



GWYNEDD MERCY UNIVERSITY

School of Arts, Sciences, and Professional Studies
Graduate Counseling Program

Master's Practicum Handbook

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Gwynedd Mercy University
Master's Level Practicum Handbook
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Introduction

The master's level practicum experience in the Counseling Program is the first of several major field placement experiences for the student. As such, the practicum experience is designed to assist the student in developing their counseling skills, professional identity, and ethical obligations. The practicum experience is a full class experience totaling a minimum of 100 hours with 40% of these hours being in direct service to students/clients. The hours for practicum must be completed over the course of the 14-week class. Students may not complete these hours earlier than in the final week of the course although adjustment can be made by the class instructor to accommodate accessibility to the practicum site. Included in these 100 hours are 1 (one) hour of weekly on-site individual supervision provided by the site supervisor. In addition to these 100 hours, the student is required to engage in a minimum of 1½ hours (1.5) of weekly (virtual) face to face group supervision run by the class instructor. This synchronous supervision is completed one evening per week. Students must attend these virtual group supervision meetings in order to pass the course. A detailed attendance policy can be found in the course syllabus.

The practicum student is expected to engage in a variety of counseling activities under close supervision by the on-site supervisor including individual and group counseling experiences in an actual concentration related counseling setting. Practicum sites are arranged according to the student's program concentration. Clinical Mental Health students are **NOT** permitted to complete practicum at a counselor/therapist's solo private practice.

School Counseling Students Seeking Certification Outside the State of Pennsylvania Students seeking certification as a school counselor outside of the state of Pennsylvania are required to complete the requirements outlined in this handbook. All students graduating from Gwynedd Mercy's School Counseling program will be eligible for certification in the State of PA and therefore are required to meet all Pennsylvania school counseling certification requirements. Should the state the student is a resident of require additional practicum/field requirements for school counselor certification, it is the student's responsibility to meet those requirements. Should this be the case, the student should notify their advisor of these additional requirements.

Practicum Activities

The practicum student is expected to engage in a variety of counseling activities under close supervision by the on-site supervisor. These activities must include but are not limited to;

- Individual and group counseling experiences,
- Classroom guidance activities involving the school counseling core curriculum (School Counseling Students),
- Individual student/client planning, responsive services,
- Indirect student/client services,
- Consultation services, and
- Activities that demonstrate the effectiveness of the counseling program.

Students must complete a minimum of 40 percent of their time on-site engaging in direct student/client services implemented through the mandated activities listed above. Examples of direct services to students at the practicum site include but are not limited to;

- Individual Counseling
- Academic Counseling
- Group Counseling/Guidance Activities
- Career Counseling
- College Prep Activities
- Class Guidance Lessons (ASCA Core Curriculum – School Counseling Students)
- Prevention Activities
- Observation of client/student
- Crisis Counseling/Intervention
- Etc.

Note *Shadowing another professional is not appropriate for practicum. It is expected that students engage in counseling activities, not simply observe the site supervisor.

Site Requirements

The practicum site **must** be in a school counseling or clinical mental health setting and must allow the student the opportunity to complete their required practicum hours performing master level counseling activities. In addition, the practicum site must afford the student the opportunity to spend forty (40) percent of their on-site time working directly with students/clients.

Note *Students are **not permitted** to complete their practicum experience at their place of employment or in a setting where there is a reasonable expectation of a conflict of interest. If this requirement places the student in undue hardship, the student may petition the Counseling Program’s Field Placement Coordinator for an exception to this rule. **Petition approval is not guaranteed.** Please see the section below entitled “**Petition to Complete Practicum Where Applicant Works**” for further information and instructions for this petition. Under **no circumstances** will the student be allowed to engage in the same job activities in the same job position as their practicum experience unless their current job duties are on the same level as required in the master’s level practicum (i.e., working on an emergency certification as a school counselor).

Site Supervisor Requirements

The site must designate an onsite supervisor who meets the following criteria:

1. **Education:**
 - A minimum of a master’s degree, preferably in counseling or a related profession.
2. **Certifications and Licenses:**
 - Relevant certifications and/or licenses.
 - Credentials must be up to date and non-expired (certifications, certificates, licenses, etc.) for the concentration.
3. **Professional Experience**
 - A minimum of three years of pertinent professional experience in the specialty area in which the student is enrolled.

4. Program Knowledge

- Knowledge of the program's expectations.

Specific Requirements by Concentration:

- **School Counseling Concentration:**

- Onsite supervision must be provided by a certified school counselor currently employed as a school counselor.
- The Pennsylvania Department of Education (PDE) requires the on-site supervisor to:
 - Be a certified school counselor.
 - Have a minimum of three (3) years of experience as a school counselor.
 - Be currently employed as a school counselor in addition to the above-mentioned requirements.

- **Clinical Mental Health Concentration:**

- Onsite supervision must be provided by a supervisor licensed in professional counseling or a closely related field (e.g., LPC or LSW).
- The onsite supervisor must also have training/experience in counseling/clinical supervision.
- Have minimum of three years post-master's professional experience in the specialized practice area in which the student is enrolled.

Supervisor Expectations:

The on-site supervisor is expected to:

- Complete all required agreements on Supervision Assist.
- Complete the Gwynedd Site Supervision Training on Supervision Assist.
- Be on site (or designate an onsite certified/licensed supervisor) when the practicum student is on site.
- Meet with the practicum student once a week for an hour throughout the practicum experience for individual supervision.
- Near the end of the practicum experience, evaluate the practicum student using the "Site Supervisor Evaluation of Practicum Student" form (ACMHCC) (ASCC) . This form will be made available on the Supervision Assist platform.
- Informal evaluation of the student's counseling work is expected during individual weekly supervision meetings.
- Approve the practicum student's weekly time sheet attesting to the time and type of practicum work the student performed in a timely manner. **The weekly time sheets are to be approved weekly on Supervision Assist.**
- Be available to meet (on-site or virtually) as well as be in contact with the Gwynedd Mercy University's Counseling Field Placement Coordinator (minimum contact requirements; four times during the practicum experience including once either (zoom/phone) to report the student's progress. Maintain regular and consistent contact with the Counseling Program via the Counseling Field Placement Coordinator.
- Provide the student with an orientation to the site including pertinent rules and regulations for the site, review crisis protocols and provide any and all additional information the student should know in order to function onsite.
- Utilize "audio/video recordings and/or live supervision of students' interactions with clients" (Standard 3.B) to assess students' counseling sessions. When conducting live supervision, there is an expectation that the supervisor will complete the form provided by the student.

Counseling Field Placement Coordinator

The Counseling Field Placement Coordinator is the site supervisor's primary contact with the student's Practicum Class, the Counseling Program and the University. The Field Placement Coordinator will be in contact with the site supervisor on a regular basis to ensure the student is receiving the field experience expected and to ensure that the student is performing up to program and site expectations.

Educational Requirements*

The student must have a 3.0 average (on a 4.0 scale) to apply, be accepted, and begin practicum. There are several pre-requisite courses for practicum that the student must have completed with a grade of "B" or higher in order to be allowed to begin practicum. These courses are:

- CNS 501 Counseling Skills
- CNS 505 Foundations of Counseling
- CNS 520 Theories of Counseling

*Note** In addition, all students must have successfully completed all pre-practicum hours required in CNS 505 and CNS 527.

Field Placement Orientation and Practicum Handbook

The student must have attended each semester either a live Field Placement Orientation or have viewed the latest Orientation meeting recording. Students must attest to either having attended the orientation meeting or viewing the recording and have read the Practicum Handbook by signing the Practicum Handbook Verification Form found on Supervision Assist as well as in the Appendices section of this handbook.

The Field Placement Orientation is scheduled approximately two months prior to the due date for application for practicum. This orientation will address the expectations, requirements, and application process for field placement.

Non-Educational Requirements

Applicants for practicum must be of good moral and ethical character. They must have good psychological, emotional, and social functioning. The American Counseling Association Ethical Guidelines clearly indicate that if the practicum applicant has limitations (academic knowledge, counseling skills, and/or disposition) that would impede their practicum performance, the applicant should not be permitted to begin/continue practicum. Such students would be assisted in securing remedial assistance for such limitations. Such students would only be allowed to begin/continue practicum once such limitations have been remediated.

The University reserves the right to postpone or deny practicum to a student who in the judgment of the Counseling Program Faculty does not meet the professional standards as outlined in the ethical codes of the American Counseling Association, the American School Counseling Association, and/or the Pennsylvania Code of Practice and Conduct for Educators or if the student evidences academic knowledge, counseling skills, or dispositional issues that would be incongruent with the role of the professional counselor.

Application and Agreement Processes

Fieldwork approval is a two-step process consisting of Step 1: submitting application materials and Step 2: submitting agreement documentation. The following information will help ensure your success in this process:

Resources

The Counseling Field Placement Coordinator is available to students to answer questions and provide guidance before and during the field application and agreement processes. Please utilize this resource prior to and during the application/agreement process.

- **Practicum Availability:**
 - **School Counseling Students:** Offered in the Fall and Spring terms. Summer practicum is not available due to the lack of availability for direct contact hours during these months.
 - **Clinical Mental Health Counseling Students:** Offered in the Fall, Spring, and Summer terms.
- **Deadlines:**
 - **Application Deadlines:** Application Materials must be completed by the following dates
 - **February 1st** for Fall term start
 - **October 1st** for Spring, Summer (Clinical Mental Health only) term starts.
 - **Agreement Deadlines:** Practicum sites must be secured by the following dates
 - **March 15th** for Fall term starts.
 - **November 15th** for Spring, Summer (Clinical Mental Health only) term starts.
 - **Important Notes:**
 - Application materials submitted after the deadlines will be considered late, and the practicum application may be rejected. Missing application materials and late application submissions may void the application and may result in the student having to wait until the next available practicum start date.
 - Complete all required application forms on Supervision Assist.

Step 1: Application Materials

All application materials must be submitted by the deadline for the application term **February 1st** for Fall term start and **October 1st** for Spring and Summer (Clinical Mental Health only) term start. Students must complete and submit all of the required application materials on Supervision Assist, or the application may be considered void, and the student must wait till the next time the practicum class is offered to begin/continue the practicum experience. Emailed

documentation will not be approved. All required application forms can be found on Supervision Assist, in the Appendices to this document and on the student portal.

Please note that the timely submission of required paperwork is considered one of the indicators of readiness to engage in the fieldwork portion of your professional training. Therefore, any late submissions will only be considered in extenuating circumstances and on a case-by-case basis.

The following materials must be submitted to Supervision Assist for a complete application for field placement:

All Concentrations Students:

1. Practicum Application

- On the practicum application, each student should designate three sites they are pursuing. For each potential site, provide the following information:
 - Site/School & District Name
 - An indication as to whether the site is secured, tentatively secured, or still being investigated
 - Whether the student works at the site(s)
 - The site/school address
 - The proposed site supervisor's name and credentials
 - The proposed site supervisor's email address
 - The proposed site supervisor's phone number
 - An indication of whether the student has a current or prior relationship with the site supervisor
 - An indication of the Human Resource Director or Designee's Name and Contact information for Placement Confirmation

2. Professional Membership Proof

- A copy of your membership in the American School Counseling Association and/or American Counseling Association.

3. Liability Insurance

- A copy of your liability insurance (liability limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregate).
 - Both the American Counseling Association and the American School Counseling Association offer liability insurance for students at a discounted rate. To be eligible for liability insurance coverage by these associations, the student must be a student member of either professional organization.

4. Practicum Handbook Attestation Form

5. Resume

- A copy of your current resume.

6. Distance Student Clearance Form

- Complete if applying to complete fieldwork outside of Pennsylvania, ascertain and provide any additional information required by the prospective site, especially if you are applying for a site outside of the State of Pennsylvania. Student must complete form and sign no if not needed.

- All students in the School Counseling Program, regardless of home state, will be eligible for certification in the State of Pennsylvania and must follow the policies and documentation requirements for practicum as outlined in this Handbook.

- If you are also seeking certification as a school counselor in another state, you must submit the “Distance Student Clearance Form” (found in the Appendices of this document and on Supervision Assist)

7. **Field Orientation Verification Form**

8. **Required Clearances**

- All required clearances – see below
- Clinical Mental Health students must complete and upload the criminal background check. CMH sites may require additional clearance to start practicum (ie. Fingerprints), please check with the site.
- Additional requirements for School Counseling Concentration students:
 - a. A copy of their Act 34 “The Criminal Record Check”.
 - The Act 34 form can be found online at <https://epatch.state.pa.us>.
 - b. A copy of their Act 151 “The Child Abuse History Clearance Form.”
 - The Act 151 form can be found online at <https://www.compass.state.pa.us/cwis/public/home>.
 - c. A copy of their Act 114 “The Federal Criminal History Record”.
 - The Act 114 procedure is outlined at <https://uenroll.identogo.com/> is and the service code is 1KG6RT.
 - d. A copy of their “School Personnel Health Form” (w TB results).
 - The School Personnel Health Form can be found online at https://www.aimpa.org/uploaded/pdfs/School_Pers_Health_Record.pdf.
 - e. A copy of their Act 24 “Arrest or Conviction Report Form”.
 - The Act 24 Arrest and Conviction Report Form can be found online at <http://www.education.pa.gov/documents/teachers-administrators/background%20Checks/arrest%20or%20conviction%20form.pdf>
- Students are required to resubmit up to date copies of current clearances (within one year) and liability insurance with each application for field experience (Practicum, Internship I, Internship II and Internship III). Clearances must be up to date at the start of each field experience (Practicum, Internship I, Internship II and Internship III) and liability insurance must be up to date throughout the entire field experience (Practicum, Internship I, Internship II and Internship III). * **Employment clearance and NOT volunteer ones are required.**
- A lapse in any clearance or liability insurance during the period of your practicum may result in the student being administratively withdrawn from the fieldwork process.
- Please note if you are employed by a site/school/district and you have clearances on file you still must have your clearances updated and sent to the University for our records.

The above documents **must be submitted to Supervision Assist by the due date**, or the entire application will be considered void.

Step 2: Practicum Agreements

All agreement documentation must be submitted by the deadline for the application term **March 15th** for Fall term start and **November 15th** for Spring and Summer (Clinical Mental Health only) term starts. Students and sites supervisors must complete and submit all of the required agreement documents on Supervision Assist, or the process may be considered void, and the student must wait till the next time the practicum class is offered to begin the practicum experience. Emailed documentation will not be approved. All required agreement forms can be found on Supervision Assist, in the Appendices to this document and on the student portal.

Securing A Practicum Site

Students are expected to secure their own practicum site. Therefore, it is advised to start early in seeking a practicum site. To increase the likelihood of securing a placement, follow these recommendations:

- **Make Connections Early:** Begin reaching out to desired clinical counseling sites or schools/school districts (depending on your concentration) as soon as possible.

Steps to Secure a Practicum Site:

1. **Identify Potential Sites:**
 - Follow up with potential sites to see if they are willing to accept a practicum student from Gwynedd Mercy University.
2. **List Sites on Practicum Application:**
 - Indicate for each site whether it is “secured,” “tentatively secured,” or “still investigating.”
 - Include all required contact information for each site. Failure to do so will void the application, and it will be returned with all supporting documentation.
3. **Follow Specific Site Processes:**
 - Some agencies and school districts have specific processes. Reach out to them if you have any questions.

Additional Support:

- If you have any questions about finding a site, please contact the Counseling Field Placement Coordinator, Dr. Jody Lerner.
- Once a placement has been secured, it is the responsibility of the student to secure the necessary site/school/district signatures on the Agreement documents.
- Completed Field Experience Agreements must be completed on Supervision Assist by the due date for that term. Failure to do so may result in the student being administratively removed from their field experience process.
- Before you can formally accept any placement, the placement needs to be reviewed and approved by the Counseling Field Placement Coordinator. The Counseling Field Placement Coordinator must review the site and ensure that it qualifies and can meet the needs of the program.

The following materials must be submitted to Supervision Assist for the Agreement step for field placement:

All Concentration Students: You will invite your potential site supervisor to Supervision Assist by adding the site name, site address and supervisor name to the Agreement page. Once the Supervisor joins and creates a profile, the following documentation can be initiated for completion:

1. **Practicum Site Agreement**
 - Once a site is secured, complete the Practicum Site Agreement form.
 - Ensure both you and the site supervisor sign the agreement.
2. **Practicum Site Supervisor Agreement**
 - Have the site supervisor complete and sign the Practicum Site Supervisor Agreement form.
3. **Site Supervisor Training and Experience Form**
 - The site supervisor must fill out the Site Supervisor Training and Experience form.
 - Upload the supervisor's resume and either current school counseling certificate or licensure information to their Supervision Assist Profile..
4. **Site Supervisor Training Confirmation of Completion Form**
 - Ensure the site supervisor completes the Site Supervisor Training Confirmation of Completion form.
5. **Virtual Agreement Addendum**
 - If appropriate, complete and submit the Virtual Agreement Addendum form. If not needed, check to indicate 'no'.
6. **Petition to Complete Practicum Where Applicant Works*** (if appropriate, however if not needed, check to indicate 'no').
 - For students seeking to complete their practicum at their place of employment, follow the instructions below in the section entitled "Petition to Complete Practicum Where Applicant Works" and complete the petition with the application.
 - See below for further information
7. Ascertain and provide any additional information required by the prospective site especially if you are applying for a site outside of the State of Pennsylvania.

The above documents **must be submitted to Supervision Assist by the due date**, or the entire application will be considered void.

No student can commit to a site without the approval of the Counseling Program's Field Placement Coordinator.

Please note before you can formally accept an practicum placement, the placement needs to be reviewed and approved by the Counseling Field Placement Coordinator. The Field Placement Coordinator must review the site and supervisor to ensure that both qualify and can meet the needs of the program.

***Petition to Complete Practicum Where Applicant Works**

Students are expected to complete their practicum in a setting other than where they work. The rationale for this decision has to do with ethical questions pertaining to dual relationship and conflict of interests.

Dual relationship issues involve relationships where counselors are in influential positions with respect to the clients they serve. The relationships in question are relationships where counselors may exploit the trust and dependency of clients. Ethical guidelines indicate that counselors should make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. Examples of such relationships include but are not limited to familial, social, educational, financial, business, or close personal relationships with clients. The issue for practicum has to do with a practicum counselor who is also their practicum client's family member, teacher, or other school professional, nurse, caseworker, treatment support staff, secretary, etc.

Conflict of interest issues involve those situations where a counselor would be pulled in different directions due to two competing interests or loyalties. In the case of practicum, the most common potential conflict of interest would be between your practicum assignment and your regular work assignment.

The Counseling Program does realize that in certain exceptional cases this policy may cause the student undue hardship. Therefore, students may request an exception to this policy by petitioning the Counseling Program's Counseling Field Placement Coordinator for an exemption allowing them to complete their practicum at their place of employment. Under no circumstances will the following be allowed in a practicum experience:

- Working with students/clients the practicum student already works with or has a reasonable expectation of working with in the future in their current job role (unless given permission to use your current work duties as your practicum duties).
- Using as a practicum supervisor any employment superior with whom you have a familial, social, financial, business, close personal, administrative, supervisory, or evaluative relationship with (unless given permission to use your current work duties as your practicum duties).

Please take note that students will only be allowed to engage in the same job activities in the same job position if these activities are on the same level as required in the master's level practicum experience (i.e., working on an emergency certification as a school counselor). If the above is not the case, those students whose job activities are not on the same level will be required to engage in practicum activities outside of their current job activities. This includes additional work hours as required by the practicum at the work/practicum site.

Most often students use their current site but complete their practicum hours on their own time working with student/clients they would not have a dual relationship or other conflict of interest with. Students need to understand that it is a rare circumstance that students are given permission to use their current work activities for practicum.

Students should realize that petition requests do not gain automatic approval. Failure to file a petition when required invalidates the student's application for practicum and the student will have to reapply for practicum the next time practicum is offered.

To Submit a Petition:

- The student will need to fully complete the Practicum Petition and submit all supporting documents to Supervision Assist. For review, this petition can be found in the Appendices to this document and on the student portal.
- The student must complete all forms and complete all documents as described in the Practicum Handbook (i.e., current job description signed by supervisor, a clear and consistent weekly schedule of how you intend to complete your practicum hours where you work and any and all other material requested by the Counseling Field Placement Coordinator.
- The student needs to document clearly in the petition their attempts at finding another practicum site
 - Their use of work "leave time" to facilitate the finding of another practicum site

- A clear plan of how they intend to complete their practicum at their work site ensuring ethical guidelines are maintained (particularity issues of dual relationship and conflict of interests – **this needs to address the ethical concerns, be clear and well thought out), and**
- Their rationale as to why the Counseling Program’s Field Placement Coordinator should approve your request.

Practicum Performance Expectations

Each student is required to adhere to the ethical standards of the American Counseling Association, American School Counseling Association, and/or the Pennsylvania Code of Practice and Conduct for Educators. Failure to abide by these ethical standards may result in removal from the program/practicum.

Each student is expected to complete the total number of hours of practicum over the course of the entire semester engaging in a minimum of 40% of their time in direct student/client contact. Examples of direct services to students/clients in the practicum site include but are not limited to;

- Individual Counseling
- Academic Counseling
- Group Counseling
- Career Counseling
- Crisis Counseling/Intervention
- Treatment Planning
- Class Guidance Lessons (ASCA Core Curriculum – School Counseling Students)
- Prevention Activities
- Observation of client/student
- Other site activities as specified in the concentration specific Site Supervisors’ Evaluation and the concentration specific Weekly Time Sheet (see Appendices for each)

In addition, the student is expected to ensure that they

- Have the “Practicum Agreement” form signed and submitted on Supervision Assist by the due date each term. Failure to do so will result in the student being administratively removed from their practicum,
- Orient themselves to the practicum site,
- Adhere to the rules of the practicum site in regard to all matters,
- Attend all virtual group supervision classes (See detailed attendance policy in course syllabus),
- Meet one hour per week for supervision with on-site supervisor,
- Attend the practicum site consistently and with regular schedule of hours each week **(there are no “weeks off”, except when practicum site is on holiday/school breaks),**
- Attend the practicum site **only** during the 14-week course, **NOT** in between semesters (student cannot accrue hours on site in between semesters) Students may accrue hours during fall break, Thanksgiving break and spring break with a signed waiver.
- Maintain a weekly time sheet of client contact hours, indirect and direct service hours, in person and/or virtual hours, and other on-site activities (including ongoing group and individual counseling with students)

- Have the site supervisor sign weekly time sheet on Supervision Assist at the CONCLUSION of each week.
- Weekly time sheet will then be available for faculty instructors to review. (weekly time sheet can be found for review in the appendices)
- Any other responsibilities as dictated by the practicum site or the student's class instructor

Students should approach group supervision with the same professional attention, care, and courtesy as they would a client session. Students enrolled in Practicum or Internship are considered to be in attendance at group supervision if they:

- Are on time,
- Have their cameras turned on,
- And are in a location that is:
 - private, secure, distraction-free, and out of earshot of others,
 - conducive to professional interactions (e.g. NOT in bed), and
 - stationary. *Students should not attend group supervision in moving vehicles, whether driving or as a passenger.

If the student does not complete the total number of hours required for practicum, does not complete the required number of hours of client/student contact and/or fails to complete their time sheets weekly (accounting for the student's time and activities) the student will fail the course.

Students who do not complete their required hours of practicum due to unforeseen circumstances beyond their control (i.e., school/site closings, documented major health issues, etc.) are given the option of exploring with the class instructor methods to complete their practicum hours provided they notify and keep the Counseling Field Placement Coordinator informed of these issues while they are happening. Students who fail to inform the Counseling Field Placement Coordinator will not be given this option.

If the student does not complete the total number of hours required for practicum, does not complete the required number of hours of client/student contact and/or fails to complete or have approved the weekly time sheets (accounting for the student's time and activities) the student may fail the course.

Class Instructor Expectations

The class instructor must hold at minimum a master's degree with appropriate clinical preparation (degree, certifications, certificates, licenses, etc.) for the concentration of counseling students in the program they are instructing at a level appropriate for the students being supervised. They should have regular and consistent contact with the Counseling Field Placement Coordinator to ensure a proper experience is occurring for the student. The class instructor must hold an hour and a half of virtual group supervision meeting each week. The class instructor must review the student timesheets on Supervision Assist.

The practicum class instructor has the final responsibility for reviewing the following:

- Class requirements as specified in the class syllabus
- The "Site Supervisor Evaluation of Practicum Student" (ACMHCC) (ASCC)
- The number of total practicum hours
- The total practicum hours of direct contact with clients/students
- Any information regarding student trainee disposition

Process for Resolution of Practicum Site Related Issues

Most students during their practicum field experience have no problems or issues at their site. Issues or problems generally occur due to lack of understanding (i.e., the student not fully understanding the site expectations or the site not understanding what type of experience is required for the student) or lack of communication between the site supervisor and practicum student and/or the Counseling Program. In the rare occasion that a problem or issue develops at the site, the Counseling Program has designed the following process to remedy the issue.

1. Informal Resolution Stage:

- The Counseling Field Placement Coordinator must be made aware that an issue exists in written form (email) and that the student, and the site supervisor are meeting in an informal manner to discuss and see if they can remedy the problem.
- The student should bring into this conversation any others whom they feel will help in remedying the problem (i.e., the Counseling Field Placement Coordinator, the Director of the Counseling Program, other site personnel, etc.). Most placement issues are resolved at this stage.
- The Counseling Field Placement Coordinator must be kept aware of the progress of the discussions and whether or not a solution has been worked out.

2. Formal Resolution Stage (onsite/virtual meeting):

- If the issue or problem is not remedied in the Informal Resolution Stage either the student or the site supervisor can request a formal onsite/virtual meeting in an attempt to remedy the situation by sending a written request (email) to the Counseling Field Placement Coordinator requesting such a meeting.
- The Counseling Field Placement Coordinator should already know what the issue/problem is and what attempts have been made to remedy the issue.
- The following would be available for the onsite/virtual meeting, student, onsite supervisor, other school personnel as appropriate, Counseling Field Placement Coordinator, Director of the Counseling program, and other counseling faculty appropriate.
- The Counseling Field Placement Coordinator will keep detailed notes of this meeting that are shared with all those involved in this process.

3. Removal from Placement Stage:

- If the issue or problem is not remedied in the Formal Resolution Stage, the **student can request to be voluntarily removed** from the site or the **site supervisor can request for the student to be removed** from the site. This action is extremely rare. **Any student who is removed from their site voluntarily or otherwise is administratively withdrawn from the course and must reapply for practicum and will only be given one more opportunity to complete their practicum experience.**
- The site supervisor can request this action by notifying the Counseling Field Placement Coordinator in writing (email).
- The student can request this action by completing the form “Request for Voluntary Removal from Practicum Site” found on Supervision Assist.
- The Counseling Program’s Faculty will review the petition and all information submitted and collected through the attempted remediation process and make a determination as to whether the student will be removed from Practicum.
- If the student is **removed from practicum at the site’s request, a remedial plan** outlining the reasons for removal and the actions the student needs to complete to remedy the problem will be created that the student will follow. The student may reapply for practicum at the completion of this plan

***Note** In situations where issues with fieldwork sites involve dispositional or competency concerns related to the student, the program's policies and procedures related to remediation may take effect. Please see the current Student Handbook for specific details about remediation.

Appeal Rights

For students voluntarily requesting removal from their practicum experience the decision of the Counseling Program Faculty is final.

For students **involuntarily** removed from their practicum experience the Counseling Program has established the following process for students who wish to appeal their removal from Practicum.

1. Within 7 calendar days from the student's termination from Practicum, the student will send a written appeal to the Dean of Arts & Sciences, outlining why he/she/they believe the removal was incorrect. The student should address the specific reasons given for removal and show how these reasons are inaccurate or incorrect and therefore should not be used as a basis for removal.
2. The Dean will; a) review the report outlining the reasons for removal and the student appeal, b) at his/her discretion, meet individually with the parties involved and c) rule on the appeal. If the Dean finds the removal to be appropriate the record and sanctions stand. If the Dean finds the removal inappropriate, the student will be allowed to continue their practicum. Written notice of the outcome of the appeal is sent to the VPAA's office, Counseling Program Director, the student and the course faculty member within 10 calendar days of the Dean receiving the student appeal.
3. If the student wishes to appeal further, a written appeal, outlining why the finding is incorrect is to be sent to the Vice President for Academic Affairs within 5 days of the notice from the Dean regarding the initial appeal. The Vice President will then uphold or overturn the decision. Written notice of the outcome of the appeal is to be sent to the Dean of Arts & Sciences, Counseling Program Director, the student and the course faculty member within 10 days of receiving the appeal.

The decision of the Vice President for Academic Affairs is final and may not be appealed.

APPENDICES

(All of these forms can also be found on Supervision Assist as well as for review on the student portal)

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
APPLICATION FOR PRACTICUM**

This form and all supporting documentation must be submitted via Supervision Assist by the assigned deadline for the semester the student is applying for practicum.

Application Deadlines:

- **October 1st: For students beginning Practicum in January and May (CMH only)**
- **February 1st: For students beginning Practicum in August**

Student Information

- Date: _____
- Name: _____
- Address: _____
- Home Telephone: _____
- Work Telephone: _____
- Current Employer: _____
- Practicum Start Date: _____

Potential Practicum Sites

Please provide information for three potential practicum sites you have identified.

Site Number One:

- Site/School: _____
- Organization/District: _____

Do you work at this Site/School or Organization/School District?

Yes

No

Site Number Two:

- Site/School: _____
- Organization/District: _____

Do you work at this Site/School or Organization/School District?

- Yes
 No

Site Number Three:

- Site/School: _____
- Organization/District: _____

Do you work at this Site/School or Organization/School District?

- Yes
 No

Practicum Application Document Checklist

Please confirm that you have uploaded the following documents required for the Practicum application:

General Requirements

- ACA (clinical) or ASCA (school) Membership Card
- Current, Up-to-Date Liability Insurance Certificate
- Practicum Handbook Attestation Form
- Resume
- Distance Student Clearance Form
- Fieldwork Orientation Meeting Verification Form
- **Have you completed the required class prerequisites for Practicum with a grade of "B" or higher?**
 Yes No

Required Clearances for SC or CMH

- Act 34: Criminal Record Check (All students- select employment option)
- **Act 151: Child Abuse History Clearance (may be required for some CMH sites)**
- **Act 114: Federal Criminal History Record**
- **School Personnel Health Form (current with TB results)**
- **Act 24: Arrest or Conviction Form**

Additional Requirements (for Non-Pennsylvania School Counseling Certification Candidates Only)

- Downloaded Copies of State Field Placement and Clearance Requirements
 Yes No

Important Notes:

- Liability insurance must be up to date for the entire practicum experience.
- Clearances must be current on the first day of practicum and must be for employment purposes.
- Required Clearance Items in bold apply only to school counselors. *Clinical students may need a child abuse history clearance if they will be working with/around kids. Please consider completing one if your site may require one.

I acknowledge that all applications and supporting documentation must be submitted through Supervision Assist by the specified deadline. Failure to meet this deadline will prevent me from registering for Practicum. I also understand that any materials submitted after the deadline will be considered late, requiring me to wait until the following semester when Practicum is offered to begin.

I have thoroughly reviewed the Practicum Handbook and attended (or reviewed materials from) the Field Placement Orientation meeting. I agree to comply with all policies and procedures related to the practicum. I understand that failure to read the Handbook will result in being unable to register for the Practicum.

I recognize that it is my responsibility to maintain up-to-date clearances and liability insurance. If either is not current, I understand it may result in my removal from the practicum. Additionally, I am aware that if I withdraw from the Counseling Practicum, it is my responsibility to inform the Counseling Field Placement Coordinator immediately. Failure to do so could jeopardize my ability to complete Practicum in the future.

I confirm that I understand and agree to these terms and have completed this application honestly and to the best of my knowledge.

Student Signature

Date

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
PRACTICUM PETITION**

For students seeking to complete their practicum at their place of employment, please complete this petition. This form must be submitted with all supporting documentation when the student applies for Practicum. Failure to complete the application on time with all supporting documentation results in automatic denial of the request.

Students should realize that petition requests do not gain automatic approval and must be reviewed and approved by the Field Placement Coordinator. Failure to file a petition when required invalidates the student's application for Practicum and the student will have to reapply for Practicum the next time Practicum is offered.

Name: _____ Concentration: _____
 Address: _____ Date: _____
 Telephone: _____
 GMercyU Email: _____
 Your Current Job Title: _____

You must attach a current job description to this application that includes your employer's signature.

Is job description attached and signed by supervisor? Yes No

Is your current position master's level? Yes No

Where are you proposing to complete the practicum? _____

Current Employment Supervisor's Name: _____

Current Employment Supervisor's Telephone: _____

Proposed Site Supervisor's Name: _____

Proposed Site Supervisor's Telephone: _____

Proposed Site Supervisor's Licenses/Credentials: _____

Where else have you looked for a practicum site that suits your needs? (Please describe in detail the outcome of your search - **be specific – dates – individuals you spoke to**)

Have you investigated using vacation time, personal leave, class prep time, lunch time, etc. to complete your practicum at a site other than where you work? (Please describe in detail all of the above actions you have investigated and why this is not feasible)

Please describe below in specific detail how you intend to complete your practicum at your work location; 1) how you intend to complete your practicum hours, 2) the location you intend to do the practicum (same or different from your work area), 3) how you intend to avoid dual relationship issues, conflict of interest issues, 4) how do you intend to deal with other ethical issues that may arise in this arrangement, and 5) who will supervise the practicum and what relationship you have with them.

Please upload with this form a clear weekly schedule of how you intend to complete your practicum hours through this arrangement. These hours should be consistent. Failure to do so is grounds for denial of the request.

Have your employer and proposed site supervisor reviewed Gwynedd Mercy University’s Practicum Handbook? Yes No

Can your employer and your proposed site supervisor provide the services as outlined in Gwynedd Mercy University’s Practicum Handbook? Yes No

Describe in detail your rationale as to why the Counseling Program’s Field Placement Coordinator should allow you to complete your practicum at your work site?

I have read Gwynedd Mercy University’s Practicum Handbook, confirmed with the student’s employer and attest that we can provide the required practicum services for this student.

Signature: _____ Date: _____
(Proposed site supervisor)

I request an exception to the non-work site practicum policy. By signing this document, I attest that the material submitted is accurate. I fully understand that false information or failure to submit this petition and supporting documentation will be grounds for denial of this request. I further understand the additional information may be requested by the Field Placement Coordinator to make a determination for this request. I understand the approval for this petition is not automatic and a decision as to the appropriateness of this proposal will be made by the Field Placement Coordinator.

Signature: _____ Date: _____
(Student)

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
MASTER LEVEL PRACTICUM AGREEMENT**

This agreement is made this _____ day of _____ by and between

_____ (hereinafter referred to as the Agency/School) and
_____ (hereinafter referred to as the University). This agreement will be effective for a period from _____ to
_____ for Practicum Student (name) _____.

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum experience in the field of counseling.

Practicum requires a minimum of **100 clock hours of which forty (40) hours must include direct service** to a diverse population of clients/students. Counseling practicum students and University supervisors agree to protect to the fullest extent required by law, the confidentiality of any student/client information generated or received by them in connection with this field experience.

The **UNIVERSITY** shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses.
2. Ensuring that all required clearances, health forms, student liability insurance, etc. are on file prior to the start of practicum.
3. Designating a qualified faculty member as the practicum supervisor who will work with the AGENCY/SCHOOL in coordinating the practicum experience.
4. Notifying the student that he/she/they must adhere to the administrative policies, rules, standards, schedules, and practices of the AGENCY/SCHOOL.
5. Informing the student that he/she/they must have adequate liability insurance.

The **AGENCY/SCHOOL** shall be responsible for the following:

1. Providing a practicum site that affords the student the opportunity to complete their required 100 practicum hours performing master level counseling activities. In addition, the practicum site must afford the student the opportunity to spend forty (40) percent of their onsite time working directly with clients.
2. Providing the practicum student with an overall orientation to the agency/school's specific services necessary for the implementation of the practicum experience.

3. Designating a qualified master's level staff member (currently employed certified school counselor for school counseling concentration practicum students/licensed counseling professional for clinical mental health concentration students) to function as supervising counselor for the practicum student. The supervising counselor will be responsible, with the approval of the administration of the AGENCY/SCHOOL for providing opportunities for the practicum student to engage in a variety of counseling activities under supervision, and for evaluating the practicum student's performance.
4. Providing the student with adequate workspace, telephone access, office supplies and staff to fulfill the practicum requirements.
5. Providing a minimum of one hour of individual supervision per week for each practicum student.
6. Providing periodic written and/or verbal progress reports on practicum student progress as required.
7. Completing the "Site Supervisor Evaluation of Practicum Student" (ACMHCC) (ASCC) at the end of the student's practicum experience.

The **PRACTICUM STUDENT** shall be responsible for the following:

1. Attesting that he/she/they read and understood the American Counseling Association, American School Counseling Association, and/or the Pennsylvania Code of Practice and Conduct for Educators ethical standards and will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on his/her part will result in removal from practicum, a failing grade, and documentation of such behavior will become part of his/her permanent record.
2. Agreeing to adhere to the administrative policies, rules, standards, and practices of the practicum site.
3. Agreeing to adhere to the administrative policies, rules, standards and practices for practicum as outlined in the Counseling Practicum Handbook
4. Agreeing to keep both AGENCY/SCHOOL and UNIVERSITY supervisors informed regarding his/her/their practicum experiences.
5. Agrees to be a member of the American Counseling Association (ACA) and/or, American School Counselor Association (ASCA).
6. Agreeing to maintain the required amount of profession liability insurance while in practicum.
7. Understanding that he/she/they will not be issued a passing grade in practicum unless he/she/they have:
 - Completed the minimum required practicum hours with 40% of those hours being in direct services to students/clients
 - Demonstrated the specified minimal level of development of counseling skill, knowledge, and competence and completed course requirements as required.

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race, color, nationality, or ethnic origin, age, sex, or creed.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

TERMINATION: It is understood and agreed by the parties that both the AGENCY/SCHOOL and/or the UNIVERSITY has the right to terminate the practicum experience of a student whose behavior is found to be seriously inadequate and/or detrimental to the services provided to the clients/students of the AGENCY/SCHOOL or from a site found to be significantly inadequate in providing the student with the experience required. **Such action will not be taken until the grievance against any practicum student/site has been discussed with the practicum student and in a formal meeting with the Counseling Field Placement Coordinator and Program Director.**

The names of the responsible individuals charged with the implementation of this contract are as follows:

Agency/School Supervising Counselor: _____ Date: _____

Practicum Student: _____

Date: _____

Practicum Student to Complete the Following:

School/University/Site Name: _____

Address: _____

HR or Contact Person Name: _____

HR or Contact Person Phone #: _____

Site Supervisor Name: _____

Site Supervisor Email: _____

Site Supervisor Phone #: _____

Did you submit a Petition with your Practicum Application? Yes No

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
SITE SUPERVISOR AGREEMENT**

As the Site Supervisor for _____ (student name), I agree:

1. That I possess the necessary qualifications to supervise the named intern in their identified areas of responsibility within my organization (minimum: master's degree and at least 3 years post masters experience in counseling or counseling-related activity, have been with the site for at least one year, and hold appropriate certifications/ licenses for this work. For school counseling practicums, a certified school counselor).__ Initial
2. That I will provide at least one hour per week of direct, individual supervision to the above-named counseling intern, in forms including but not limited to: case discussion and feedback; critique of and advisement on counseling skills, counseling philosophy and technique, intervention design and implementation, problem resolution and work attitudes.
_____ Initial
3. That the site will be able to provide the student with the required hours (____ total; ___ of which will be direct client/student contact)._ Initial
4. That I will provide a supportive, learning-oriented environment, which affords the counseling intern opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity._ Initial
5. That I will introduce and orient the counseling intern to this professional setting, making sure that they understand its organization, role expectations and policies & procedure (including record keeping requirements for counseling activity)._____ Initial
6. That I will be reasonably available to assist the counseling intern outside of the weekly supervision hour (if needed) in the performance of their assigned responsibilities and I understand that a trainee shall not be allowed to work after normal hours without the onsite presence of a professional staff member._____ Initial

7. That I will encourage the counseling intern to participate in those professional activities that will maximize their learning as well as their effectiveness in this professional setting.

_____ Initial

8. That I will help facilitate live sessions/meetings and/or the audio/video recording of the intern's counseling activity during the experience for use during group supervision conducted by the faculty instructor. _ Initial

9. That I will gather and maintain signed consent forms from all of those being recorded (as well as parents/guardians, where appropriate)._____ Initial

11. That I will meet in-person, over the phone, or online with the Counseling Field Placement Coordinator at least once during the practicum placement to discuss the nature of the practicum placement and student's progress in the placement.

_____ Initial

12. That I will complete one Final Practicum Student Evaluation to assess the student's skill level and progress on learning goals. ____ Initial

13. That I will ensure the student under my supervision will destroy all recordings at the semester's end. ____ Initial

Supervisor Name/Title: _____

Signature _____ Date: _____

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
SITE SUPERVISOR TRAINING & EXPERIENCE**

Please complete the below questions. The information gathered on this form will be used to satisfy both accreditation requirements and the terms of use for the student evaluation form.

Students: Please complete this section:

1. Name of student to be supervised.
2. Site Supervisor Name (First, Last)
3. Job Title:
4. Name of field placement site:
5. Address of field placement site (include zip):
6. Work telephone number
7. Email address

Site Supervisor: Please Complete the following:

1. Which category below includes your age? (drop down menu option)

21-29

30-39

40-49

50-59

60 or older

Prefer not to answer

2. How do you identify? drop down menu option)

Male
 Non binary
 Female
 Other _____
 Prefer not to answer

3. Which category best describes your ethnic identity? (drop down menu option)

White
 Hispanic or Latino
 Black or African American
 Native American or American Indian
 Asian / Pacific Islander
 Other _____
 Prefer not to answer

4. Years of counseling experience (drop down menu option)

3-5 * note you must have a minimum of three years' experience.
 5-10
 10-15
 15-25
 25 +

5. Years of counseling supervision experience (drop down menu option)

1-3
 3-5
 5-10
 10-15
 15-25
 25 +

6. List additional training (e.g., courses, workshops, certification) you have received in clinical supervision or in school counseling supervision.

Site Supervisors: You must upload a copy of your resume or CV under your Supervision Assist Supervisor profile. Additionally, please also upload your current school counseling certificate (School counseling concentration) or current license (Clinical counseling concentration)

Signature of Site Supervisor _____ Date: _____

Signature of Student Intern _____ Date: _____

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
SITE SUPERVISOR AGREEMENT ADDEMDUM
VIRTUAL FIELD PLACEMENT**

Please be advised of the policy regarding students seeking to engage in virtual practicum field work:

Virtual Field Work Policy for Practicum Students

Practicum students are permitted to complete up to 20 direct hours virtually and up to 30 indirect hours virtually with the remaining hours to be completed in person. You must follow the school/agency's policies concerning the provision of virtual services. Site supervisors must attest to their knowledge of providing virtual supervision. Documentation of both the virtual and in person hours would need to be logged and signed off on by the site supervisor via Supervision Assist over the course of the semester.

As the Site Supervisor for _____ (student name), I understand the virtual practicum policy listed above and agree to the following:

:

1. That I possess the necessary qualifications and knowledge to offer virtual supervision to the named practicum student. _____ Initial
2. That I will ensure that the name practicum student abides by the school/agency's policies concerning the provision of virtual services. _____ Initial
3. That I will review and sign off on virtual and in person hours on the weekly timesheet. _____ Initial

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
SITE SUPERVISOR EVALUATION OF PRACTICUM CLINICAL COUNSELING STUDENT**

Assessment of Clinical Mental Health Counseling Competencies© (ACMHCC)
(Lambie, Dillman Taylor, & Stickl Haugen, 2019)

The *Assessment of Clinical Mental Health Counseling*© (ACMHCC) measures counseling trainees' clinical mental health counseling competencies aligning to Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) *Standards*. Specifically, the ACMHCC is designed to assess counseling trainees' demonstrated skills during their practicum and/or internship experience in a clinical mental health counseling setting.

Assessment Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (4)** = the counseling trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning clinical mental health counselor) knowledge, skills, and dispositions in the specified clinical mental health counseling competency.
- **Meets Expectations / Demonstrates Competencies (3)** = the counseling trainee demonstrates **consistent** and **proficient** (i.e., expectations of a beginning clinical mental health counselor) knowledge, skills, and dispositions in the specified clinical mental health counseling competency. Clinical mental health counseling trainees should be at the “Demonstrates Competencies” level at the conclusion of their final clinical internship experience (e.g., internship) to meet CACREP standards for passing.
- **Near Expectations / Developing towards Competencies (2)** = the counseling trainee demonstrates **inconsistent** (i.e., near expectations of a beginning clinical mental health counselor) knowledge, skills, and dispositions in the specified clinical mental health counseling competency. From a developmental perspective, practicum students are expected to be at the “Developing towards Competencies” level at the end of their practicum experience. Internship students are expected to be at the “Developing towards Competencies” level at the beginning of their internship experience.

- **Below Expectations / Insufficient / Unacceptable (1)** = the counseling trainee demonstrates **limited** or **no evidence** (i.e., below expectations of a clinical mental health counseling trainee) of the knowledge, skills, and dispositions in the specified clinical mental health counseling competency. Clinical mental health counseling trainees rating at the “Below Expectations / Unacceptable” level in one or more competencies may necessitate a remediation plan facilitated by their preparation program.
- **Competency Not Observed (0)** = the supervisor completing the ACMHCC has not had the opportunity to observe the trainee in demonstrating the specified clinical mental health counseling competency. However, supervisors will need to observe demonstration of all the specified clinical mental health counseling competencies prior to the student completing their final clinical experience (e.g., internship).

Directions: Based on your observations of the clinical mental health counseling trainee, evaluate the practicum or internship student in the specified counseling competencies using the assessment descriptions outlines in the rubric. Record your rating in the “score” column on the left.

Clinical Mental Health Counseling Practicum

- ✓ Students complete 100 clock hours of supervised counseling practicum in roles and settings with students relevant to their specialty area.
- ✓ Practicum students complete at least 40 clock hours of direct service.
- ✓ Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum, 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.
- ✓ 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.

Clinical Mental Health Counseling Internship

- ✓ 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.
- ✓ Internship students complete at least 240 clock hours of direct service.
- ✓ 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.
- ✓ 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.

Part I: Clinical Mental Health Counseling Therapeutic Skills

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed or Harmful (0)
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1. A	Nonverbal Counseling Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>).	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (e.g., 80% or more of the time).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (e.g., around 70% of the time).	Demonstrates inconsistency in his or her nonverbal communication skills (e.g., around 50% of the time).	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks or counselors' skills are not observed at this point.
1. B	Reflecting Counseling Skills	Appropriate reflecting counseling techniques, including paraphrasing, summarizing, reflection of feeling and meaning.	Consistently demonstrates appropriate use of reflecting counseling skills as a primary therapeutic approach (e.g., 80% or more of the time).	Demonstrates appropriate use of reflecting counseling skills (majority of counseling sessions; e.g., around 70% of the time).	Demonstrates reflecting counseling skills inconsistently & inaccurately (e.g., around 50% of the time).	Demonstrates limited proficiency in reflecting counseling skills or is often inaccurate.	Demonstrates poor reflecting counseling skills or counselors' skills are not observed at this point.
1. C	Therapeutic Alliance: Empathy & Caring	Expresses accurate empathy & care. Counselor is "present" and open to clients.	Demonstrates consistent ability to be empathic and uses appropriate responses (e.g., 80% or more of the time).	Demonstrates ability to be empathic and uses appropriate responses (majority of counseling sessions; e.g., around 70% of the time).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses (e.g., around 50% of the time).	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Does not demonstrate empathy or the ability to use appropriate responses with clients or counselors' skills

								are not observed at this point.
1. D		Therapeutic Alliance: Respect & Compassion	Expresses appropriate respect & compassion for clients.	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (e.g., 80% or more of the time).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; e.g., around 70% of the time).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients (e.g., around 50% of the time).	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Counselor is unable to express respect and acceptance with clients or counselors' skills are not observed at this point.
1. E		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies.	Consistently demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (e.g., 80% or more of the time).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; e.g., around 70% of the time).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity (e.g., around 50% of the time).	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive or counselors' skills are not observed at this point.
1. F		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals. (<i>With couples and families, goal setting supports clients in establishing common therapeutic goals.</i>)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (e.g., 80% or more of the time).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; e.g., around 70% of the time).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients. Or counselors' skills are not observed at this point.

_____ : (Total Score (out of a possible 24 points))

Part 2: Clinical Diagnosis and Assessment

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
2. A		Intake Interview	Utilizes interview conversationally to gain information to be used in assessment and diagnosis.	Conducts interview conversationally to gain appropriate information to be used in assessment and diagnosis for treatment. Asks follow-up questions to expand the meaning of the client's background and presenting concerns.	Conducts interview conversationally to gain appropriate information to be used in assessment and diagnosis for treatment. Asks necessary follow-up questions.	Conducts interview in question and answer format. Misses opportunities for follow-up questions to gain a better understanding of client's background and presenting issue.	Conducts interview in question and answer format. Misses opportunities for follow-up questions or allows client to story tell, not gaining necessary information.	
2. B		Mental Status Evaluation and Report	Gathers information to assess client's behavioral and cognitive functioning.	Gathers information in all categories to make a sound report on the client's behavioral	Gathers information in most categories to make a sound report on the client's behavioral and cognitive	Gathers information in some categories to make a sound report on the client's	Misses opportunity to gather information for the mental status evaluation and/or uses an	

				and cognitive functioning in a non-intrusive manner.	functioning in a non-intrusive manner.	behavioral and cognitive functioning.	intrusive/interrogative approach.	
2. C		Biopsychosocial History and Report	Assesses biological, psychological, and sociocultural factors related to client's overall development and functioning.	Assesses biological, psychological, and sociocultural factors in a non-intrusive manner to make a sound biopsychosocial report.	Assesses most of the biological, psychological, and sociocultural factors in a non-intrusive manner to make a sound biopsychosocial report.	Assesses some of the biological, psychological, and sociocultural factors in a non-intrusive manner to make a sound biopsychosocial report.	Misses opportunities to assess the client's biological, psychological, and/or sociocultural factors; and/or uses an intrusive/interrogative approach.	
2. D		Mental Health History and Report	Gathers a complete mental health history from client.	Gathers all necessary information for a complete mental health history in a non-intrusive manner. Writes a comprehensive report based on the information gathered.	Gathers most information for a complete mental health history in a non-intrusive manner. Writes a comprehensive report based on the information gathered.	Gathers some information for a complete mental health history in a non-intrusive manner. Writes a comprehensive report based on the information gathered.	Misses opportunities to gather information for the client's mental health history; and/or uses an intrusive/interrogative approach.	
2. E		Psychological Diagnosis	Develop diagnosis for clients' based on information collected from clients in multiple domains (e.g., physical, psychological, occupational, and familial domains).	Selects the most appropriate diagnosis for the client using information gathered and differential diagnoses; Provides facts from the client's background for each criterion in the selected diagnosis.	Selects the most appropriate diagnosis for the client using information gathered and differential diagnoses; Provides facts from the client's background for most of the criteria in the selected diagnosis.	Selects a diagnosis for the client using information gathered; Provides facts from the client's background for some of the criteria in the selected diagnosis. Does not conduct a differential diagnosis	Identifies a harsher or a less pertinent diagnosis for the client.	
2. F		Treatment Planning	Constructs a treatment plan with clients based on diagnosis and clients' presenting concerns.	Constructs a sound treatment plan with clients based on diagnosis and clients' presenting concerns using all applicable and measurable treatment goals.	Constructs a treatment plan with clients based on diagnosis and clients' presenting concerns that uses some applicable and measurable treatment goals.	Constructs a treatment plan with clients based on diagnosis and clients' presenting concerns. Treatment goals may not be applicable or measurable.	No treatment plan is developed for clients.	
2. G		Psychological Assessment Usage	Implements other psychological assessments (if needed) based on clients' presenting concerns or throughout counseling (i.e., BDI).	Conducts additional psychological assessments, based on client's needs, in a non-intrusive manner.	Conducts additional psychological assessments, based on client's needs initially, in a non-intrusive manner. Misses opportunities throughout counseling as new issues arise.	Inconsistently conducts additional psychological assessments, based on client's needs, in a non-intrusive manner.	Misses opportunities to conduct additional psychological assessments.	
2. H		Psychopharmacological medications	Gathers information on clients' current and past medications.	Gathers all relevant information on clients' current and past medications in a non-intrusive manner.	Gathers most information on clients' current or past medications in a non-intrusive manner.	Misses opportunity to gather relevant information on clients' current or past medications.	Gathers information on clients' current and/or past medications in an interrogative manner.	
2. I		Attends to Socio-Cultural Factors in Clinical Assessment	Employs culturally sensitive assessments, client preferred pronouns, and considers cultural factors when interpreting assessment results.	Consistently employs culturally sensitive assessments, client preferred pronouns, and considers cultural factors when interpreting assessment results (e.g., 80% or more of the time).	Employs culturally sensitive assessments, client preferred pronouns, and considers cultural factors when interpreting assessment results (e.g., around 70% of the time).	Inconsistently employs culturally sensitive assessments, client preferred pronouns, and considers cultural factors when interpreting assessment results (e.g., around 50% of the time).	Demonstrates limited ability to employ culturally sensitive assessments, client preferred pronouns, and considers cultural factors when interpreting assessment results (e.g., <50% of the time).	

_____ : (Total Score (out of a possible 36 points))

Part 3: Clinical Treatment and Intervention

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
3. A		Intake Interview	Ability to transfer data collected in interview to formulate a clinical treatment plan.	Transfers data collected in interview to formulate all measurable goals, objectives, and interventions with the client.	Transfers data collected in interview to formulate some measurable goals, objectives, and interventions with the client.	Transfers data collected in interview to formulate a treatment plan with the client; Goals / objectives / interventions are not measurable.	Does not consider intake interview when developing the treatment plan with the client.	
3. B		Mental Status Evaluation and Report	Uses information gathered to inform the clients' treatment plan.	Uses all information from the mental status report to inform the client's goals, objectives, and interventions.	Uses most information from the mental status report to inform the client's goals, objectives, and/or interventions (e.g., at least 60% of the treatment plan).	Uses some information from the mental status report to inform the client's goals, objectives, and/or interventions (e.g., at least 50% of the treatment plan).	Does not consider mental status report when developing the treatment plan with the client.	
3. C		Biopsychosocial History and Report	Considers and integrates biological, psychological, and sociocultural factors into clients' treatment plan and intervention.	Integrates all information from the biopsychosocial report to inform the client's goals, objectives, and interventions.	Integrates most relevant information from the biopsychosocial report to inform the client's goals, objectives, and interventions (e.g., at least 60% of the treatment plan).	Integrates some information from the biopsychosocial report to inform the client's goals, objectives, and interventions (e.g., at least 50% of the treatment plan).	Does not integrate the biopsychosocial report developing the treatment plan with the client.	
3. D		Mental Health History and Report	Evaluates previous diagnosis, consults with former mental health professionals (as needed) to develop a sound treatment plan.	Integrates all information from the mental health history into the treatment plan (client's goals, objectives, and interventions).	Integrates most information from the mental health history into at least 60% of the treatment plan (client's goals, objectives, and interventions).	Integrates some information from the mental health history into at least 50% of the treatment plan (client's goals, objectives, and interventions).	Does not clients' mental health history into the development of the treatment plan with the client.	
3. E		Psychological Diagnosis	Ability to tailor treatment plan based on the diagnosis selected.	Uses evidence-informed interventions based on the client's diagnosis (e.g., 80% or more of the time)	Uses most evidence-informed interventions based on the client's diagnosis (e.g., around 70% of the time).	Uses some evidence-informed interventions based on the client's diagnosis (e.g., around 50% of the time).	Does not use evidence-informed interventions.	
3. F		Treatment Planning	Develops a culturally-sensitive treatment plan based on the collective information gathered in collaboration with the client.	Constructs a culturally-sensitive treatment plan (measurable goals, objectives, and interventions) with the client based on all information gathered.	Constructs a culturally-sensitive treatment plan (mostly measurable goals, objectives, and interventions) with the client based on most information gathered.	Constructs a culturally-sensitive treatment plan (measurable goals, objectives, and interventions) with the client based on some information gathered.	Treatment plan is not culturally-sensitive and/or lacks measurable objectives, goals, and/or interventions.	
3. G		Psychological Assessment Usage	Ability to integrate psychological assessment data into clients' treatment plan based on assessment manual and clients' culture.	Integrates information from psychological assessments to inform all of the client's goals, objectives, and interventions.	Integrates information from psychological assessments to inform most client's goals, objectives, and interventions.	Integrates information from psychological assessments to inform some client's goals, objectives, and interventions.	Does not consider psychological assessment results in the development of the treatment plan with the client.	

3. H		Psychopharmacological medications	Appreciates potential impact of clients' use of medications in their treatment prognosis; Provides referrals to clients if necessary for evaluation.	Considers psychopharmacological medications in the development of measurement treatment goals, objectives, and interventions (e.g., 80% of the time).	Considers psychopharmacological medications in the development of measurement treatment goals, objectives, and interventions (e.g., around 70% of the time).	Considers psychopharmacological medications in the development of measurement treatment goals, objectives, and interventions (e.g., around 50% of the time).	Does not consider psychopharmacological medications in the development of measurement treatment goals, objectives, and interventions	
3. I		Attends to Socio-Cultural Factors in Clinical Assessment	Integrates research data to develop a sound treatment plan and corresponding interventions that address the clients' culture.	Integrates clients' culture and research data to inform the client's goals, objectives, and interventions (e.g., 80% or more of the time).	Integrates clients' culture and research data to inform the client's goals, objectives, and interventions (e.g., around 70% of the time).	Integrates clients' culture and research data to inform the client's goals, objectives, and interventions (e.g., around 50% of the time).	Does not consider clients' cultural and/or research data in the development of measurement treatment goals, objectives, and interventions	

_____ : (Total Score (out of a possible 36 points))

Part 4: Professional Dispositions & Behaviors

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
4. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, APA, &/or NBCC; including practices within competencies.	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments (e.g., 80% or more of the time).	Demonstrates consistent ethical behavior & judgments (e.g., 70% of the time).	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process (e.g., around 50% of the time).	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
4. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within the majority of professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
4. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients. Appropriate in-person and social media boundaries are evident.	Consistently demonstrates and maintains strong appropriate boundaries with all supervisors, peers, & clients.	Consistently demonstrates and maintains adequate appropriate boundaries with most supervisors, peers, & clients.	Inconsistently demonstrates and maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates limited boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
4. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding and appreciation for <i>all</i> counseling site and course policies and procedures.	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
4. E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes all required record keeping, documentation, and assigned tasks in a comprehensive & timely fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent , late, &/or questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)	Harmful (0)
4. F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (<i>e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.</i>) & awareness of & responsiveness to the intersectionality of culture in all relationships and systems.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with all clients.	Demonstrates adequate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with the majority of clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
4. G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (<i>i.e., congruence between mood & affect</i>) & self-control (<i>i.e., impulse control</i>) in relationships with clients.	Demonstrates strong and consistent emotional stability & appropriateness in all interpersonal interactions with clients.	Demonstrates consistent emotional stability & appropriateness in the majority of interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
4. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning and development of their counseling competencies.	Demonstrates consistent engagement in promoting professional and personal growth & development. Proactively seeks new opportunities to learn and grow.	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates inconsistent engagement in promoting professional and personal growth & development.	Demonstrates limited engagement in promoting professional and personal growth & development.	Demonstrates poor engagement in promoting professional and personal growth & development, such as apathy to learning.
4. I		Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback.	Intentionally asks for supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
4. J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, and new situations.	Demonstrates strong and consistent ability to adapt appropriately to new situations and clients' diverse changing needs (<i>e.g., 80% or more of the time</i>).	Demonstrates consistent ability to adapt appropriately to new situations and clients' diverse changing needs (<i>around 70% of the time</i>).	Demonstrates an inconsistent ability to adapt appropriately to new situations and clients' diverse changing needs (<i>around 50% of the time</i>).	Demonstrates a limited ability to adapt appropriately to new situations and clients' diverse changing needs.	Demonstrates a poor ability to adapt to clients' diverse changing needs, such as being rigid in work with students.
4. K		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates strong and consistent ability to be genuine & accepting of self & others (<i>e.g., 80% or more of the time</i>).	Demonstrates consistent ability to be genuine & accepting of self & others (<i>e.g., around 70% of the time</i>).	Demonstrates inconsistent ability to be genuine & accepting of self & others (<i>around 50% of the time</i>).	Demonstrates a limited ability to be genuine & accepting of self & others (<i>incongruent</i>).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____ : (Total Score (out of a possible 44 points))

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counseling trainee's areas of strength, which you have observed. Please provide examples as applicable:

Please note the counseling trainee's areas that warrant improvement, which you have observed:

Please comment on the counseling trainee's general performance during his or her clinical experience to this point or anything you would like the faculty supervisor to know about this student:

Counseling Trainee's or Name (print)

Date

Supervisor's Name (print)

Date

Date AMHCC was reviewed with Counseling Trainee – _____

Counseling Trainee's Signature

Date

Supervisor's Signature

Date

Note: If the supervising instructor / clinical supervisor is concerned about the counseling trainee's progress in demonstrating the specified clinical mental health counseling competencies, he or she should have another appropriately trained supervisor observe the counseling trainee's work with clients to provide additional feedback to the practicum or internship student.

CACREP (2016) Standards measured within the Assessment of Clinical Mental Health Counseling Competencies© (ACMHCC)

CACREP (2016) Clinical Mental Health Counseling *Standards*:

- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (Section 5, *Standard 3.a.*)
 - Assessing these specific CMHC skills:
 - Intake interviews
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (Section 5, *Standard 3.b.*)
 - Prevention with children & adolescents
 - Interventions with children & adolescents
 - Prevention with Adults
 - Interventions with Adults
 - Prevention with other client configurations
 - Interventions with other client configurations
- Strategies for interfacing with the legal system regarding court-referred clients (Section 5, *Standard 3.c.*)
 - Systemic / organizational understanding / appreciation
 - Demonstrated strategies to support client outcomes
- Strategies for interfacing with integrated behavioral health care professionals (Section 5, *Standard 3.d.*)
 - Case conceptualization
 - Staffing of cases
 - Collaboration strategies
- Strategies to advocate for persons with mental health issues (Section 5, *Standard 3.e.*)
 - Advocate for clients with other stakeholders
 - Empower client success

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
SITE SUPERVISOR EVALUATION OF PRACTICUM SCHOOL COUNSELING STUDENT**

Assessment of School Counseling Competencies (ASCC) ©

(Lambie & Stickl Haugen, 2020)

The *Assessment of School Counseling Competencies (ASCC)* measures counseling trainees' school counseling competencies aligning to Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) *Standards*, the American School Counselor Association (ASCA, 2019) *Professional Standards & Competencies*, and the ASCA (2019) *Standards for School Counselor Preparation Programs*. Specifically, the ASCC is designed to assess school counseling trainees' demonstrated skills during their practicum and/or internship experience in a school counseling setting.

Assessment Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (4)** = the school counseling trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency.
- **Meets Expectations / Demonstrates Competencies (3)** = the school counseling trainee demonstrates **consistent** and **proficient** (i.e., expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency. Students in school counseling should be at least at the "Demonstrates Competencies" level at the conclusion of their final clinical internship experience (e.g., internship) to meet CACREP standards and ASCA competencies.
- **Near Expectations / Developing towards Competencies (2)** = the school counseling trainee demonstrates **inconsistent** (i.e., near expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency. From a developmental perspective, practicum students in school counseling are expected to be at the "Developing towards Competencies" level at the end of their practicum experience. Internship students should be at the "Developing towards Competencies" level at the beginning of their internship experience.
- **Below Expectations / Insufficient / Unacceptable (1)** = the school counseling trainee demonstrates **limited** or **no evidence** (i.e., below expectations of a school counseling trainee) of the knowledge, skills, and dispositions in the specified school counseling competency.

School counseling trainees rating at the “Below Expectations / Unacceptable” level in one or more competencies by the mid-point or end of their field experience may necessitate a remediation plan facilitated by their preparation program.

- **Competency Not Observed (0)** = the supervisor completing the ASCC has not had the opportunity to observe the trainee in demonstrating the specified school counseling competency. However, internship supervisors will need to observe demonstration of all the specified school counseling competencies prior to the student completing their final clinical experience (e.g., internship).

Directions: Based on your observations of the clinical mental health counseling trainee, evaluate the practicum or internship student in the specified counseling competencies using the assessment descriptions outlines in the rubric. Record your rating in the “score” column on the left.

School Counseling Practicum

- ✓ Students complete 100 clock hours of supervised counseling practicum in roles and settings with students relevant to their specialty area.
- ✓ Practicum students complete at least 40 clock hours of direct service.
- ✓ Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum, 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.
- ✓ 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.

School Counseling Internship

- ✓ After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with students relevant to their specialty area.
- ✓ Internship students complete at least 240 clock hours of direct service.
- ✓ 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.
- ✓ 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.

Part I: School Counseling Program Development

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
1.A		Knowledge of School Counseling Vision and Mission Statement	Demonstrates knowledge of the school counseling vision and mission statement. Is able to understand and articulate the school counseling program's focus.	Demonstrates strong knowledge of the school counseling vision and mission statement as evidenced by the ability to clearly articulate the specific focus of the school counseling program.	Demonstrates adequate knowledge of the school counseling vision and mission statement as evidenced by the ability to articulate the general focus of the school counseling program.	Demonstrates limited knowledge of the school counseling vision and mission statement as evidenced by the inability to articulate the focus of the school counseling program.	Does not know the school counseling vision or mission statements.	
1.B		Develop Student Outcome Goals	Appropriate goals relate to the overall mission of the school counseling program and goals for student success. Goals that are developed should be SMART goals and include the following components: <u>s</u> pecific, <u>m</u> easurable, <u>a</u> chievable, <u>r</u> ealistic, and <u>t</u> ime-bound.	Demonstrates ability to establish appropriate student outcome goals that relate to the school counseling mission and meet all components of SMART goals.	Demonstrates ability to establish student outcome goals that either relate to the school counseling mission or meet most components of SMART goals.	Demonstrates limited ability to establish student outcome goals. Goals are not related to the school counseling mission and are not SMART goals.	Does not demonstrate ability to establish student outcome goals.	
1.C		Integrate Student Standards	Integrates student standards to inform school counseling program goals and interventions (<i>e.g., ASCA Mindset and Behaviors for Student Success, Social</i>	Consistently demonstrates integration of applicable student standards to inform school counseling program goals and interventions.	Often demonstrates integration of applicable student standards to inform school counseling program goals and interventions.	Inconsistently demonstrates integration of student standards to inform school counseling program goals and interventions.	Does not demonstrate integration of student standards to inform school counseling program goals and interventions.	

			<i>Emotional Learning Competencies).</i>					
1. D		Collaboration with School Counseling Stakeholders	Collaborates with multiple stakeholders in the school and community settings (<i>e.g., parents, staff, students, administrators, community</i>).	Consistently collaborates and communicates with 3 or more stakeholder groups to support student success.	Collaborates and communicates with 1-2 stakeholder groups to support student success.	Demonstrates limited ability to collaborate and communicate with stakeholders.	Does not collaborate or communicate with stakeholders.	
1.E		Consultation	Consults with multiple stakeholders and professionals in the school and community setting to foster student success (<i>e.g., staff, administrators, community mental health</i>).	Consistently consults with 3 or more stakeholder groups or other professionals to support student success.	Consults with 1-2 stakeholder groups or other professionals to support student success.	Demonstrates limited ability to consult with stakeholders or other professionals.	Does not consult with stakeholders or other professionals.	
1.F		School Counseling Leadership	Demonstrates effective leadership skills when working with stakeholders and implementing a school counseling program (<i>e.g., guides others, inspires others, leads teams, identifies areas in need of change</i>).	Consistently demonstrates strong leadership skills when developing and implementing a school counseling program.	Demonstrates some leadership skills when developing and implementing a school counseling program.	Demonstrates limited leadership skills when developing and implementing a school counseling program.	Does not demonstrate leadership skills.	
1.G		Attends to Socio-Cultural Factors in School Counseling	Understands, considers and attends to the	Consistently demonstrates inclusivity by integrating the unique strengths and needs of the school and	Demonstrates inclusivity by integrating the unique strengths and needs of the school and community to	Inconsistently demonstrates inclusivity by integrating the unique strengths and needs of the	Does not demonstrate inclusivity or consider the unique strengths and needs of the school and	

		Program Development	unique strengths and needs of the school and community. Demonstrates inclusivity and develops culturally responsive goals for the program (<i>i.e., considers and integrates students' unique cultural background and identities</i>).	community to inform all school counseling program goals and plans.	inform most school counseling program goals and plans.	school and community to inform some of the school counseling program goals and plans.	community when developing school counseling program goals and plans.	
1.H		Use of Technology	Integrates technology when developing and implementing school counseling programs (<i>e.g., collecting and analyzing data, engaging with stakeholders, implementing school counseling curriculum</i>).	Consistently and effectively uses technology to support 3 or more aspects of the school counseling program (<i>e.g., collecting data, analyzing data, communicating with stakeholders, classroom instruction</i>).	Effectively uses technology to support at least 2 aspects of the school counseling program (<i>e.g., collecting data, analyzing data, communicating with stakeholders, classroom instruction</i>).	Inconsistently uses technology to support few aspects of the school counseling program.	Does not use technology when developing or implementing a school counseling program.	

: Total Score (out of a possible 32 points)

Part 2: Academic, Career, and Social/Emotional Student Services

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
2.A		School Counseling Curriculum	Develops school counseling curriculum lesson plans based on	Demonstrates the ability to establish school counseling curriculum lesson plans based on	Demonstrates ability to establish school counseling curriculum lesson plans based on	Demonstrates ability to establish school counseling curriculum lesson plans but they are not based on	Demonstrates limited ability to establish effective or appropriate school counseling curriculum lesson plans.	

			appropriate standards (e.g., state standards, school counseling student standards) and student outcome goals.	applicable standards and student outcome goals.	applicable standards or student outcome goals.	applicable standards or student outcome goals.		
2. B		Classroom Management Strategies	Implements various classroom management strategies that promote student engagement and are inclusive and culturally responsive when delivering classroom lessons (e.g., <i>considers and integrates students' unique cultural background and identities</i>).	Consistently implements effective classroom management strategies when delivering classroom lessons (e.g., 80% or more of the time).	Implements effective classroom management strategies when delivering classroom lessons (e.g., around 70% of the time).	Limited implementation of effective classroom management strategies when delivering classroom lessons (e.g., around 50% of the time).	Does not implement effective classroom management strategies when delivering classroom lessons.	
2. C		Differentiated Instructional Strategies	Demonstrates an understanding of differences in student learning approaches and implements a variety of instructional strategies to meet student needs (e.g., <i>Multi-tiered System of Supports</i>).	Consistently implements differentiated instructional strategies to meet a variety of student learning needs (e.g., 80% or more of the time).	Implements differentiated instructional strategies to meet a variety of student learning needs (e.g., around 70% of the time).	Limited implementation of differentiated instructional strategies to meet a variety of student learning needs (e.g., around 50% of the time).	Does not differentiate instruction to meet a variety of student learning needs.	

<p>2. D</p>		<p>Academic Interventions</p>	<p>Implements multi-tiered strategies and evidence-based interventions at the individual, small group, and/or classroom/whole school levels to support students' academic achievement. Interventions are differentiated to meet students' ability levels and needs.</p>	<p>Demonstrates evidence of implementing interventions at each tier to support students' academic development and interventions are consistently differentiated to meet students' ability levels and needs (e.g., 80% or more of the time).</p>	<p>Demonstrates evidence of implementing interventions at each tier to support students' academic development and interventions are often differentiated to meet students' ability levels and needs (e.g., around 70% of the time).</p>	<p>Demonstrates evidence of implementing some interventions to support students' academic development. Interventions are inconsistently differentiated to meet students' ability levels and needs (e.g., around 50% of the time).</p>	<p>Does not implement academic interventions and/or is unable to support students' academic development.</p>	
<p>2. E</p>		<p>Career Counseling and Interventions</p>	<p>Implements multi-tiered strategies and evidence-based interventions at the individual, small group, and/or classroom/whole school levels to support all students' college and career readiness. Interventions are differentiated to meet students' unique strengths and needs (e.g., <i>individual career and postsecondary plans, support with college admission process, use of career assessments, inventories, guidance</i></p>	<p>Demonstrates evidence of implementing interventions at each tier to support students' career development and interventions are consistently differentiated to meet students' unique strengths and needs (e.g., 80% or more of the time).</p>	<p>Demonstrates evidence of implementing interventions at each tier to support students' career development and interventions are often differentiated to meet students' unique strengths and needs (e.g., around 70% of the time).</p>	<p>Demonstrates evidence of implementing some interventions to support students' career development. Interventions are inconsistently differentiated to meet students' unique strengths and needs (e.g., around 50% of the time).</p>	<p>Does not implement career interventions and/or is unable to support students' career development.</p>	

			<i>around financial aid, career exploration).</i>					
2. F		Social/Emotional Counseling and Interventions	Implements multi-tiered strategies and evidence-based interventions to foster students' social/emotional growth (e.g., <i>individual, small groups, classroom instruction</i>). Interventions are differentiated to meet students' unique strengths and needs.	Demonstrates evidence of implementing interventions at each tier to support students' social/emotional development and interventions are consistently differentiated to meet students' unique strengths and needs (e.g., 80% or more of the time).	Demonstrates evidence of implementing interventions at each tier to support students' social/emotional development and interventions are often differentiated to meet students' unique strengths and needs (e.g., around 70% of the time).	Demonstrates evidence of implementing some interventions to support students' social/emotional development. Interventions are inconsistently differentiated to meet students' unique strengths and needs (e.g., around 50% of the time).	Does not support students' social/emotional development or uses inappropriate social/emotional counseling strategies in the school setting (e.g., long term mental health counseling).	
2. G		Counseling Skills and Techniques	Uses appropriate counseling skills (e.g., <i>rapport building, reflecting</i>), techniques, theories, and evidence-based interventions.	Consistently demonstrates effective use of counseling skills and techniques appropriate in the school setting (e.g., 80% or more of the time).	Demonstrates effective use of counseling skills and interventions appropriate in the school setting (e.g., around 70% of the time).	Demonstrates inconsistent use of counseling skills and interventions appropriate in the school setting (e.g., around 50% of the time).	Demonstrates ineffective counseling skills and techniques.	
2. H		Crisis Response	Is a leader in crises situations before (e.g., <i>prevention</i>), during (e.g., <i>intervention</i>), and/or after a crisis (e.g., <i>postvention</i>). Demonstrates ability to meet the immediate needs of students &/or the school community (e.g., <i>Suicide risk assessments, reporting child abuse</i>).	Demonstrates consistent ability to respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., 80% or more of the time).	Demonstrates adequate ability to respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., around 70% of the time).	Demonstrates limited ability to effectively respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., around 50% of the time).	Is unable to respond before, during, and/or after a crisis. May demonstrate heightened emotions or an inability to remain calm.	

2. I		Consideration of Systemic Factors	Examines connections between community, familial & individual student strengths/needs with students' academic, career, & social/emotional development.	Consistently considers community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development (e.g., 80% or more of the time).	Considers community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development (e.g., around 70% of the time).	Inconsistently considers community, familial, & individual student strengths and needs when developing goals & implementing interventions for student (e.g., around 50% of the time).	Does not consider community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development.	
2. J		Developmental Considerations	Implements interventions that are developmentally appropriate for the diverse strengths and needs of children and adolescents (e.g., <i>cognitive, language, social/emotional, physical development</i>). Supports students during critical developmental and school promotion periods (e.g., <i>elementary/middle school transition, middle/high school transition</i>).	Consistently considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., 80% or more of the time).	Considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., around 70% of the time).	Inconsistently considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., around 50% of the time).	Does not consider students' unique developmental strengths and needs when developing goals and implementing interventions.	
2. K		Attends to Socio-Cultural Factors when Delivering Interventions	Employs culturally responsive interventions, demonstrates inclusivity, & considers a variety of cultural factors when delivering counseling services (e.g., <i>intersectional identities, ethnicity</i>).	Consistently implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., 80% or more of the time).	Implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., around 70% of the time).	Inconsistently implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., around 50% of the time).	Does not implement culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions.	

			<i>beliefs, & gender identity</i>). Remains aware of personal biases and limitations when working with students.					
2. L		Referrals	Demonstrates knowledge of school and community resources and when to refer students to outside services. Demonstrates an ability to refer students to appropriate additional services as needed.	Demonstrates knowledge of the majority of available school and community resources and consistently refers students to appropriate additional services as needed (e.g., 80% or more of the time).	Demonstrates knowledge of several available school and community resources and refers students to appropriate additional services as needed (e.g., 70% of the time).	Demonstrates knowledge of few available school and community resources &/or inconsistently refers students to appropriate additional services as needed (e.g., around 50% of the time).	Does not know of school and community resources &/or does not refer students to appropriate additional services as needed.	

_____ : Total Score (*out of a possible 48 points*)

Part 3: Evaluation and Assessment

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
3.A		Collect Data to Inform and Evaluate School Counseling Interventions	Collects data to inform and evaluate the impact of school counseling activities and evidence-based interventions (e.g., <i>participation data, outcome data, needs</i>	Consistently collects three types of data to inform and/or evaluate the effectiveness of the majority of school counseling interventions.	Collects at least two types of data to inform and/or evaluate the effectiveness of some school counseling interventions.	Does not collect data or is unable to inform and/or evaluate the effectiveness of school counseling interventions.	Does not collect and is unable to inform or evaluate the effectiveness of school counseling interventions.	

			<i>assessments, pre/post surveys).</i>					
3.B		Interpret School Counseling and Accountability Data	Ability to analyze, disaggregate & interpret data collected in the school counseling program and the school's accountability data to inform program goals & activities (<i>e.g., annual data review, school quality indicators, discipline data</i>).	Demonstrates strong ability to analyze, disaggregate, and accurately interpret three or more sources of data to inform school counseling goals and interventions.	Demonstrates adequate ability to analyze, disaggregate, and accurately interpret at least two sources of data to inform school counseling goals and interventions.	Demonstrates an ability to analyze data but does not disaggregate or accurately interpret data to inform school counseling goals and interventions.	Does not analyze, disaggregate, or accurately interpret data to inform school counseling goals and interventions.	
3.C		Advocate for School Counseling Program	Provides a data driven rationale for the school counseling program by sharing outcome data with stakeholder groups to advocate for the school counseling program & interventions (<i>e.g., students, parents, & administrators</i>).	Consistently shares data with two or more school counseling stakeholder groups.	Consistently shares data with at least one school counseling stakeholder group.	Inconsistently shares data with school counseling stakeholder groups.	Does not share any data with school counseling stakeholders.	

3.D		Implements Social Justice Advocacy	Disaggregates data to identify opportunity gaps (e.g., <i>academic achievement, course access, & discipline</i>) and advocates for systemic changes to promote equity in educational policies, practices, or procedures to foster student success (e.g., <i>school, district, & state</i>).	Demonstrates ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and consistently advocates for systemic change in policies, procedures, and/or practices to support student success (e.g., 80% or more of the time).	Demonstrates ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and often advocates for systemic change in policies, procedures, &/or practices to support student success (e.g., around 70% of the time).	Demonstrates limited ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and inconsistently advocates for systemic change in policies, procedures, &/or practices to support student success (e.g., 50% of the time).	Is unable to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) & lacks awareness of inequitable policies, procedures, and/or practices to support student success.	
3.E		Attends to Socio-Cultural Factors in Data Analysis and Evaluation	Attends to systemic & cultural factors when analyzing, evaluating, and interpreting program and accountability data.	Consistently demonstrates strong attention to systemic and cultural factors when analyzing and interpreting program and accountability data (80% or more of the time).	Demonstrates some attention to systemic and cultural factors when analyzing and interpreting program and accountability data (around 70% of the time).	Demonstrates limited attention to systemic and cultural factors when analyzing and interpreting program and accountability data (around 50% of the time).	Does not attend to systemic and cultural factors when analyzing and interpreting program and accountability data.	

Part 4: Professional Dispositions & Behaviors

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
4. A		Professional Ethics	Adheres to the ethical guidelines of the ASCA or ACA; including practices within competencies (e.g., <i>confidentiality in a school setting</i>).	Demonstrates consistent & advanced (i.e., <i>exploration & deliberation</i>) ethical behavior & judgments (e.g., 80% or more of the time).	Demonstrates consistent ethical behavior & judgments (e.g., 70% of the time).	Demonstrates inconsistent ethical behavior & judgments with a basic ethical decision-making process (e.g., around 50% of the time).	Demonstrates limited ethical behavior & judgment, and a limited ability to use an ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or making poor decisions.
4. B		Professional Behavior	Behaves professionally	Demonstrates consistent & advanced respectfulness,	Demonstrates consistent respectfulness, thoughtfulness, &	Demonstrates inconsistent respectfulness and	Demonstrates limited respectfulness and thoughtfulness & acts	Demonstrates poor professional behavior, such as repeatedly b

			towards supervisors, peers, and students (<i>e.g., emotional regulation</i>). Is respectful and appreciative of the culture of school staff and can effectively collaborate with others.	thoughtfulness, & appropriate interactions within all professional interactions.	appropriate interactions within the majority of professional interactions.	thoughtfulness, & appropriate interactions within professional interactions.	inappropriately within some professional interactions.	disrespectful of others &/or impedes the professional atmosphere of the counseling setting/course.
4. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and students. Appropriate in-person and social media boundaries are evident.	Consistently demonstrates and maintains strong appropriate boundaries with all supervisors, peers, & students.	Consistently demonstrates and maintains adequate appropriate boundaries with most supervisors, peers, & students.	Inconsistently demonstrates and maintains appropriate boundaries with supervisors, peers, & students.	Demonstrates limited boundaries with supervisors, peers, & students.	Demonstrates poor boundaries with supervisors, peers, & students; such as engaging in dual relationships.
4.D		Knowledge of School and Educational Policies	Demonstrates an understanding of school site and educational policies and procedures (<i>e.g., FERPA, 504's, IEPs, MTSS</i>).	Demonstrates strong knowledge of all school site and applicable educational policies and procedures.	Demonstrates adequate knowledge of most school site and applicable educational policies and procedures.	Demonstrates limited knowledge of school site and educational policies and procedures.	Demonstrates inadequate knowledge of school site and educational policies and procedures.	Does not demonstrate any knowledge of school site and educational policies and procedures.
4. E		Adherence to Course and School Site Policies & Procedures	Adheres to <i>all</i> course and school site policies/procedures & attends professional activities at school site (<i>e.g., attendance, engagement in school appropriate activities, faculty meetings, district trainings</i>).	Demonstrates consistent & strong adherence to <i>all</i> school site and course policies, including strong attendance and engagement in professional activities.	Demonstrates consistent adherence to <i>most</i> school site and course policies & procedures, including strong attendance and engagement in professional activities.	Demonstrates inconsistent adherence to school site and course policies & procedures, including attendance and engagement in professional activities.	Demonstrates limited adherence to school site and course policies & procedures, including attendance and engagement in professional activities.	Demonstrates poor adherence to school site and course policies, such as failing to adhere to policies after discussing supervisor/instructor.

4. F		Record Keeping & Task Completion	Completes <i>all</i> required record keeping & tasks correctly and promptly (<i>e.g., record keeping in a school setting, supervisory report, hours logs, 504 documentation</i>).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a comprehensive & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent , late &/or questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork tasks by specified deadline.
4. G		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (<i>e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.</i>) & awareness of & responsiveness to the intersectionality of culture in all relationships and systems.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with all students.	Demonstrates adequate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with the majority of students.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with students.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with students.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
4. H		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (<i>i.e., congruence between mood & affect</i>) & self-control (<i>i.e., impulse control</i>) in relationships with students.	Demonstrates strong and consistent emotional stability & appropriateness in all interpersonal interactions with students.	Demonstrates consistent emotional stability & appropriateness in majority of interpersonal interactions with students.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with students.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with students.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with student, such as having high levels of emotional reactions with students.
4. I		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning and	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates inconsistent engagement in promoting professional and personal growth &	Demonstrates limited engagement in promoting professional and personal growth &	Demonstrates poor engagement in promoting professional and personal

			development of school counseling competencies.	Proactively seeks new opportunities to learn and grow.		development.	development.	growth & development, such as apathy to learning.
4. J		Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback.	Intentionally asks for supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
4. K		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	Demonstrates strong and consistent ability to adapt appropriately to new situations and students' diverse changing needs (e.g., 80% or more of the time).	Demonstrates consistent ability to adapt appropriately to new situations and students' diverse changing needs (around 70% of the time).	Demonstrates an inconsistent ability to adapt appropriately to new situations and students' diverse changing needs (around 50% of the time).	Demonstrates a limited ability to adapt appropriately to new situations and students' diverse changing needs.	Demonstrates a poor ability to adapt to students' diverse changing needs, such as being rigid in work with students.
4. L		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates strong and consistent ability to be genuine & accepting of self & others (e.g., 80% or more of the time).	Demonstrates consistent ability to be genuine & accepting of self & others (e.g., around 70% of the time).	Demonstrates inconsistent ability to be genuine & accepting of self & others (around 50% of the time).	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others such as being disingenuous.

_____ : Total Score (*out of a possible 48 points*)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the school counseling trainee's areas of strength, which you have observed. Please provide examples as applicable:

Please note the school counseling trainee’s areas that warrant improvement, which you have observed:

Please comment on the school counseling trainee’s general performance during his or her clinical experience to this point or anything you would like the faculty supervisor to know about this student:

School Counseling Trainee’s Name (print)

Date

Supervisor’s Name (print)

Date

Date ASCC was reviewed with School Counseling Trainee: _____

School Counseling Trainee’s Signature

Date

Supervisor’s Signature

Date

Note: If the supervising instructor / clinical supervisor is concerned about the counseling trainee’s progress in demonstrating the specified clinical mental health counseling competencies, he or she should have another appropriately trained supervisor observe the counseling trainee’s work with clients to provide additional feedback to the practicum or internship student.

CACREP (2016) School Counseling Standards, ASCA (2019) Professional Competencies and Preparation Program Standards measured within the ASCC

- Development of school counseling program mission statements and objectives (CACREP Section 5, *Standard 3.a.*)
 - ASCA *Competencies* B-PA 1.a-f
- Design and evaluation of school counseling programs (CACREP Section 5, *Standard 3.b.*)
 - ASCA *Competencies* B-PF 7.a-i; B-PF 5.a-c; B-PA 4.a-g; B-PA 5.a-c
 - ASCA *Preparation Program Standards* 5.1-3
- Core Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP Section 5, *Standard G.3.c.*)
 - ASCA *Competencies* B-PF 1.b,f; B-SS 1.a-h
 - ASCA *Preparation Program Standards* 3.1-3; 4.1-4
- Interventions to promote academic development (CACREP Section 5, *Standard 3.d.*)
 - ASCA *Competencies* B-PF 1.a-e; B-SS 1.a
 - ASCA *Preparation Program Standards* 3.1-3; 4.1
- Use of developmentally appropriate career counseling interventions and assessments (CACREP Section 5, *Standard 3.e.*)
 - ASCA *Competencies* B-SS 2.a-h
 - ASCA *Preparation Program Standards* 3.1-3; 4.1
- Techniques of personal/social counseling in school settings (CACREP Section 5, *Standard 3.f.*)
 - ASCA *Competencies* B-SS 3.a-e; B-SS 4.a-c
 - ASCA *Preparation Program Standards* 2.1-3; 3.2
- Strategies to facilitate school and postsecondary transitions (CACREP Section 5, *Standard 3.g.*)
 - ASCA *Competencies* B-SS 2.f-g
 - ASCA *Preparation Program Standards* 3.2; 5.3
- Skills to critically examine the connections between social, familial, emotional, & behavior problems & academic achievement (CACREP Section 5, *Standard 3.h.*)
 - ASCA *Competencies* B-PF 6.a-f
 - ASCA *Preparation Program Standards* 1.3; 2.1
- Approaches to increase promotion and graduation rates (CACREP Section 5, *Standard 3.i.*)
 - ASCA *Competencies* B-SS 1.a; B-PF 9.b
 - ASCA *Preparation Program Standards* 3.2; 5.3
- Interventions to promote college and career readiness (CACREP Section 5, *Standard 3.j.*)
 - ASCA *Competencies* B-SS 2.a-h; B-PF 1.e
 - ASCA *Preparation Program Standards* 3.1-3; 5.3
- Strategies to promote equity in student achievement and college access (CACREP Section 5, *Standard 3.k.*)
 - ASCA *Competencies* B-PA 2.a-c
 - ASCA *Preparation Program Standards* 2.1; 4.1-4; 5.3
- Techniques to foster collaboration and teamwork within schools (CACREP Section 5, *Standard 3.l.*)
 - ASCA *Competencies* B-SS 6.a-c; B-SS 5.a-d
 - ASCA *Preparation Program Standards* 6.1-2; 4.2
- Strategies for implementing and coordinating peer intervention programs (CACREP Section 5, *Standard 3.m.*)
 - ASCA *Competencies* B-PF 1.f

- *ASCA Preparation Program Standards 3.1-3*
 - Use of accountability data to inform decision making (CACREP Section 5, *Standard 3.n.*)
 - *ASCA Competencies B-PA 2.a-c; B-PA 3.a-d; B-PA 4.a-b; B-PA 5.a-c*
 - *ASCA Preparation Program Standards 5.1-3*
 - Use of data to advocate for programs and students (CACREP Section 5, *Standard 3.o.*)
 - *ASCA Competencies B-PA 5.d-f; B-PF 8.a-g; B-PF 9.a-d*
 - *ASCA Preparation Program Standards 5.1-3; 6.2*
-

**GWYNEDD MERCY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING
STUDENT EVALUATION OF PRACTICUM EXPERIENCE**

Student Name: _____ Concentration: _____
(Optional)

Practicum Site: _____ Site Supervisor: _____

Practicum Instructor: _____

Please rate your practicum site using the following scale: **0**=Not at all, **1**=A Little Bit, **2**=Sometimes, **3**=Often, **4**=Very Often, **5**=All the Time,
NA = Not Applicable

Practicum Site

- Understood the organizational structure and process 0 1 2 3 4 5
- Understood my role and responsibilities 0 1 2 3 4 5
- Given adequate orientation to the site 0 1 2 3 4 5
- Well supervised by on-site supervisor 0 1 2 3 4 5
 - Respected and accepted by on-site supervisor 0 1 2 3 4 5
 - On-site supervisor was helpful 0 1 2 3 4 5
- Enjoyed working with client/students at site 0 1 2 3 4 5
- Practicum site met my needs 0 1 2 3 4 5
- Practicum site met University needs (your impression) 0 1 2 3 4 5

Practicum Class

- Was helpful with practicum experience 0 1 2 3 4 5
- Learned about myself 0 1 2 3 4 5
- Learned about my counseling skills 0 1 2 3 4 5

- Learned about my classroom guidance skills 0 1 2 3 4 5 NA
- Learned how to understand clients/students 0 1 2 3 4 5
- Learned how to work with clients/students 0 1 2 3 4 5
- Learned about the ASCA National Model 0 1 2 3 4 5 NA
- Faculty supervisor was helpful 0 1 2 3 4 5
- Well supervised by faculty supervisor 0 1 2 3 4 5
 - Respected and accepted by faculty supervisor 0 1 2 3 4 5

Practicum Activities

- Spent 40% of my time working with clients/students 0 1 2 3 4 5
 - Individual counseling sessions 0 1 2 3 4 5
 - Group counseling/guidance sessions 0 1 2 3 4 5 NA
 - Interventions with children/adolescents 0 1 2 3 4 5 NA
 - Presented guidance, educational, social, psychological, psychosocial intervention programs 0 1 2 3 4 5 NA
 - Career Counseling 0 1 2 3 4 5 NA
 - College Prep Activities 0 1 2 3 4 5 NA
 - Consultation with families 0 1 2 3 4 5 NA
 - Consultation with colleagues 0 1 2 3 4 5 NA
 - Involvement in educational teams 0 1 2 3 4 5 NA
 - Involvement in treatment teams 0 1 2 3 4 5 NA
 - Referrals to appropriate services/treatment 0 1 2 3 4 5 NA
 - Case Presentations 0 1 2 3 4 5
- I would recommend this practicum site 0 1 2 3 4 5

Overall, how satisfied are you with your practicum experience?

Not at all A Little Bit Somewhat A Lot Very Much
Please provide any additional insight/description of your ratings

GWYNEDD MERCY UNIVERSITY
School and Clinical Mental Health Counseling Practicum - Weekly Time Sheet

Student Name: _____ Site Name: _____
 Site Supervisor: _____ For the week of: _____

Category	Direct hours	Indirect hours	In person	Virtual
Orientation/Training	N/A			
Individual Counseling*				
Family Counseling*				
Couples Counseling*				
Crisis Counseling/Intervention*				
Clinical Prep/Record Keeping	N/A			
Academic Counseling*				
Group Counseling /Guidance Activities*				
Career Counseling*				
College Prep Activities*				
Class Guidance Lessons (ASCA Core Curriculum)*				
Psychoeducation*				
Parent/family Conference				
Consultation – student/client related with staff/professional agencies	N/A			
MTSS Meetings (i.e., IEP, RTL, IST, SAP, 504, etc.)	N/A			
Treatment Team Meeting	N/A			
Prevention Activities *(specify):				
Assessment Activities				
Observation of Student*				

Referral Activities	N/A			
Staff Meetings	N/A			
Staff Development	N/A			
Other Interventions/Counseling related activities (specify):				
On site individual supervision				
Group supervision				
Total hours for the week				

*Counts towards direct service hours. A direct client contact hour is a service that is provided to a client/student face-to-face.

Total hours to date (including this week): _____ In person: _____ Virtual: _____

Total direct contact hours to date (including this week): _____ In person: _____ Virtual: _____

By signing this form, I attest to the accuracy and validity of the hours worked at the site listed on this time sheet

(Student signature)

The student performed satisfactorily, and worked the hours indicated at the site listed on this time sheet

(Site Supervisor's signature)

GWYNEDD MERCY UNIVERSITY
Request for Voluntary Removal from Counseling Practicum Site

Student Name: _____ **Date:** _____

Site: _____ **Site Supervisor:** _____

Practicum Class Faculty Member: _____

Reason for Request

Please state clearly and accurately why you wish to be removed from this site. Describe the reason in full detail with dates and times as appropriate. Make this statement as organized and logical as possible.

What actions have you taken to resolve this issue?

Please evaluate your own behavior in regard to this issue.

What are the recommendations have been made by your Faculty Mentor, Program Director, and Counseling Field Coordinator?

Please include names and if possible, dates of meetings with these individuals.

How strongly do you feel that this issue can be resolved, and you can continue your practicum at this site?

A lot Some A little None

If you are permitted to voluntarily withdraw from your practicum, what is your plan for the rest of the semester and what is your plan for completing practicum in the future?

What will you do to avoid this issue in any future field placement site?

Student Signature: _____ **Date:** _____

GWYNEDD MERCY UNIVERSITY
Practicum Handbook Verification Form

Student Name: _____

Gwynedd ID: _____

Concentration of study: _____

By signing this form, I certify that I have read the Practicum Handbook, am aware of all of the policies and procedures expected in applying for and engaging in practicum activities and will follow the procedures and expectations therein.

Student Signature

Date

GWYNEDD MERCY UNIVERSITY
Distance Student Clearance Form

Date: _____

Student Name: _____

Check the appropriate field experience you are applying for:

- Practicum Internship I Internship II Internship III

Time of Field Experience (list the year):

Fall 20__ __

Spring 20__ __

Summer 20__ __

State where you will be doing your Field Experience: _____

Are you employed in the Agency/School you are making application for field experience in?

- Yes No

List the clearances you have on file with your Agency/School:

- I am attaching my agency/school/district protocol listing the Clearances
 I am attaching protocol from my state's department of education listing the required clearances for my school/district
 (This is a must for students who are not employed by a school/district in their state) I am not employed by an agency/school,
 and I have forwarded my state's required
 Clearances to Gwynedd Mercy University

Student Signature: _____ **Date:** _____

Students must submit this form along with all the requested documentation with the application for field placement February 1st for the summer & fall and October 1st for the spring. Failure to do so will jeopardize the practicum placement.

GWYNEDD MERCY UNIVERSITY

Endorsement Policy for Students Seeking Credentialing and Employment

Licensure, Endorsement, and Certification Endorsement by Faculty

A student will be recommended for employment only in professional roles and functions for which he/she has been trained.

Professional Counselor Licensure (LPC)

Graduates of the Counseling Program are eligible to become fully-licensed professional counselors (LPC) in Pennsylvania after obtaining 3000 hours of post-master's experience (over a minimum of two years and a maximum of six years) under the supervision of a licensed professional counselor (LPC), passing the National Counselor Examination (NCE), taking 3 hours of training in child abuse recognition and reporting, and paying the appropriate fees. Students are responsible for consulting the Pennsylvania State Board site and regulations to get the most up-to-date information regarding licensure requirements.

The state of Pennsylvania limits licensure for individuals who have been convicted of a felony; please see the relevant Pennsylvania Code in Chapter 49: <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/chap49toc.html&d=reduce>

Applications and further information on licensure and the licensure examination may be obtained directly from the **Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors**. <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

Mailing Address

State Board of Social Workers, Marriage and Family Therapists and Professional Counselors
P.O. Box 2649
Harrisburg, PA 17105-2649

Physical Address

One Penn Center
 2601 N. 3rd Street
 Harrisburg, PA 17110
 Phone: (717) 783-1389
 Fax: (717) 787-7769

School Counselor Endorsement or Licensure

A school counseling certification handbook is issued to students in the school counseling concentration. This handbook provides a comprehensive outline of the requirements for certification as school counselors in Pennsylvania as well as a list of steps candidates must take in the application process. The handbook also supplies relevant links to the Pennsylvania Department of Education and information on required examinations. The handbook directs students pursuing certification in other states to follow the specific guidelines of their state. Gwynedd Mercy University's Certification and Placement Specialist, Dr. Patrick McAleer, is available to assist students with questions regarding certification. He also offers an informational certification workshop for students who are in their last semester prior to graduation.

National Counselor Certification (NCC)

Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. Please see the NBCC site for the most up-to-date information about obtaining the NCC. <https://www.nbcc.org/certification/ncc>

The requirements to become an NCC are: (1) a master's degree in counseling either from a CACREP-accredited program or a master's in counseling program with a minimum of 48 semester hours, 2) coursework in eight identified areas; (3) two academic terms of supervised field experience in a counseling setting; (4) 3000 hours of counseling work experience with 100 hours of face-to-face counseling supervision over a twenty-four month period; and (5) passage of the National Counselor Examination (NCE).

Students in Gwynedd Mercy's 60- credit M.S. in Counseling program are eligible to take the NCE examination before graduation, given that the program is an NBCC affiliate. For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, and <http://www.nbcc.org>. In the Fall and Spring semesters each year, the counseling program sends a list of names and contact information for students who meet the NBCC's eligibility criteria for taking the exam early. NBCC then reaches out to students directly to invite them to the registration process.