the supervisor's stated criteria.
- The university supervisor has the right to expect that the student will follow directions when given.
- The university supervisor has the right to reprimand students whose behaviors are not consistent with ethical standards and practices outlined by the students' guiding professional organizations (i.e., ACA, NBCC, CACREP).
- The university supervisor has the right to schedule additional group or individual/triadic supervision meetings as needed to foster student development.

University Responsibilities

- The university supervisor has the responsibility to clearly state his or her expectations, requirements, and/or criteria for evaluation.
- The university supervisor has the responsibility to establish and support the role of the site supervisor through regular communication at a minimum of 2 times a semester.
- The university supervisor has the responsibility to be available to students who require additional supervision.
- The university supervisor has the responsibility to be available to provide feedback and evaluative remarks to students, regarding students' skill development.
- The university supervisor has the responsibility to inform students, at the earliest time possible, if students' work is not satisfactory. As a matter of record and due process, said students will be provided detailed and specific behavioral expectations which may lead to improved student performance.
- The university supervisor has the responsibility to offer suggestions which the supervisor believes will enhance and expand student skill development.

- The university supervisor has the responsibility to demonstrate and implement appropriate documentation procedures as defined by the supervisor and student professional relationship.
- The university supervisor has the responsibility of ensuring that the student is meeting with their site supervisor for one hour each week for individual supervision and/or triadic supervision.
- The university supervisor has the responsibility to review program-appropriate audio recordings and/or live supervision of students' interactions with clients.

The Site Supervisor

The training and supervision which students receive at the practicum or internship site may determine the future quality of his/her job performance as a counselor as well as their ethical and professional behaviors, as they begin working in the helping profession. The Site Supervisor works collaboratively with the practicum/internship student to develop a contract and to set up the schedule of practicum/internship work. To evaluate the quality of the practicum student or intern's ability as a helping professional, Site Supervisors will participate in live observation/supervision of the student's work with clients, case staffing, consultation, and other activities consistent with student's developmental needs. As a result of these activities, site supervisors will complete both a Mid-term and Final Evaluation during the semester and forward the evaluation to the University Supervisor. Site supervisors are encouraged to communicate regularly throughout the semester with the University Supervisor to discuss any concerns related to the student's progress. In addition, it is expected that the site supervisor will meet at least one hour a week with the student for individual and/or triadic supervision. During this time, case staffing, consultation, and critiquing the student's performance are suitable activities. It is expected that the site supervisor will contact the University Supervisor when concerns arise on site concerning the student's knowledge, skills, or dispositions. Finally, Site Supervisors are to provide a suitable work environment for the intern including an appropriate work area, opportunities for a variety of activities that represent the profession, and feedback on their progress.

Site Supervisor's Rights

- The Site Supervisor has the right to determine what additional practicum or internship expectations and requirements may be required of students relative to the site.
- The Site Supervisor has the right to expect the student to follow site rules and practices.
- The Site Supervisor has the right to expect student's regular and punctual attendance.
- The Site Supervisor has the right to expect that students have been professionally and adequately prepared to assume Practicum responsibilities.
- The Site Supervisor has the right to assign cases based on the student's skill level, and the client or consumer's presenting issue or concern.
- The Site Supervisor has the right to participate in the evaluation of student performance.
- The Site Supervisor has the right to report student(s) whose behavior is not consistent with the ethical standards of the student's guiding professional organization (e.g., ACA, NBCC)

Site Supervisor's Responsibilities

- The Site Supervisor is responsible for carrying out the duties of supervisor as outlined by the Department of Counseling.

- The Site Supervisor is responsible for clearly defining his/her expectations and requirements for the clinical experience.
- The Site Supervisor is responsible for clearly describing and explaining his/her expectations and requirements to the student, university supervisor, and/or university internship coordinator through the completion of the internship contract.
- The Site Supervisor is responsible for consistently providing support to students related to paperwork deemed important to meeting course requirements.
- The Site Supervisor is responsible for providing **one hour** of weekly individual/triadic supervision (at a minimum) to the student and providing ongoing review and supervision of the student's work with clients.
- The Site Supervisor is responsible for consistently providing written documentation, outlining growth and development related to student clinical and/or overall professional performance. (i.e., Mid-Term and Final Evaluations).
- The Site Supervisor is responsible for being present and available for supervision activities whenever student is providing direct service to clients.
- The Site Supervisor is responsible for accurately and promptly describing, documenting, and reporting concerns regarding student's unsatisfactory clinical and/or overall professional performance to the student, university supervisor, and/or practicum and internship coordinator.
- The Site Supervisor is responsible for providing supervision and guidance during the audio recordings of clients to ensure that confidentiality of clients is protected and that students are supported through that process.
- When deemed appropriate, the Site Supervisor is responsible for cooperatively working with the student, University Supervisor, and/or university Practicum and Internship Coordinator to develop a plan for student's clinical and/or overall professional improvement.
- When deemed appropriate, the Site Supervisor is responsible for cooperatively working with the student, university supervisor, and/or practicum and internship coordinator to develop a plan for student's clinical and/or overall professional remediation or retention.
- The Site Supervisor is responsible for providing student with site supervisor contact information, e.g., cell phone number, to be used in urgent or emergent situations.
- For out of state students, the Site Supervisor is responsible for listening and reviewing the audio recordings to correspond with the University Supervisor for feedback of the student's skills and progress.

Practicum and Internship Supervision process at North Carolina A&T

Generally speaking, the supervision process for counseling students at North Carolina A&T will entail:

- Weekly **one-hour** individual meetings between the student and his or her Site Supervisor
- Weekly **1 ½ hour** group meetings between the student, his or her university supervisor, and other practicum/internship students
 - Practicum and Internship may also include weekly individual and/or triadic meetings with the university supervisor and/or doctoral student supervisor who is under the supervision of the university supervisor.

- Regularly scheduled review of specific Practicum or Internship activities and other relevant paperwork between the student and his or her university supervisor.
- Regularly scheduled consultation and discussion between the student and his or her University and Site Supervisors, regarding student professional and/or clinical performance, including feedback and action plan development.
- Review by the University Supervisor of at least one counseling session conducted by the student at his or her site. This review can be completed through audio recording or live supervision.
- When possible, the University Supervisor visits to the clinical experience site to observe the student and/or meet with the Site Supervisor. No visit is made during the Practicum experience.

GETTING READY FOR PRACTICUM AND INTERNSHIP

Students should begin to make preparations for their first clinical experience the semester before Group Counseling, or approximately **two semesters** before the semester in which they plan to enroll in the clinical experience class while giving particular attention to the following:

Courses Required for Practicum

The practicum course is a part of the overall curriculum and, as such, must be taken in the designated sequence by track.

Note that the practicum is available at the mid-point in the curriculum to afford students an opportunity to engage in a clinical-based practical experience before the end of the program. Occasionally, students may use the Practicum to gauge their fit with the selected field or make any necessary adjustments to career objectives while in the early phase of the program. However, many students choose to take the Practicum toward the end of their program and then go directly into internship as the last course before program completion. A student may choose either option once the prerequisites for Practicum have been satisfied.

Courses Required for Internship

Students must complete COUN 784 Practicum and all required courses as specified by track. Internship I and Internship II are typically taken during the last two semesters of the student's program of study. Students may take electives along with internship.

Grade Point Average Requirement

Students who apply for practicum and internship must have an overall 3.0 or higher GPA.

The Practicum and Internship Information Session

In addition to meeting the course requirements for clinical experience, students must attend the required Practicum and Internship Information session which is offered each semester to prepare students to apply to begin clinical placements. Students who do not attend an information session cannot enroll in Practicum or Internship.

It is also recommended that students discuss plans for practicum or internship with their academic advisors and keep the advisor informed as placement plans develop.

Selecting a Practicum or Internship Placement Site

Students must complete a total of 100 hours in the clinical for practicum and 600 hours in the clinical for internship (300 hours during Internship I and Internship II or 600 hours during Combined Internship). Students may complete the practicum and internship clinical experiences at a variety of possible sites in accordance with their track. With the exception of School Counseling majors within Guilford County, students are responsible for making necessary contacts with the site, scheduling an interview, and confirming the choice with the academic advisor prior to submitting application for practicum or internship. Avoid waiting until the last minute to secure a site or run the risk of completing your Practicum or Internship in a site that does not fit your potential career objectives or does not provide the level of support that you need. Remember, the internship often leads to a job or at least a

job recommendation, so be sure that you are in the setting that best compliments your career objectives.

School counseling students (within Guilford County) may submit the name and grade level of a desired school, but school counseling students may not contact the school until given explicit instructions to do so. This will be done after approval of the practicum or internship application. School counseling students outside Guilford County must secure their own placements.

Students may meet with their academic advisor early in the site selection process to get input on possible sites to pursue for interview. If you desire such input, schedule a time to meet with the advisor early in your planning. Applications for clinical experience are due **one semester before** the clinical experience starts so you have to plan to meet your desired application deadline and you have to meet with the advisor and schedule an interview at the site, all of which will require some planning. Remember, a site might be unable to accept another intern or have no available qualified supervisor, so your preferred site may not be available.

Important Notes: Students are not permitted to complete practicum or internship experiences under the supervision of family members or at sites operated by peers in any of North Carolina A&T's counseling degree programs.

Also, "Supervision of practicum and internship students must include program-appropriate audio/visual recordings and/or live supervision of students' interactions with clients" (CACREP, 2016, p. 13).

Selecting a Site Supervisor

Each practicum or internship student **must** be supervised by a qualified Site Supervisor.

For our master's level students, the Site Supervisor must have:

1. A minimum of a master's degree in counseling or closely related profession (e.g., Social Work, Counseling Psychology)
2. Relevant certifications and/or licenses in good standing (e.g., LPC, LPCS, LCSW)
3. A minimum of two years of pertinent professional experience in the specialty area in which student is enrolled
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students
5. Relevant training in counseling supervision.
6. Availability to provide **one hour** per week of formal supervision.
7. Availability at the prospective site where the student applies to be placed.

For our doctoral level practicum students, the Site Supervisor must have:

1. A minimum of a master's degree in Counseling, Social Work, Psychology, or a related area
2. A minimum of five (5) years pertinent counseling professional experience.
3. Relevant licensure and/or certification in Rehabilitation Counseling or a related area (e.g., CRC, LRC, LPC, LCAS) in good standing

4. Knowledge and understanding of his/her responsibilities related to the North Carolina A&T program expectations, Practicum requirements, student performance measures, and student evaluation procedures.
5. Relevant training in counseling supervision
6. Availability to provide one hour per week of formal supervision
7. Availability at the prospective site where the student applies to be placed.

Beyond the basic credential requirements, it is recommended that each student choose the Site Supervisor with intentionality. Few professional relationships will be as important as the Student-Site Supervisor relationship because you will work consistently with that person over one or two semesters and entrust your development to the professional expertise of this supervisor. In meeting with the potential supervisor, lay aside the need to 'land a site' and focus on your compatibility of personalities and working styles as well as the availability of the potential supervisor and his or her basic philosophies or theoretical orientations.

Questions to consider are below.

- Will you be able to have as much access to your supervisor as you will require as a beginning counselor?
- Does the supervisor invite your participation in the organization or show interest in adding to your professional development?
 - Is the supervisor willing to regularly share feedback with you?
 - Will he or she invite you to participate in trainings or workshops?
- Can your goals and objectives be achieved at the site?

Practicum and Internship Employment Policy Statement

Practicum and Internship students will not be allowed to perform their practicum or internship experiences at the same physical location of employment. The dual relationship of practicum/intern student and employee at a site is in violation of professional Ethical Standards. Students can, however, apply to complete the practicum or internship in a different location within an agency or school. For example, a student who teaches in a school system could apply to intern at another school within the system. Also, students may apply to complete the practicum or internship at their place of employment if they secure full-time Master's level employment in the counseling profession. Some agencies and school systems will hire students for counseling positions who are only a few credit hours (typically two semesters or less) from completing their Master's degree.

Out-of-State Internship

Students may petition the department to complete the internship out-of-state. This process should begin with a conversation with the academic advisor and Practicum and Internship Coordinator well in advance of the due date for the internship application. Students must initially identify the:

- the potential site
- the potential site supervisor and supervisor qualifications
- a brochure describing the agency

As with any other placement, students are expected to meet all internship requirements. Students who complete out-of-state internship placement must participate in group supervision via virtual classroom. Students are required to have the appropriate technological features on a computer to be able to use during class meetings.

Students are required to come to campus to meet with their university supervisor at least twice a semester (other visits are at the discretion of the university supervisor). All other times, students may call into the class via telephone in the classroom, Skype, or by using a cellphone of a classmate.

Note: Practicum students must complete their field experience in state. Out of state is only allowed for Internship.

Insurance

Professional Student Liability Insurance **is required** for all practicum and internship students. Proof of relevant and current liability insurance documentation must be submitted with practicum and internship applications. Students must also bring proof of liability insurance on the first day of class. Some students obtain insurance from the National Rehabilitation Association (www.nationalrehab.org), American Counseling Association (www.counseling.org) or Healthcare Provider Services Organization (www.hpsso.com/).

Application Deadlines

School Counseling applications for Practicum and Internship are due on or before **October 15th** for the Spring Semester, and on or before **March 15th** for the Fall Semester. Applications for the Mental Health Counseling – Clinical, Mental Health Counseling – Rehabilitation and Doctor of Philosophy in Rehabilitation Counseling and Rehabilitation Counselor Education program Practicum and Internship courses are due on or before **October 30th**, for the Spring Semester, and on or before **March 30th**, for the Fall and Summer Semesters unless otherwise posted. If these dates fall on a weekend, the applications are due the following Monday. Applicants must meet with their academic advisor prior to submitting their applications. No late applications will be accepted.

Change of Site or Change of Site Supervisor

Students will be allowed to change the site and/or supervisor for the following reasons:

1. the approved supervisor leaves the site
2. there is no longer a qualified supervisor at the site
3. the site no longer exists
4. the student gains a full-time position designed for a master's level counselor or doctoral level counseling supervisor

Students who want to change the site or site supervisor must submit the **Change of Practicum or Internship Form** along with the resume of the supervisor and a brochure from the agency. The form must be signed by the academic advisor, and then submitted to the Practicum and Internship Coordinator.

Practicum and Internship Courses/Group Supervision Meetings

Practicum and Internship are laboratory courses in which students engage in the supervised practice of counseling skills. The intent of the class meetings (i.e., group supervision sessions) is to provide a platform for general instruction and application of counseling skills as well as sharing of problems and insights relevant to the practicum or internship

experience and students' growth as professionals. The instructor who also serves as the university supervisor determines the mode for instruction for the 1.5-hour meeting each week. The 100 or 300 clock hours accrued at the clinical placement site must be completed concurrently with the practicum and internship courses.

Internship II (Creative Engagement) Project

To successfully complete Internship II, students must complete a project during the course that is related to their specific counseling program. The plan for the project should be developed in collaboration with the site supervisor and approved by the university supervisor. The university supervisor will provide specific instructions and guidelines in the course syllabus.

Forms

Practicum and Internship forms are available in writable form on the department website.

These forms include:

- Practicum and Internship application
- Agreement form (verification that you have read the manual)
- Practicum and Internship Contract
- Documentation Checklist (includes university supervisor's summative evaluation)
- Goals and Objectives
- Duties and Responsibilities
- Mid-Term Evaluation
- Final Evaluation
- Student Self Evaluation
- Supervisee Evaluation of Supervisor
- Change of Practicum or Internship Form
- University Supervision Log (optional)

Role of the Practicum Student and Intern

The practicum student or intern is expected to participate in the daily activities of the agency or school as prescribed by the contract. Purely clerical or aide type duties are not acceptable practicum or internship roles unless other master's level staff members are doing so. The activities that are expected include staff meetings, administrative activities, vocational evaluations/assessments, in-service education, individual counseling, group counseling, psychoeducational activities, case management, and other duties listed on the log. Supervisees should assume the responsibilities and dress code of the professional staff of that particular agency or school. The practicum student and intern should also act in a professional manner at all times given that he/she represents the profession, the agency, the university, and the counselor education program. The supervisee will not engage in office politics or political matters of the agency or school.

Site Orientation Checklist

The Department strongly recommends that practicum and internship students complete the following activities at their site during the first couple weeks of the practicum or internship clinical experience:

1. Become oriented to the program(s) you will be working in
2. Obtain an overview of site's policies and procedures
3. Meet the staff within the site and learn their roles and functions
4. Identify your expectations as a practicum student or intern
5. Learn the site's confidentiality procedures and crisis plan
6. Secure list of emergency numbers at the site
7. Review site's safety procedures
8. Review site's goal statements and treatment plans

Grade Policy for Practicum and Internship

Students experiencing academic difficulty are advised to meet with the advisor as soon as possible. Reflecting the importance of these experiences, **a grade of "B" or better** is required for all master's students to successfully complete the clinical experiences beginning in Fall 2015.

Students who apply for practicum and internship must have a 3.0 or higher GPA and must meet the requirements for practicum and internship placement as specified in this manual.

Withdrawal from Practicum or Internship

If a student needs to withdraw their application for practicum or internship prior to the beginning of a semester, he/she must inform the Practicum/Internship Coordinator immediately. This will allow the Coordinator to inform the site that the student will not be coming. If a student needs to withdraw from their practicum or internship course once the semester begins, the student should notify their university supervisor, site supervisor, and the Practicum/Internship Coordinator immediately. A student who fails to notify his or her university supervisor, site supervisor, and the Practicum/Internship Coordinator of intent to withdraw from the clinical experience course will not be able to reapply for Practicum or Internship.

Remediation, Repeating, and Dismissal from Practicum and Internship

If at any time, the Site Supervisor and/or the University Supervisor deem that a student is not demonstrating satisfactory practicum/internship knowledge, skills, or dispositions the student will be benchmarked, notified in writing, and a remediation plan addressing areas of concern will be developed. If the student continues to display unsatisfactory knowledge, skills, and/or disposition, he/she may be dismissed or terminated from the clinical placement and transitioned out of the counseling program.

If a student is removed from a clinical placement, the following will apply:

- The student must get approval from the departmental chair before enrolling in the course a second time.
- The student cannot return to the site from which he/she was dismissed.

- The student will not be allowed to complete the clinical experience during the semester in which dismissed.
- The Counseling faculty, in accordance with departmental benchmarking procedures, will review a student removed from more than one site.
- Withdrawals from a practicum or internship site will be reviewed.

Students will have no more than two opportunities to successfully pass the Practicum or Internship experiences.

Compliance with the Americans with Disabilities Act

North Carolina A&T State University is committed to complying with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by providing equal access to the programs, services, and benefits to qualified students with disabilities. All reasonable efforts will be made to accommodate the needs of students with documented disabilities. If you have a disability that requires an accommodation, please register with the Office of Veterans and Disability Support Services (OVDSS) located on campus in Murphy Hall, Suite 01. The phone number for OVDSS is (336) 334-7765. It is recommended that students notify OVDSS of any disability accommodation requests prior to the start of classes or within the first two weeks of classes. Please note that accommodations and modifications cannot be performed retroactively.

Recording/Live Supervision of Client Interactions

All field experience students are required to have their client work reviewed by their University Supervisor during their field experiences. Students must submit a minimum of 3 recordings (or live observation experiences) for review during practicum and a minimum of 2 recordings (or live observation experiences) for review during each internship. Recordings are to contain no identifiable client information. These recordings are to be made only using the departmentally issued audio recorder which is password protected. Students agree to pay to replace the digital recorder if damaged or not returned to the Department of Counseling in its original condition. Students must also agree to the following:

- To use the digital recorder for only clinical use at the practicum and/or internship site and not for any personal use;
- To not share or allow anyone else to use the digital recorder;
- To protect the confidentiality of clients and clinical information by using the password protection feature;
- To erase all clinical information from the recorder after it has been reviewed by the university supervisor;
- To keep the digital recorder locked and secured at all times when not in use; and
- To erase all information before returning the digital recorder to the Department of Counseling.

Confidentiality

The purpose of a policy and procedures confidentiality statement is to protect the privacy of students/clients and to ensure the highest standard of care for your practicum or internship site.

Policy

All practicum and internship students, university supervisors, site supervisors and faculty at North Carolina A&T shall strictly adhere to the American Counselor Association (ACA) code of ethics and all applicable state and federal laws.

Procedures

1. All practicum and internship students, university supervisors, site supervisors, and faculty, at North Carolina A&T, will read, understand, and follow the American Counseling Association (ACA) Code of Ethics regarding confidentiality.
2. All practicum and internship students, university supervisors, site supervisors, and faculty, at NC A&T, shall adhere to the ACA Code of Ethics and all applicable state and federal law regarding client identity and records.
3. Any ethical violation relevant to client confidentiality or other areas may result in termination of practicum or internship responsibility. (See the Retention Policy in the *Student Handbook*.)
4. Written authorization shall be required for the release of any client information. The authorization shall be signed and dated by all students/clients. Parent or guardian shall sign authorization for minors.
5. Exceptions for release of information without a legally signed release of information from the client or parent/guardian must be in accordance with the ACA Code of Ethics.
6. Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at the site.

Procedures to Ensure Confidentiality of Recordings and Transcripts

CACREP (2016) requires counseling programs to include “program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients” during supervision of practicum and internship students (p. 13). Prior to taping, each person being recorded must sign a Consent to Record Form. In addition to using a site provided form (if available), all students are required to use the Department of Counseling Consent to Record form. Students are only allowed to record on departmental issued recording devices which are password protected.

1. Prior to beginning any recording, you are to explain the parameters as outlined in the consent form.
2. Keep in mind that if recording minors under the age of 18, parental consent is required. Also, every group participant is required to sign a consent form if you decide to tape a group.
3. There must be two copies of the Consent Form. Please sign both copies and have the client sign both copies. One copy is for your file, and one copy is for the client.
4. Once you have recorded a session, you are required to keep this recording in a locked and secure location (desk, file cabinet, etc.) when not in use.
5. The digital recorder is only to be transported to supervision with the university supervisor along with the corresponding consent form for the client of the recording to class. (The university supervisor will specify when to bring recorder to session review).

6. At the end of the semester, you will erase your recordings as well as delete any electronic or paper copies of any session content. Student will sign a form confirming this at the conclusion of the semester when the recorder is returned to the Practicum/Internship Coordinator.

Evaluation Procedures

Evaluation of the clinical experience will be completed by both the student's Site Supervisor and by the University Supervisor, a faculty member designated to provide clinical supervision for the student throughout his/her clinical experience. These evaluations include a **Mid-Term and Final Evaluation**. In addition, the student will be required to complete a **Self-Evaluation** of his/her skills as a counselor and a **Supervisee Evaluation of Site Supervisor** form. Practicum students and interns are expected to review all evaluation forms prior to the beginning of your clinical experience so that you will know the requirements and expectations that are essential to receive a favorable evaluation and a passing grade. It is expected that students will adhere to the site's organizational procedures and conduct themselves in a professional manner, pursuant to the Codes of Ethics for the profession (e.g., American Counseling Association, American School Counselor Association, and American Rehabilitation Counseling Association). Students involved in ethical violations will be subject to removal from internship placements. (See the Retention Policy in the Counseling Student Handbook).

Documenting the Practicum and Internship Experience

Students are expected to keep a **weekly log and monthly log** documenting the clock hours spent at their site. The "log" should document the student's daily/weekly activities (e.g., individual counseling, group, and family counseling) as well as a weekly narrative summary of experiences. All site supervision sessions may be counted towards total indirect hours. The student will also meet with a university supervisor weekly for group supervision. The university supervisor may also schedule individual or additional group supervision meetings as needed. Students are to only utilize documentation consistent with their specific clinical experience setting (i.e., individual, small and large group).

The student must meet with the Practicum or Internship class prior to accumulating clinical experience hours.

Note: Practicum or internship hours need to be completed by Reading Day of each semester.

Important Clinical Experience Expectations

1. Students cannot begin any clinical experience until AFTER the first meeting of their university clinical experience class.
2. Failure to complete clinical experience hours within the designated timeframe will result in course failure. Any student who cannot complete practicum or internship by the end of the term should notify the University Supervisor and academic advisor immediately.
3. All clinical work must be completed at the designated site.

4. Conference attendance will be allowed and encouraged as part of the internship clinical experience. Students may earn up to 10 hours for conference or workshop attendance (5 hours per internship or 10 hours for the combined internship) at the discretion of the University Supervisor with the approval of the Site Supervisor. Conference and workshop attendance will be a staple throughout the years of professional practice and students are encouraged to begin professional development outside the classroom early.
5. Students cannot conduct home/group home visitations unless the Site Supervisor or another lead clinician is present.
6. Students are not allowed to transport clients in personal vehicles. The University Supervisor reserves the right to determine whether the safety needs of the student have been adequately addressed.
7. Group supervision/class time cannot be included in clinical experience hours for practicum nor internship.
8. Students should maintain a log of group supervision hours with the University Supervisor. These hours are in addition to clinical experience hours.
9. All logged direct hours must be in accordance with CACREP standards. Direct service is defined 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.
10. All logged indirect hours should be spent in counseling related activities such as training, case management, professional development, and staff meetings which are specific to the site or school.

Master's Level Practicum

According to CACREP (2016), for Master's level students, 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... Students complete supervised practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills" (p. 13). Students are also expected to lead or co-lead a counseling or psychoeducational group during their practicum experience.

Goals and Objectives

The following goals are applicable to Master's level students in Practicum:

- Students will demonstrate an understanding of the basic principles of human growth, development, and learning, and how these principles impact the counseling process.
- Students will seek to become excellent professionals by:
 - becoming more aware of themselves through personal and professional exploration,
 - demonstrating an understanding of human relations models, and
 - implementing appropriate counseling skills and approaches.
- Students will demonstrate an understanding of the basic principles of facilitation skills.
- Students will demonstrate the skills of an excellent communicator by using effective verbal and nonverbal communication skills and demonstrating an understanding of the importance of those skills.
- Students will demonstrate an understanding of the role of a counseling professionals by:
 - practicing to be an excellent listener,
 - learning to communicate that they have listened,
 - maintaining the exploration process and defining significant problems,
 - helping others determine appropriate plans of action, and
 - following-up with clients.
- Students will develop an understanding of the dynamics specific to agency or school settings.
- Students will recognize personal and professional limitations and make appropriate referrals.
- Each student will establish and maintain professional relationships consistent with the ethical standards of the American Counseling Association (ACA).
- Students are responsible for demonstrating effective documentation strategies consistent with their particular site's requirements.
- Students will demonstrate accountability through professional development of logs and use of supervision.

Student Rights

- The student has the right to a quality training experience.
- The student has the right to know the criteria for evaluation in the Practicum experience.
- The student has the right to know the expectations and procedures of the Practicum experience and to receive this information accurately and in a timely manner.
- The student has the right to know the procedures for handling emergencies/crises at their Practicum sites.
- The student has the right to receive supervision.

- The student has the right to request and receive additional supervision.
- The student has the right to receive feedback from both site and university supervisors
- The student has the right to ask questions, regarding the counseling process, and the appropriate management of human relations cases.
- The student has the right to confidentiality.
- The student has the right to reasonable accommodations.

Student Responsibilities

- The student has the responsibility for understanding Practicum requirements as outlined in the syllabi and described by his or her university and site supervisors.
- The student has the responsibility for understanding the criteria for evaluation in Practicum.
- The student has the responsibility for complying with all policies outlined in the Counseling Student Handbook and this manual.
- The student has the responsibility to follow professional, ethical guidelines (ACA, NBCC), as well principles defined by North Carolina legal statute, with particular attention to issues surrounding imminent danger.
- The student has the responsibility for maintaining client/customer confidentiality at all times, except in cases deemed imminently dangerous.
- The student has the responsibility for explaining to his or her client/customer the scope and limitations of confidentiality appropriate to and constrained by site requirements and legal statute.
- The student has the responsibility for behaving in a professional manner at all times during Practicum experiences, including but not limited to, establishing a professional stance, dressing in business attire and maintaining appropriate boundaries between professional and personal responsibilities.
- The student has the responsibility for following site rules and practices, and to be present and punctual for site counseling and supervisory sessions.
- The student has the responsibility for being present and punctual for all individual and group supervisory sessions.
- The student has the responsibility for having necessary paperwork prepared for Practicum professional activities, as well as for supervisory sessions
- The student has the responsibility for requesting additional supervision as needed.
- The student has the responsibility for informing his / her university and site supervisors immediately when Practicum problems or emergencies occur.
- The student has the responsibility for submitting all necessary forms and reports to their university supervisors at due date.
- The student has the responsibility for demonstrating and implementing appropriate documentation procedures as constrained by university and site requirements, as well as state guidelines.
- The student has the responsibility for practicing, developing, and demonstrating basic and more sophisticated professional and clinical skills, essential to and effective in initiating, maintaining, and terminating the helping relationship and having these skills evaluated by both the Site and University supervisors through recordings, live supervision, etc.
- Please be advised that once you have selected a practicum site, you will **not** be allowed to change sites. Changing sites is only permissible if a student secures full-

time employment in the counseling profession or if certain unexpected situations occur.

Master's Level Internship

According to CACREP (2016), for Master's level students, 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...Students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area" (p. 14).

Goals and Objectives

The following goals are applicable to Master's level students in Internships I and II:

- Students will demonstrate an understanding of the basic principles of human growth, development, and learning, and how these principles facilitate the human relations process.
- Students will seek to become excellent professionals by:
 - becoming more aware of themselves through personal and professional exploration,
 - demonstrating an understanding of human relations models, and
 - implementing appropriate human relations skills and approaches.
- Students will demonstrate an understanding of the basic principles of facilitation skills.
- Students will demonstrate the skills of an excellent communicator by using effective verbal and nonverbal communication skills and demonstrating an understanding of the importance of those skills.
- Students will demonstrate an understanding of the role of a human relations professionals by:
 - practicing to be an excellent listener,
 - learning to communicate that they have listened,
 - maintaining the exploration process and defining significant problems,
 - helping others determine appropriate plans of action, and
 - following-up with clients/consumers.
- Students will develop an understanding of the dynamics specific to Rehabilitation settings.
- Students will recognize personal and professional limitations and make appropriate referrals.
- Each student will establish and maintain professional relationships consistent with the ethical standards of the American Counseling Association (ACA).
- Students are responsible for demonstrating effective documentation strategies consistent with their particular site requirements.
- Students will demonstrate accountability through professional development of logs and use of supervision.

Student Rights

- The student has the right to a quality training experience.
- The student has the right to know the criteria for evaluation in Internship I & II.
- The student has the right to know the expectations and procedures of Internship I & II, and to receive this information accurately and in a timely manner.

- The student has the right to know the procedures for handling emergencies/crises at their Internship I & II sites.
- The student has the right to receive supervision.
- The student has the right to request and receive additional supervision.
- The student has the right to receive feedback from both site and university supervisors
- The student has the right to ask questions, regarding the counseling process, and the appropriate management of human relations cases.
- The student has the right to confidentiality.
- The student has the right to reasonable accommodations.

Student Responsibilities

- The student has the responsibility for understanding Internship I & II requirements as outlined in the course syllabi.
- The student has the responsibility for understanding Internship I & II requirements as defined and described by his or her University and Site supervisors.
- The student has the responsibility for understanding the criteria for evaluation in Internship I & II.
- The student has the responsibility for complying with all policies outlined in the Counseling Student Handbook and this manual.
- The student has the responsibility to follow professional ethical guidelines, as well principles defined by North Carolina legal statute, with particular attention to issues surrounding imminent danger.
- The student has the responsibility for maintaining client/customer confidentiality at all times, except in cases deemed imminently dangerous.
- The student has the responsibility for explaining to his or her client/customer the scope and limitations of confidentiality appropriate to and constrained by site requirements and legal statute.
- The student has the responsibility for behaving in a professional manner at all times during Internship I & II experiences, including but not limited to, establishing a professional stance, dressing in business attire and maintaining appropriate boundaries between professional and personal responsibilities.
- The student has the responsibility for following site rules and practices, and to be present and punctual for site counseling and supervisory sessions.
- The student has the responsibility for being present and punctual for university individual and group supervisory sessions.
- The student has the responsibility for having necessary paperwork prepared for Internship I & II professional activities, as well as for supervisory sessions.
- The student has the responsibility for requesting additional supervision as needed.
- The student has the responsibility for informing his / her university and site supervisors immediately when Internship I & II problems or emergencies occur.
- The student has the responsibility for submitting all necessary forms and reports to their university supervisors at due date.
- The student has the responsibility for demonstrating and implementing appropriate documentation procedures as constrained by university and site requirements, as well state guidelines.
- The student has the responsibility for practicing, developing, and demonstrating basic and more sophisticated professional and clinical skills, essential to and

effective in initiating, maintaining, and terminating the helping relationship and having these skills evaluated by both the Site and University supervisors through recordings, live supervision, etc.

- Please be advised that once you have selected a practicum or internship site, you will **not** be allowed to change sites. Changing sites is only permissible if a student secures full-time employment in the counseling profession or if certain unexpected situations occur (see pgs. 13-14).

PRACTICUM AND INTERNSHIP - SPECIALTY AREA POLICIES

MENTAL HEALTH COUNSELING - CLINICAL

Program Overview

The Mental Health Counseling - Clinical program is a 60 credit hour Master of Science generalist program that is accredited by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP). This designation indicates curricular experiences encompassing each of the eight core areas of professional counseling including Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Other required coursework includes clinical assessment and substance abuse. Students in the Mental Health Counseling - Clinical program also have the opportunity to take electives relative to their area of professional interest. These electives are chosen under the direction of an academic advisor. More information about matriculation can be found by visiting the Counseling Student Handbook.

This degree prepares graduates to work in a variety of capacities such as marriage and family counseling, substance abuse counseling, clinical mental health counseling, college counseling, non-profit work, business settings, and many other areas. The U.S. Department of Labor projects that counseling is growing faster than average with some areas of clinical mental health counseling seeing growth rates up to 34% by 2016.

Objectives

1. To create an understanding of the foundations of clinical mental health counseling including trends; roles, functions, and standards of practice and credentialing of community counselors; policies and laws, ethical and legal considerations (e.g., the ACA Code of Ethics); and diversity issues.
2. To establish the contextual dimensions of mental health counseling relative to roles in various practice settings and relative other professionals in those settings; organizational dimensions of community organizations; needs assessment; and community intervention, consultation, education, and outreach.
3. To develop the knowledge and skills necessary for clinical mental health counselors relative to assessment, case conceptualization, theories of human development, psychopathology, diagnosis using the *Diagnostic and Statistical Manual*, and counseling plans; models, methods, and principles of program development and service delivery for a clientele; the empowerment of consumers to understand and access community resources; advocacy; and initiating, maintaining, and terminating counseling.
4. To provide clinical instruction including the 100 clock hour practicum and the 600 clock hour internship in a community setting under the supervision of a qualified site supervisor during which the intern will complete a minimum of 280 direct service clock hours (40 during practicum, 240 during internship).

Site Supervisors

In order to provide acceptable supervisory services to students, Site supervisors in Mental Health Counseling-Clinical must meet the following qualifications:

- A minimum of a Master's degree in Counseling or a closely related clinical degree (e.g., Social Work, Counseling Psychology)
- A minimum of two years pertinent counseling professional experience
- Possess appropriate licensure in Counseling (e.g., LPC, LPCS) or related certification or licensure (e.g., CRC, LCAS, LCSW)
- A professional in good standing with related licensing and certifying agencies.
- Must demonstrate an understanding of his/her responsibilities related to the North Carolina A&T / Department of Counseling program expectations, Practicum requirements, student performance measures, and student evaluation procedures.

Home Visits and Transportation of Clients

No home visits are allowed unless the student is accompanied by the Site Supervisor or the Supervisor's designated representative. Practicum and Internship students are not permitted to transport clients under any circumstances.

Crisis Procedures

The student must discuss the crisis procedures of the site with the Site Supervisor and document accordingly in the weekly log.

Direct Contact Hours

According to CACREP (2016), direct service to clients for students in the Mental Health Counseling-Clinical program may include conducting the following activities with clients: intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

MENTAL HEALTH COUNSELING – REHABILITATION

Program Overview

The Mental Health Counseling - Rehabilitation program is a **60-hour program** fully accredited and aligned by the [Council for the Accreditation of Counseling and Related programs \(CACREP\)](#), the premier accrediting body for counseling and is designed to prepare culturally competent counselors who specialize in working with persons with physical, developmental, cognitive, psychological, and neurological disabilities and/or illnesses.

Objectives

- To equip students with knowledge, skills, and experiences to empower persons with disabilities through the counseling process
- To increase the student's knowledge of the role and functions of rehabilitation counselors
- To equip students with unique skills to provide effective rehabilitation counseling services within a cultural context
- To enhance the student's knowledge of the needs and associated resources to meet the evolving needs of persons with disabilities
- To prepare students to obtain professional licensure and certification in the profession of rehabilitation counseling
- To prepare students to address professional issues in Rehabilitation Counseling through professional associations, publications, and professional development
- To prepare students to work in a variety of public and private settings in the rehabilitation counseling profession

Students in rehabilitation counseling will demonstrate knowledge, understanding, and application in:

- Theories and methods of counseling for individuals with physical or mental disabilities in and out of the work environment
- Case management and documentation requirements that meet federal and state legal guidelines
- Medical and psychosocial aspects associated with physical, developmental, and psychiatric disabilities
- Individual and Group Counseling
- Vocational Evaluations and Related Assessments
- Job Development and Placement
- [The Code of Ethics for Rehabilitation Counselors](#)

The Mental Health Counseling - Rehabilitation program complies with federal laws of [Section 504 of the Rehabilitation Act of 1973](#), [Section 507 of the Americans with Disability Act of 1990](#), and [Section 508 of the Disability Act of 2001](#).

Pursuant to the Rehabilitation Counseling Profession Scope of Practice Statement, as sanctioned by the Commission on Rehabilitation Counselor Certification (CRCC), American and National Rehabilitation Counseling Associations (NRCA/ARCA), and the Alliance for

Rehabilitation Counseling (ARC), the following statement defines the scope and practice of rehabilitation counseling:

"Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions." Thus, some of the techniques and modalities covered during the clinical experiences courses would include, but not be limited to:

- "assessment and appraisal (except intelligence or personality tests);
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the
- medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers, consultation
- services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology."

Site Supervisors

Pursuant to CACREP Accreditation standards, Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

The Rehabilitation Counseling Program is aware that there may not be a CRC or other licensed professional on staff to supervise the student(s), however, on-site supervision should continue to occur for one hour per week. A more detailed listing of Site Supervisor's rights and responsibilities is provided in this document.

Practicum

According to CACREP (2016), "Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

Direct Contact Hours

According to CACREP (2016), direct service to clients for students in the Mental Health Counseling-Rehabilitation program may include conducting the following activities with clients: “diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, assessments for assistive technology needs, career- and work-related assessments, including job analysis, worksite modification, transferrable skills analysis, job readiness, and work hardening” (pgs. 25-26).

More specifically, CRCC (2015) indicates that direct service to clients for students in Rehabilitation Counseling degree programs may include:

Appraisal: Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

Diagnosis and Treatment Planning: Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

Counseling Treatment Intervention: The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

Referral: Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and

researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

Program Evaluation: The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

Research: A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

Consultation: The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization” (<https://www.crccertification.com/scope-of-practice>)

SCHOOL COUNSELING

Program Overview

The Master of Science degree in School Counseling is a 60 credit hour program designed for individuals seeking a professional career in elementary or secondary school counseling. Students in the school counseling master's program take core counseling courses and electives relative to their area of professional interest. Students also complete a 100-hour practicum and 600 hours of internship in a school counseling setting. The School Counseling program is a flexible and high-quality evening program which offers students the opportunity to create an individualized rate of matriculation in either part-time or full-time enrollment.

The School Counseling program is nationally accredited by CACREP. Curricular experiences encompass each of CACREP's eight core areas of professional counseling which include Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Furthermore, the School Counseling program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI).

Student Learning Outcomes for School Counseling

1. MS in School Counseling students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as school counselors.
2. MS in School Counseling students will demonstrate competence in inquiry and the production and utilization of research.
3. MS in School Counseling students will engage in problem-solving related to professional issues as well as demonstrate understanding of legal and ethical concerns in the counseling profession.
4. MS in School Counseling students will apply professional counseling skills in a multicultural environment.

Purpose of the Clinical Experience in School Counseling

The clinical experience has been referred to as the most important, but neglected component within the pre-professional training and development of master's-level counselor supervisees. Clinical supervision of the student plays a critical role in the licensure of school counselors. Supervision is of paramount importance in the development of process skills, providing real-life experiences that help bridge the gap between the theoretical and didactic learning in the classroom, to the skill of providing services to school age children. Generally, professional supervision is facilitated by a qualified professional school counselor who acts as the principle guide for new persons entering the clinical of school counseling. Without ongoing supervision, the supervisee's professional development as a counselor can become severely compromised.

Site Placement

Pursuant to American School Counselor Association (ASCA) standards, the student's internship placement must be an accredited K-12 public or private school. School counseling students may submit the name and grade level of two desired placements, but

students may not contact the school until given explicit instructions to do so by the Practicum and Internship Coordinator. This may occur after approval of the practicum or internship application.

Site Supervisors

The site supervisor must be a person who: (a) has at least a Master's degree in School Counseling, School Psychology, School Social Work, or Educational Psychology; (b) at least two years of post-master's experience as a school counselor; (c) can provide clinical supervision for one hour per week; and (d) is a certified and/or licensed school, credentialed professional, or eligible for the appropriate certification/license (e.g., LPC, NCC, LCSW). HDSV is aware that there may not be a school counselor or other licensed professional on staff to supervise the student(s), who is performing their internship at an elementary school, however, on-site supervision should continue to occur for one hour per week. The student will be responsible for arranging supervision in those cases. A more detailed listing of Site Supervisor's rights and responsibilities is provided on pages 7-8 of this document.

Role of the School Counseling Supervisee

The practicum student or intern is expected to participate in the daily activities of the school. Purely clerical or aide type duties are not acceptable roles. The activities that are expected include individual counseling, small and large group observation or facilitation, classroom guidance, consultation, student appraisal, career counseling, staff meetings, in-service education, and other duties listed on the contract. The student must not engage in office politics or political matters of the school. Students should assume the responsibilities and dress code of the professional staff of that particular school. The intern should also act in a professional manner at all times given that he/she represents the profession, the school, the university, and the degree program.

Criminal Background Check

School counseling students must complete a criminal background check prior to beginning their clinical experiences. The necessary forms and associated costs will be identified by the school district where students' complete their clinical experiences.

PH.D. IN REHABILITATION COUNSELING AND REHABILITATION COUNSELOR EDUCATION

The Doctor of Philosophy in Rehabilitation Counseling and Rehabilitation Counselor Education is a 63 credit hour program designed to prepare culturally competent students to assume professional roles as counselor educators, researchers, clinicians, and supervisors in academic and non-academic settings. In addition to establishing a core foundation in rehabilitation counseling and research, major emphasis is provided in the area of Trauma and Trauma-Informed Care.

Program Objectives

To increase students' knowledge of the role and functions of rehabilitation counselor educators, researchers, and counselors

- To equip students with unique counseling and research skills to provide effective rehabilitation counseling, education, and research within a cultural context
- To prepare students to obtain content knowledge in cultural diversity, trauma-informed care and additional expertise in specific areas in rehabilitation education
- To equip students with knowledge, skills, and experiences to increase the body of research addressing diversity, social justice, and disability issues
- To prepare students to address professional issues and become leaders and researchers in rehabilitation counselor education and disability research through professional associations, publications, and professional development

Advanced Rehabilitation Counseling Practicum

The Advanced Rehabilitation Counseling Practicum course (COUN 984) requires the doctoral student to engage in advanced clinical experiences that are beyond those acquired post-masters. The practicum requires doctoral students to participate in a supervised doctoral-level practicum of a minimum of **100** hours in counseling, of which 40 hours must be in direct service with persons with disabilities. Doctoral students must also participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty. Students are also required to participate in 1.5hrs/week of Group Supervision with a counselor education faculty member. The major assignment for each student in the class will be to transcribe 15 minutes of two counseling sessions they conduct and record at their practicum site.

Criteria for Site Supervisors

Clinical supervision is defined as "an intervention that is provided by a senior member of a profession to a junior member or members of the same profession. Per CACREP 2016 Standards and the North Carolina A&T State University Practicum/Internship Manual, supervision is provided by a counselor education program faculty member and/or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses,

(2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision. This supervision relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to clients he/she sees, and serving as a gatekeeper for those who are to enter the particular profession." In the content of this course, the supervision, which students shall receive, is evaluative in nature.

Direct Client Contact Hours

CRCC (2015) indicates that direct service to clients for students in Rehabilitation Counseling degree programs may include:

Appraisal: Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

Diagnosis and Treatment Planning: Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

Counseling Treatment Intervention: The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

Referral: Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them,

monitoring progress, and solving problems.

Program Evaluation: The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

Research: A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

Consultation: The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization” (<https://www.crccertification.com/scope-of-practice>)

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines Direct Service 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. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.”

References

- Commission on Rehabilitation Counselor Certification (2015). *Rehabilitation Counseling Scope of Practice*. Retrieved from <https://www.crccertification.com/scope-of-practice>
- Council for Accreditation of Counseling and Related Educational Programs (2015). *2016 CACREP Standards*. Retrieved from <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

APPENDIX A

CACREP 2016 STANDARDS

SECTION 3. PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. 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.

PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student

supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM AND INTERNSHIP COURSE LOADS

- S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- U. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.