

On-Campus Counseling Program

Fieldwork Manual

2024-2025



William & Mary
School of Education

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Counseling Practicum and Internship

All students in the M.Ed. in Counseling program are required to complete a clinical course sequence that integrates classroom instruction with field-based Practicum and Internship experiences under the supervision of qualified field supervisors and program faculty. The term “fieldwork” will be used throughout this manual when referring to both the Practicum and Internship experiences in totality. The clinical course sequence consists of a 100-hour Practicum completed over a 12-week semester and a 600- hour Internship experience completed over multiple 15-week semesters in which students work as counselors in a clinical mental health setting. Students in the Clinical Mental Health Counseling (CMHC) programs complete the Internship over two semesters. In addition to the hours conducted in the field site placement, students will have additional group supervision and coursework requirements. Students will complete their practicum and internship while enrolled in other classes. Any changes to the expected program of study involving fieldwork must be arranged in consultation with the faculty advisor.

Students in the CMHC concentration, including the CMHC-Addictions and CMHC-Military and Veterans Counseling (MVC) concentrations, are responsible for securing their practicum and internship placements. The university’s faculty will assist with finding placements; however, the ultimate responsibility for obtaining a placement rests with the student. Students are responsible for complying with site requirements for a background check, drug testing, etc., and costs associated with such site requirements. Students in the CMHC-CMFC concentration will be placed in the Flanagan Counselor Education Clinic during their practicum and internship experiences.

The fieldwork experience is crafted based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Specifically, Section 3: Professional Practice provides the foundational guidance for fieldwork experiences. Students, site supervisors, and faculty are encouraged to review and be familiar with these standards to ensure complete adherence to these guidelines.

Practicum and internship placements must be approved by the on-campus fieldwork coordinator prior to the student’s placement. The coordinator will approve both the field placement site and the site supervisor’s credentials. The site supervisor for fieldwork placements must have credentials that meet CACREP requirements and must actively participate in the student’s clinical experiences as specified in the Site Agreement. Students should begin exploring fieldwork options early in the program by reaching out to sites on the list of potential sites. Sites and supervisors must meet program and CACREP requirements throughout the student’s field experience. The step-by-step process of securing a field placement site is outlined in Appendix A.

Role Descriptions

Client

The term “client” represents the individuals with whom counseling students work when providing therapeutic services (i.e., direct counseling services to individuals, groups, couples, or families). For school counseling students, the term “client” also represents the K-12 students for which they are providing counseling services. Students in practicum and internship are expected to counsel clients who represent the ethnic and demographic diversity of their community.

Student

The major expectations for students (counseling practicum or internship students) participating in fieldwork courses are to participate fully and to achieve the learning goals outlined in this manual, their course syllabus, and the Site Agreement Form (Appendix B). These responsibilities include:

1. Read and follow the American Counseling Association Code of Ethics. If needed, the practicum student or intern will seek guidance to apply these Codes of Ethics in their work.
2. Be responsible for personal growth and development that occurs during clinical experiences.
3. Complete the required hours for practicum (100 hours) and internship (600 hours over multiple semesters).
4. Provide direct counseling services to the clients assigned to the counseling intern.
5. Complete all indirect counseling activities required at the assigned setting.
6. Document all services in accordance with school/agency policy and in compliance with any standards set forth by the faculty supervisor.
7. Become familiar with the system in which the student is placed. This includes becoming familiar with key organizations and individuals that support the mission of the setting.
8. Seek positive working relationships with staff members and other persons/agencies affiliated with the placement setting.

9. Prepare the proper number of recorded sessions that demonstrate counseling activities. This includes creating and discussing case presentations in accordance with the established format.
10. The student will do everything in their power to protect the confidentiality and the ethical and legal rights of the students/clients in their care.
11. Demonstrate full compliance with the Counselor Education program's Professional Performance Standards (i.e., counseling dispositions).
12. Maintain professional liability insurance throughout the fieldwork experience.

Faculty Supervisor

The fieldwork courses will be facilitated by faculty supervisors. The responsibilities of the faculty supervisor are defined in the Site Agreement Form provided in Appendix B of this manual and include the following:

1. Oversight of the delivery of fieldwork course activities;
2. Provision of synchronous group supervision which averages a minimum of 1.5 hours per week;
3. Communication with Site Supervisor regarding student progress through completion of a virtual midterm site visit each semester;
4. Observation of each student's counseling activities through review of at least 2 recorded sessions;
5. Communication with field placement site supervisors appropriate to the students' training level;
6. Monitoring student effort and progress toward fulfillment of course objectives;
7. Completion of final performance assessment for students;
8. Evaluation of student performance in course;
9. Collection and maintenance of students' paperwork;

Site Supervisor

The on-site supervision of practicum and internship students is led by the site supervisor. The responsibilities of the site supervisor are defined in the Site Agreement Form (Appendix B) and include the following:

1. To provide direct, individual supervision to the counselor, 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.

2. To model inclusive and multiculturally sensitive and responsive counseling and provide an environment in which the student will serve multiculturally diverse clients/students to foster their skills relative to multicultural counseling, in alignment with the American Counseling Association Code of Ethics.
3. To provide a supportive, learning-oriented environment that affords the student opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
4. To introduce and orient the student to this professional setting, making sure that they understand its organization, role expectations, and policies and procedure (including recordkeeping requirements for counseling activity).
5. To be reasonably available to assist the student outside of the weekly supervision hour (if needed) in the performance of their assigned responsibilities.
6. To encourage the student to participate in those professional activities that will maximize their learning as well as their effectiveness in this professional setting.
7. Meet in this setting with the student's faculty supervisor once during the semester to discuss the nature of the placement and the student's progress in the placement.
8. To facilitate the video recording of the student's counseling activity during the semester for presentation to and review by the student's class supervision group and faculty/doctoral supervisors.

Professional Liability Requirement

Students are required to obtain and maintain continual individual professional counseling liability insurance policies while enrolled in practicum and internship (CACREP 3.A). Students must submit proof of coverage with their fieldwork application. Individual liability insurance coverage must remain in effect through the duration of the student's field experience.

The American Counseling Association, the American School Counselor Association, and the American Mental Health Counselors Association offer liability insurance coverage to master's level student members as part of the student membership dues, should students choose to become members of one of these professional organizations. Additionally, The National Board of Certified Counselors offers students liability insurance through Lockton Affinity. Visit <https://locktonmedicalliabilityinsurance.com/nbcc/> for more information.

In addition, students who are enrolled in the Counseling Practicum and Internship courses who are also acting as agents of the Commonwealth (such as by participating in a placement at William & Mary or another Commonwealth Agency) are entitled to coverage under the Commonwealth's Risk Management plan, which includes medical malpractice liability coverage. This coverage does not replace the individual liability insurance purchasing requirement.

William & Mary is an agency of the Commonwealth of Virginia, and as such, is covered by the Commonwealth as demonstrated by its Certificate of Insurance. The Commonwealth and its agencies are self-insured through the State Insurance Reserve Trust Fund administered by the Commonwealth's Department of the Treasury. Since the Commonwealth assumes its own liabilities, agencies of the Commonwealth may not name third parties as additional insured.

The Commonwealth of Virginia's Risk Management Plan extends the coverage limit to students while participating within the authorized scope of a clinical, internship, externship, or other educational programs to meet pedagogical requirements.

Health care professionals and health care professional students are provided medical malpractice coverage for those acts or omissions arising out of the course of their employment or authorization on behalf of the University. Coverage is provided up to the malpractice cap in Virginia. Per the Virginia Code (Section 8.01-581.15), the medical malpractice cap on July 1, 2014, increased to \$2,150,000. The malpractice cap will increase annually on July 1, by \$50,000 in accordance with this statute. Coverage is not provided for non-University activities.

Course Descriptions

Practicum

The counseling Practicum course (EDUC C42) is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a minimum of 100 clock-hours (40 direct service hours) engaged in counseling-related activities in a field setting under supervision by the counseling faculty and qualified field placement site supervisors. Synchronous group supervision by faculty is required and the hours apply as indirect hours toward the 100 clock-hour requirement.

The Practicum is a self-contained experience. No hours may be carried over from Practicum to Internship. This is a CACREP requirement and there are no exceptions to this policy.

Per CACREP requirements, students may not begin Internship until they have successfully completed all Practicum requirements (including required hours).

Internship

The counseling Internship course is designed to give post-practicum students in counseling the opportunity to put into practice the skills and knowledge they have acquired through their coursework and practicum experience. The Internship course consists of two 300-hour internships over the equivalent of two 15-week semesters in which students work as counselors in a clinical mental health or school setting. Each semester, students complete a minimum of 300 clock hours (120 minimum direct) engaged in counseling-related activities in a clinical counseling field experience setting under supervision by both the counseling faculty and approved field placement site supervisors. Synchronous group supervision by faculty is included toward the 300-clock-hour requirement each semester.

Course Objectives

Practicum

The major goal of the counseling practicum course is to help students begin to operationalize theoretical constructs and further develop counseling skills acquired in the classroom, toward the ultimate goal of developing a personal style and sense of continuity in the counseling process. Weekly group and individual or triadic supervisory meetings and various assigned activities are designed to give site supervisors and faculty supervisors the opportunity to assess the student's counseling performance in relation to client goals and to the counselor's professional development.

Internship

The major goal of the counseling Internship course is to provide students the opportunity to further apply and develop their theoretical knowledge and practical skills to specific client cases within a professional counseling setting. The internship occurs after the practicum.

General Course Objectives

A fundamental premise of the fieldwork courses is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor/client relationship is a relational endeavor in which the growth and development of the client depend very much upon the concurrent growth and development of the counselor. Thus, students' willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of the course goals.

Fieldwork Preparation and Site Application Procedures

Fieldwork Preparation

During their first semester, students will attend a mandatory fieldwork orientation to orient incoming students to the process for identifying and applying for a fieldwork site. The orientation is led by the Fieldwork Coordinator.

International Fieldwork

All fieldwork experiences must be completed within the United States. International fieldwork placements are not allowed for students who enrolled in the On-Campus Counseling Program.

Telehealth

Students must provide at least some of their direct counseling to clients in person and may not obtain 100% of their direct service hours via telehealth (50% of direct service hours must be conducted via in-person counseling). If a student wishes to work from a site that provides 100% of services via telehealth, they will need to have an additional site that provides in-person services.

All students are required to complete at least 6 hours of telehealth training prior to starting practicum and must provide supporting documentation during the fieldwork application process. William & Mary offers a free, two-part telehealth training:

<https://education.wm.edu/academics/space/documents/telehealth101/>

Site Qualifications and Requirements

CMHC Sites

Field placement sites for CMHC, CMHC-MVC, and CMHC-Addictions practicum and internship characteristically consist of community mental health clinics, private practices, or institutions of higher learning which offer mental health or preventive counseling services in both individual and group settings and allow recording of sessions. The program structure is

designed to allow students in the CMHC programs to use the same site for practicum and internship, though this is not required.

****Students may only reach out to sites on the potential site list. If a student wants to reach out to a site that is not on the list, they must first reach out to the on-campus fieldwork coordinator.****

CMHC-MVC Sites

CMHC-MVC students use the same sites as CMHC students but are required to obtain a minimum of 40% of their hours in an internship with military/veteran clients or military-connected individuals. There are no minimum requirements for service to military-connected clients in the practicum. A **military-connected individual** is any person who has ever served in the military or who has a family member (parent, sibling, grandparent, aunt/uncle, cousin, etc.) or partner who is or has ever been connected with the military.

Although we *allow* students to consider federal sites (such as VAMC or The Vet Center) for fieldwork placements, we **strongly encourage** students to complete fieldwork in community settings for the following reasons:

- More military-connected individuals access services through community agencies than through VAMCs, which means students will be able to reach a larger portion of the military-connected population by working in a community setting
- Making services more accessible to military-connected clients by providing them in community agencies is a direct social justice advocacy
- There are extremely limited opportunities available at federal sites
- Federal sites are historically limited to psychology and social work interns
- The paperwork and placement process for federal sites is lengthy and complex
- There are expectations and politics related to these sites that require strict adherence to prescribed protocol and can damage relationships between sites and the university if students do not follow the procedures provided.

Students interested in completing fieldwork at a federal site **MUST** contact the Fieldwork Coordinator for specific procedural requirements for federal sites.

STUDENTS MUST NOT CONTACT FEDERAL SITES DIRECTLY. All communication between William & Mary and federal sites **MUST** be directly from the Fieldwork Coordinator, Dr. Ricardo Phipps (rmphipps@wm.edu).

Most website addresses (URLs) for government sites use the “.gov” extension. If you are unsure if the site you are interested in is a federal site, contact the Fieldwork Coordinator for assistance.

Site Supervisor Qualifications

Site supervisors must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students (provided by the program; CACREP 3.Q); and (5) relevant training in counseling supervision (program faculty can provide training for sites supervisors who do not meet this requirement; CACREP 3.Q).

The final determination as to the appropriateness of a potential site supervisor's qualifications rests with the Fieldwork Coordinator.

Student Experience Requirements

In order to be approved as a fieldwork placement, sites must be willing to provide opportunities for the students to obtain experience providing direct services hours (including individual counseling) to clients/students as follows:

- **For Practicum:** Students must complete a minimum of 100 supervised clock hours (minimum of 40 direct counseling hours) over one semester (CACREP 3.F-G). No hours from Practicum may carry over to internship. Students may not proceed to Internship until Practicum requirements are successfully completed (CACREP 3.J).
- **For Internship:** Students must complete a minimum of 300 supervised clock hours (minimum of 120 direct counseling hours) during each semester of Internship, for a total of 600 supervised clock hours and 240 direct counseling hours (CACREP J-K).
- **Group counseling (CACREP 3.E):** All fieldwork students are required to obtain 10 hours of group counseling experience during the entirety of their field experience (not 10 hours per semester, but 10 hours total during Practicum and Internship combined).
*NOTE: Students who are unable to fully complete this requirement during Practicum will need to complete any remaining group counseling hours during their Internship.

For each semester of their fieldwork placement, students must participate in an average of 1.5 hours a week of group supervision conducted by their faculty supervisor (CACREP 3.I and 3.M).

For each semester of fieldwork, sites must also provide the opportunity for students to

- Attend weekly meetings for an average of 1 hour per week of individual or triadic supervision with a site supervisor (CACREP 3.H and 3.L) who meets CACREP supervisor requirements (noted in **Site Supervisor Qualifications** section above.)
- Video record a minimum of 2 individual counseling sessions (with client/parent consent) for review in synchronous group supervision sessions facilitated by a university supervisor (CACREP 3.B).

Faculty and site Supervisors will complete summative evaluations of the student's progress at the midterm and end of the semester, in addition to formative evaluations of students' counseling through live session reviews by site supervisors and case presentations in group supervision (CACREP 3.C). During Practicum, Site Supervisors communicate bi-weekly with Faculty Supervisors via the Bi-Weekly Contact Log (CACREP 3.H). Faculty supervisors will contact Site Supervisors at mid-term to complete a site visit, and may contact site supervisors at any time throughout the semester with questions, concerns, or to discuss student progress (CACREP 3.Q).

Site Requirements

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (CACREP 3.D). Sites must be able to provide fieldwork students with opportunities to utilize all resources available (e.g., direct services, observations of other staff providing direct service, reading materials, in-service training programs, training in clinical and administrative technology, learning about tests that the agency uses, etc.) to maximize their understanding of and effectiveness in the professional setting in which they have been placed. There must be sufficient space for effective, confidential, counseling service, and the site must allow for the video recording of a student's clinical work (audio recording will suffice if sites are not able to accommodate video recording). The faculty supervisor must have sufficient access to the field site (through virtual site visits and availability of the site supervisor for consultation) to be able to maintain administrative control over the clinical instruction program.

Semester Breaks

Students may not be at fieldwork sites/schools as practicum students or interns during the breaks between semesters (i.e., between Practicum and Internship 1 or between Internship 1 and Internship 2). Students may serve as community volunteers at sites outside of the dates of the semester but they may not earn hours towards practicum and internship requirements, nor may they provide clinical services (i.e., provide counseling or counseling-related services to clients/students) during breaks between semesters.

Physical Presence of Clinician on Site

A clinician or school administrator must be physically present at the fieldwork site any time the fieldwork student is providing direct services to clients/students. The person present does not need to be the site supervisor but someone with the appropriate credentials to provide support and supervision as needed. The clinician/administrator does not need to be in the counseling room; they must be available on-site for emergency situations. For sites that provide counseling services in clients' homes or off-site, a staff member must be present at the physical location where services are being provided to clients by the fieldwork student. Students working with clients via telehealth from home must have their supervisor accessible via phone while providing direct counseling services to clients.

Means of Client/Student Communication

The site is responsible to provide a method for clients to communicate with student counselors via the site and should not give clients access to the student's personal phone number or email address. The site must have a system in place for clients/students to leave messages/contact the student counselor such as leaving a message or voicemail at the site's phone number, providing HIPAA-compliant/FERPA-compliant e-mail address for the student through the site email system, and/or other methods that complies with HIPAA and FERPA regulations. Students who initiate phone calls to clients from a personal phone should block their outgoing number when making calls by pressing *67 before dialing the client's number.

Payment/Insurance Billing

Students may collect payments for the practice/agency from clients but may not keep payments received from clients for counseling services they provide. Students may receive a stipend for their internship paid to them by the practice/agency. Providers may not bill a third-party payer (i.e., insurance company) for services provided by a master's-level practicum student or intern.

Reporting Concerns/Termination of Site Placement

Reporting Student Concerns

Site supervisors are asked to discuss concerns with students directly with those students and to notify faculty supervisors immediately upon identification of concerns. In addition to emailing the faculty supervisor, site supervisors are asked to note concerns on the mid-term evaluation form for both practicum and internship students. Site supervisors should consult with faculty supervisors regarding any concerns identified, provide details of actions taken to address concerns directly with students, and provide written feedback in formal evaluations for documentation purposes.

Reporting Site/Supervision Concerns

Students may encounter issues of concern at a site placement or with a site supervisor. Students must follow and document their attempts to follow the American Counseling Association Code of Ethics standard D.1.d. (Establishing Professional and Ethical Obligations), which states:

Counselors who are members of interdisciplinary teams work together with team members to clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

If students are not able to resolve concerns with their site supervisors, they should inform the faculty supervisor of the issue, who will provide support and direction. If the faculty supervisor deems it warranted, the faculty supervisor will appraise the Fieldwork Coordinator of the matter.

Change of Site Placement Status Requests/Termination of Site Agreement

Students are expected to fulfill the contract between the student, fieldwork site, and university through the date stated on the Site Agreement Form. If a student is unable or unwilling to fulfill the contract agreement, the student should consult the site supervisor, faculty supervisor, and Fieldwork Coordinator to discuss their request for a change to the contract.

If the student's learning experience appears compromised or ethical or legal concerns arise, the Fieldwork Coordinator may decide to reassign the student to a new field placement site.

If a student is dismissed from a site, the following process will occur:

- Student will attend a meeting with the faculty supervisor, advisor, and/or Fieldwork Coordinator to discuss the dismissal.
- The faculty supervisor, advisor, and/or Fieldwork Coordinator will meet with the site to gain further understanding of the site's concerns.
- The On-Campus Counseling Program Faculty will meet to determine the appropriate course of action based on the information available. The outcome of this meeting can include, but is not limited to:
 - Added course level support through a Practicum/Internship Professional Development Plan: Instructor-Level Intervention.
 - A Department Level Professional Performance Review (PPR)

Students must receive clearance from the On-Campus Counseling Program Faculty to apply to other sites to resume fieldwork after meeting all remediation requirements.

Fieldwork and Employment Policies

Definitions

CACREP (2016) defines the practicum and internship experiences as follows: "Practicum - a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship (p. 43)." "Internship - a distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives (p. 42)."

Completing Fieldwork at Place of Employment

In accordance with the CACREP definitions of practicum and internship (CACREP, 2016), fieldwork experiences are to be distinctly differentiated from a student's pre-existing work experiences (even if these experiences include current employment in a behavioral health or school environment).

However, if certain conditions are met, students may be allowed to obtain approval for a fieldwork placement at their place of employment. These arrangements are reviewed by the Fieldwork Coordinator on a case-by-case basis to determine that they meet the following requirements:

- The student cannot accrue fieldwork hours for performing their regular job duties.
- Fieldwork activities must be substantially different from the student's regular job duties and should go beyond students' current competencies and skills.
- Students must work with different clients than those that the student works with during his/her regular hours of paid employment.
- The supervisor for fieldwork must be a different person than the employment supervisor and must hold no managerial functions that would create a dual relationship or impact the student's evaluation as an employee at the site. For example, a site supervisor who is the supervisor for the student's own employment supervisor would constitute a dual relationship, as would a site supervisor who is the owner of the business where the student is employed.
- There must not be any conflicts of interest or dual relationships that are created by the student being both a fieldwork student and a paid employee at the site.

By requesting permission to complete a fieldwork placement within a site or school district where they are currently employed, students accept the risk that any issues that emerge in relation to their role as an employee of the district may impact (including terminating) their fieldwork placement and may require them to repeat the fieldwork placement. Students also accept the risk that any issues that emerge in relation to their role as a fieldwork student may impact their employment with the district.

Final determination as to the suitability of all field placement sites rests with the On-Campus Fieldwork Coordinator.

Fieldwork Application Process

Prerequisites to Fieldwork

Students are required to complete the following prerequisites prior to beginning EDUC C42 Supervised Practicum in Counseling:

EDUC C43	Professional, Ethical & Legal Issues in Counseling
EDUC C32	Theories of Counseling & Psychotherapy
EDUC C33	Techniques of Counseling
EDUC C34	Group Therapy & Techniques
EDUC 624	Theory & Practice of Multicultural Counseling
EDUC F09	Human Growth & Development
EDUC 645	The Counselor and Psychopathology

Students applying for internship (EDUC C47 or EDUC 646) must have fully completed all prerequisite courses and EDUC C42 Supervised Practicum in Counseling.

If you will not complete the prerequisite courses prior to your anticipated fieldwork start, you are not eligible to apply for fieldwork.

Please consult your Program of Study for expected completion terms. Contact your faculty advisor with questions.

Telebehavioral Health Training Requirements

In accordance with CACREP accreditation and state licensure requirements, the William & Mary faculty are requiring all on-campus counseling students to complete (and verify) that they have received a minimum of six hours of training in telebehavioral health service delivery prior to applying for fieldwork.

Fieldwork Application Process

Students attend a Fieldwork Orientation during their first fall semester. Because the faculty and staff need adequate time to complete the site approval process, applications for fieldwork have strict deadlines. These deadlines are provided during student orientation and again during fieldwork orientation. Links to Fieldwork Applications will be made available and shared via email and students may submit an application specific to their anticipated Practicum or Internship semesters once the link is provided.

Students are encouraged to consider where they will obtain their required clinical experiences early in the program and to start reaching out to sites from the list of potential sites as early as possible to avoid placement delays. Please see Appendix A for a step-by-step checklist for applying for fieldwork placement.

MVC Process

Students in the CMHC-MVC concentration must attend a MVC Fieldwork Information Session provided by the Fieldwork Coordinator and MVC Program Coordinator. These are offered in fall and spring semesters only and are on the Calendar in the Program Office. **Students seeking placements in federal sites must consult with the On-Campus Fieldwork Coordinator before approaching any federal sites directly.** Students seeking placements in community-based sites submit the standard fieldwork application through the Fieldwork Application.

CMHC & CMHC-MVC (Community Site) Process

1. The Student will reach out to sites from the potential site list. Students must provide sites with CMHC Fieldwork Requirements Letter. If the site does not allow recording, the student must seek a different site. **If a student wants to reach out to a site that is not on the potential site list, they MUST reach out to the on-campus fieldwork coordinator PRIOR to reaching out to the site.**
2. Once a site is secured, the student submits the fieldwork application.
3. The Fieldwork Coordinator emails the site supervisor.
4. The site supervisor must complete a Supervisor Information Form and upload a license and resume.
5. The Fieldwork Coordinator will confirm that the site and supervisor meet program and CACREP requirements.
6. The student and site supervisor will receive a Site Agreement Form via DocuSign which must be signed to finalize the placement.

NOTE: placements are not finalized and students may not begin fieldwork placements until all paperwork is received from all parties and the student and site supervisor have received an approval letter.

CMHC-MVC Process – Federal Site

1. Contact On-Campus Fieldwork Coordinator (rmphipps@wm.edu) via email.
2. The Fieldwork Coordinator will notify students of the site approval process.

Site/Supervisor Screening and Approval

The Fieldwork Coordinator will provide the site supervisor with an orientation to clarify training expectations, supervisor qualification requirements, and roles and will confirm the site's ability to meet these expectations.

If the site cannot meet the program requirements, the student will be informed to submit a new fieldwork application.

Fieldwork Application Packet

Your full Fieldwork Application packet consists of the items listed below:

- Fieldwork Application (submitted by student via Qualtrics):
 - Student's information
 - Student's individual Certificate of Insurance (uploaded in Fieldwork Application)
 - Student's unofficial transcript
 - Student's proof of telehealth training
 - Site Name and information
 - Site Supervisor's name and contact information.

The site supervisor will be sent a link to complete their portion of the packet, which includes:

- Site Description information
- Copy of supervisor's license/certification (site supervisor uploads in Site Supervisor Information Form)
- Copy of supervisor's resume/CV (site supervisor uploads in Site Supervisor Information Form)

*If the site requires an MOU, the site supervisor and the fieldwork coordinator will work to establish this.

Once the fieldwork application has been completed and the supervisor has completed their portion of the packet, the student and the supervisor will be sent a site agreement form via DocuSign for signature.

Once all signatures have been collected, the student and site supervisor will receive an approval email from the fieldwork coordinator. The fieldwork coordinator will also send a welcome letter to the supervisor.

Students cannot begin fieldwork if the required documentation is not received by the specified deadlines. All items on this list must be received by the last day of the semester before fieldwork begins or fieldwork may be delayed until the next available fieldwork semester.

Introductory Letter to Site Supervisors

During the first two weeks of the first semester of fieldwork, the faculty supervisor will send site supervisors an introductory letter, which will outline the purpose, goals, and schedule of the course. In addition, the supervisors will be informed about the evaluation form that they will be asked to complete as part of the fieldwork requirements.

Final Letter to Site Supervisors

Near the end of each semester of the fieldwork, the faculty supervisor will send a letter to all site supervisors, thanking them for their participation and their completion and submission of the student evaluation and soliciting their general feedback regarding the fieldwork experience.

Course Requirements

Practicum Hours Requirements

Students participating in the Practicum course will be required to devote a *minimum of 100 clock-hours at a field site placement*. In addition, students will need to participate in synchronous supervision with the faculty supervisor, which includes weekly class meetings over the course of the 12-week semester (at a minimum averaging 1.5 hours per week). If more direct hours are completed, reduce indirect hours accordingly. Students must remain at their fieldwork placement for the duration of the semester regardless of the number of hours accrued.

Minimum direct hours providing counseling-related services to clients (10 hours of group facilitation experience must be accrued during practicum or internship)	40 hours (minimum)
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Minimum individual/triadic supervision with site supervisor (1 hour per week)	12 hours
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Indirect activity as determined by site supervisor	48 Hours
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Total	100 hours
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Practicum Course Requirements

Students must attend a minimum of 30 hours of faculty-led group supervision over the 12-week semester.

- 100 clock hours (minimum 40 direct) at a CMHC site placement completed one 12-week semester.
- Approximately 10 hours per week on-site

- Synchronous faculty-led group supervision each week, with no more than 1 absence
- A minimum of 2 in-class case presentations
- Pass/fail (no incomplete option)

Passing grade = Satisfactory completion of all required coursework as outlined in syllabus and 100 total hours including the hours listed below:

- 40 direct service
- 12 hours individual/triadic supervision with site supervisor
- No more than 1 absence from Synchronous faculty-led group supervision each week

Students missing any of the requirements above or missing more than 1 Synchronous faculty-led group supervision will earn a failing grade and must repeat the entire practicum experience.

**Note: Students may not attend a different practicum course section to make-up a missed class.*

Internship Hours Requirements

Students participating in the Internship Course will be required to devote a minimum of 600 total hours of internship activity over two 15-week semesters in accordance with the schedule provided below. If more direct hours are completed, students may reduce indirect hours accordingly. Students (especially in clinical mental health settings) should expect to over-book their direct client hours due to the frequency of client cancellations and “no shows.” Students must remain at their fieldwork placement for the duration of the semester regardless of the number of hours accrued.

Across a Semester

Minimum direct hours providing counseling-related services to clients (10 hours of group facilitation experience must be accrued during practicum or internship)	120 Hours (minimum)
Individual or triadic supervision with site supervisor (1 hour/week)	15 Hours
Indirect Counseling Activities as assigned by site	165 Hours Minimum

Total Per Semester 300 Hours

Total/Overall Internship Hours

Minimum direct hours providing counseling-related services to clients (10 hours of group facilitation experience must be accrued during practicum or internship)	240 Hours (minimum)
Individual or triadic supervision with site supervisor (1 hour/week)	30 hours
Other indirect activity as determined by site supervisor (varies based on group supervision schedule)	330 Hours

Total internship hours 600 hours

Internship Course Requirements: Students are encouraged to earn a minimum of 300 clock hours (120 direct) in each semester of internship and to earn hours at a consistent pace. Students must remain at their fieldwork site through the entirety of each semester regardless of the number of hours accrued. Grading breakdowns for Internship 1 and 2 are noted below:

Internship 1 & 2 requirements:

- Complete at least 2 in class case presentations per semester
- Successful completion all coursework as outlined in course syllabus each semester
- Complete 600 hours clock hours (minimum 240 direct) of counseling-related activity at a school or clinical mental health site placement (approximately 20-25 hours per week on-site)
 - Hours must be completed over two 15-week semesters
 - Direct hours include facilitation or co-facilitation of at least 10 hours of psychoeducational or counseling groups at the site/school during practicum or internship
- Attend 1 hour per week of individual/triadic supervision with site supervisor (30 hours minimum- 15 per semester minimum)
- Attend synchronous group supervision meetings with faculty/class averaging 2 hours weekly with no more than 2 absences per semester.

Internship 1 Grading

PASS = Completion of all Minimum 300 hours (120 direct) including 15 hours (minimum) of on-site individual/triadic supervision and no more than 2 absences from synchronous faculty-led group supervision

INCOMPLETE = Minimum 200 hours (80 direct) including 15 hours of on-site individual/triadic supervision and no more than 2 absences from synchronous faculty-led group supervision

FAIL = Less than 200 hours (80 direct), less than 15 hours of on-site individual/triadic supervision, more than 2 absences from synchronous faculty-led group supervision, evaluations reveal concerns that are not satisfactory *or* the student failed to complete course assignments in a satisfactory manner.

Internship 1 students who earn hours in excess of the 300 total (120 direct hours) required to pass Internship 1 may carry over a maximum of 100 total hours (40 of which may be direct) to apply towards the Internship 2 hours requirements. All hours must be logged and approved during the semester in which Internship 1 takes place. Hours completed during Internship 1 cannot be logged during Internship 2.

Internship 2 Grading

PASS = When combined with Internship 1, student has a minimum of 600 hours including 240 direct hours, 30 hours of on-site individual/triadic supervision, and no more than 2 absences per semester from synchronous faculty-led group supervision. Student must have at least 10 hours of group facilitation/co-facilitation experience in practicum or internship.

FAIL = Less than 600 hours, less than 240 direct hours, less than 30 hours of on-site individual/triadic supervision, more than 2 absences per semester synchronous faculty-led group supervision, *or* student did not obtain at least 10 hours of group facilitation/co-facilitation experience in practicum or internship. evaluations reveal concerns that are not satisfactory *or* the student failed to complete course assignments in a satisfactory manner.

Counseling Requirements

Students are required to complete a specific minimum number of direct contact hours with clients (40 for practicum; 240 for internship), which includes significant individual counseling experience. Students must complete a minimum of 10 hours of group counseling in an approved field placement at some point during their practicum and/or internship experience. Students must facilitate or co-facilitate a psychoeducational or counseling group. Students are encouraged to co-facilitate a counseling group with a seasoned professional, but are also allowed to independently lead groups. If a prospective site does not offer group counseling services, students are encouraged to inquire if the site would allow them to create and facilitate a time-limited group to fulfill this requirement. *Students who do not attend, log, and have their supervisor approve direct counseling hours as noted below will not pass the practicum or internship course and will be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements:*

- *Practicum = 40 direct hours*
- *Internship = 240 direct hours*

- *10 hours group facilitation/co-facilitation* - These hours are included in the total direct hours noted above (40 practicum/240 internship) and are not required in addition to those hours.

Direct vs. Indirect Service Hours

The following sections describe direct and indirect counseling services. These types of services are documented in students' hour logs that are completed during the Practicum and Internship Classes.

Direct services: Supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. Direct services are conducted *to clients*. These activities must involve interaction with others and may include:

- assessment
- counseling/co-counseling (individual, relationship, family, group),
- psycho-educational activities
- consultation with clients.

Indirect services are provided for clients, as a result of the student's interactions with others. Shadowing/observation counts as *indirect* service hours, as you are not directly interacting with the client.

The following would be considered indirect service:

- Shadowing/observation where you are not directly interacting with clients
- Record keeping
- Administrative duties
- Supervision
- Training/workshops that you attend
- Training/workshops you lead for staff
- Staff meetings
- Consultation with the Site Supervisor or other staff members
- Outreach activities
- Referrals to other providers in the community

Record Keeping Requirements

Students participating in the fieldwork courses will be required to maintain selected written records related to their counseling activities, including (but not limited to) case progress notes, authorization for recording, and exchange/release of information authorization. All written client records will be stored in the client's file at the site. Client records are *never* to be removed (in whole or part) from the site and should always be secured when not in use. Clinical sites conducting telemental health should provide students access to the electronic health records (EHR) system. All notes must be completed at the site for in-person sessions or on a secure

electronic system housed at the site that can be accessed remotely for telemental health sessions. Student should not use personal computers for storing client notes. Consents for Recording will be kept at site, but a copy must be uploaded to the student's designated SharePoint folder prior to the video being shared as part of a case presentation.

Students should craft original progress notes at their sites. The use of AI software to write notes during practicum and internship is strictly prohibited.

Supervision Requirements

Students are required to obtain regular scheduled supervision from both their field site supervisor and the faculty supervisor throughout the internship experience:

On-site Individual or Triadic Supervision:

Students must participate in one hour of individual or triadic supervision per week with their designated field site supervisor. Some sites offer students the opportunity to participate in group supervision at the site. On-site group supervision is not a program requirement, but students are encouraged to attend if possible. Group supervision may not be substituted for individual/triadic supervision. *Students who do not attend, log, and have their supervisor approve an average of 1 hour of individual/triadic supervision per week will not pass the practicum or internship course and will be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements.*

Supervision involves discussion of counseling cases, site issues, professional development, and any issues that affect your counseling of clients including:

- Professional concerns
- Personal issues as they relate to your counseling: How you felt, your perceptions & how these affect your counseling practice
- Session process & dynamics of the session; transference & counter transference issues
- Learning new skills or information
- Reviewing session recordings
- Planning and setting goals for next counseling sessions
- Discussing treatment planning.
- Relating theory and techniques to the practice of counseling
- Addressing any issues that are related to supervision, including the supervisory relationship, structure of meetings, etc.

Group Supervision:

Students will meet as a class where they will engage in group supervision with the faculty supervisor. This activity will contribute toward the indirect hours required for the course. Group supervision will typically consist of discussions of client cases that students present either formally or informally to the class. Students are expected to both share client cases and to provide feedback to classmates on clinical cases. *No more than 2 absences from group supervision are allowed per semester. Students must attend, log, and have approved all course hours. Students whose logs do not reflect these hours may not pass the practicum or internship course and may be required to repeat the entire course regardless of the total number of hours accrued or their ability to meet other course requirements.* This group supervision will typically take place in person but may be conducted online synchronous at times.

Case Presentation

Case presentations consist of formal presentations of clients being counseled at the site. Students will complete at least 2 case presentations during each semester of their fieldwork. The case presentations shall include (a) a concise summary of the case (format provided in the shared fieldwork folder) and (b) presentation of a 10-minute recorded segment of a counseling session.

Recording Guidelines

The authorization to record student counseling activity is a requirement for field site placement approval. Students are generally required to record two individual counseling sessions per semester, and they share approximately ten minutes of these recordings as part of their required case presentations during group supervision class facilitated by a faculty supervisor. Faculty supervisors will review the tapes in their entirety. Recordings are stored in a HIPAA-compliant and FERPA-compliant SharePoint folder located within the university's firewall and only the student counselor, site supervisor, faculty supervisor, and Fieldwork Coordinator have access to the folder. Details of protections of electronic files are described below.

Video recording is required, and audio recording shall be permitted only with prior approval from the course instructor. Program faculty are ethically bound as gatekeepers to the profession to observe student counselors conducting sessions with actual clients to ensure they are competent to progress to the next level of training and to graduate from the program. In order to provide student counselors the best possible supervision and guidance to improve their counseling skills, it is *strongly preferred* to have both the client and counselor visible in the recording. In rare instances, student counselors have been allowed to have only the student counselor (and not the client) visible in the frame so that clients are only audible, but not visible in the recording.

Consent Forms for Counseling: All clients/students in counseling (individual, group/small group, couple, family, etc.) sessions to be recorded must give prior written authorization for the recording to occur. Clients/parents may revoke this consent at any time including during a session being recorded. A consent form for recording is provided by the university and may be modified as needed by the site. Students may use both the site's form and the William and Mary

form or just use one provided the form clearly indicates that you are a student at William & Mary and will be sharing a portion of the video in class or group supervision. It shall be the responsibility of the fieldwork student to ensure that written and signed client authorization for recording is on record in the field site placement's client/student file and uploaded to the designated SharePoint folder. A sample authorization for recording form is provided in the Form Samples section of this handbook.

Electronic recordings of counseling sessions shall, in all cases, be subject to the following security policies:

- Electronic recordings of counseling are to be made and used only for the purpose of group clinical supervision in required clinical instruction courses as designated by the counseling faculty.
- Electronic recordings of counseling sessions are to be recorded using site-designated recording equipment (i.e., video recorder) and platform if available. If the site does not provide recording equipment or a platform, students should use their laptop computer or digital recording device (not on the student's mobile phone) and record on their laptop. Immediately following the conclusion of the recorded session, students should upload the recorded session to a designated HIPAA-compliant and FERPA-compliant SharePoint folder and delete the recording from the recording device (including emptying the Recycle Bin). Electronic recordings must be deleted from the student's computer/device immediately following the upload to SharePoint. If student counselors will be providing counseling services virtually, a HIPAA-compliant Zoom account can be provided by the university if the site cannot provide a HIPAA-compliant platform with recording capability.
- Unless otherwise authorized by the faculty, electronic recordings of counseling sessions are to be destroyed (erased/deleted) from SharePoint/OneDrive immediately after they are presented in group supervision.
- Students are responsible for safeguarding the confidentiality of recorded counseling sessions. This includes viewing them out of sight and sound from anyone not currently enrolled in and participating in the specific clinical instruction courses for which they were made.

Evaluations

Site supervisors will complete performance evaluations for each student they supervise according to criteria established by both CACREP and the Counseling Program. Site supervisors will receive an email reminder to complete evaluations in LiveText. Although not required, site supervisors are encouraged to review their evaluation directly with the student.

Mid-term Performance Assessments

The progress of each fieldwork student will be assessed by the site supervisor and faculty supervisor at the mid-point each semester. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Final Performance Assessments

During the last two weeks of the semester, the progress of each fieldwork student shall be assessed by the site supervisor and faculty supervisor. These assessments will consider students' specific progress toward the fulfillment of the stated course requirements, general progress in the area of counseling skill development, and their personal and professional performance in accordance with the Professional Performance Review Process outlined in the Student Handbook.

Professional and Personal Performance

Students are expected to demonstrate personal integrity and a commitment to professional development throughout their fieldwork experience. In this experience, as with all other counseling classes, it is integral that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility and adaptability
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Effective and appropriate expression of feelings
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Orientation to multiculturalism and social justice advocacy
12. Professional wellness and self-care
13. Humility
14. Professionalism
15. Willingness to seek help

Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining the confidentiality for everyone in the class. These "non-academic" aspects of performance will be evaluated at the end of the fieldwork courses in accordance with the Professional Performance Review Process outlined in the Student Handbook for the Counselor Education Program.

Student Evaluation of Field Placement Experience

Students are to complete an evaluation of their fieldwork site placement in Live Text. This completed form will be discussed during the final supervision session, where the effectiveness of the field placement during the current and future semesters will be discussed.

NOTE: In order to receive a grade of PASS for each semester of their fieldwork, students must receive a satisfactory overall evaluation based on the determination of the faculty supervisor with consideration of the feedback from the site supervisor. Students with unsatisfactory evaluations may receive a failing grade in the fieldwork course regardless of the points earned and requirements met within the fieldwork course.

Grading

Students will receive a grade of PASS or FAIL in the fieldwork courses. To achieve a grade of PASS, students must satisfy fully the criteria defined in the Course Requirements section of this handbook. In addition, students must have demonstrated satisfactory skills and professional performance as specified by the criteria listed on student evaluation forms and in the Student Handbook for the Counseling Program and must have satisfactorily completed all assignments outlined in their fieldwork course syllabi.

In order to receive a grade of PASS for each semester of their fieldwork, students must receive a satisfactory overall evaluation based on the determination of the faculty supervisor with consideration of the feedback from the site supervisor. Students with unsatisfactory evaluations, as determined by the faculty, may earn a failing grade in the fieldwork course regardless of the points earned and requirements met within the fieldwork course. Based on the reasons for the unsatisfactory evaluation, the faculty may require the student to engage in remediation for counseling skills and/or may initiate the Professional Performance Review Process.

Per the Academic Continuance & Standards: Any student receiving more than one D or F in an approved program of studies for a degree or certificate program will not be permitted to continue in that program.

All papers/projects/dissertations/thesis submitted must be original to each course unless the student has explicit prior permission from the instructor(s) involved.

Use of Social Media

Students should use good judgment when utilizing social media at any point during their time in the Counselor Education program. Good judgment is particularly important during practicum and internship. The actions and statements students make an impact not only on themselves but also others in the Counselor Education program, their clinical placement sites, and W&M as a whole.

Students need to bear in mind that posts on social media may be replicated quickly, be taken out of context, and will remain public for an indeterminate amount of time. Similarly, students do not disclose research findings or collaborations with colleagues that have not formally been made public (Adapted from Stanford University Communications).

Students are expected to review and adhere to the American Counseling Association's Code of Ethics section H.6. regarding social media usage. Students should also consider the regulations noted in the W&M Student Handbook when engaging in social media usage.

Use of AI

Students in fieldwork courses are strictly prohibited from entering any client information, session information, or portions of tapes into any AI software or transcription services. Students are prohibited from using AI to complete documentation or record keeping tasks. Violation of this policy will result in disciplinary action, which can include receiving a failing grade in the course and possibly dismissal from the program.

Appendices

Appendix A: The CMHC Fieldwork Application Process Step by Step Guide

Step 1: Attend Fieldwork Orientation (Fall 1)

Step 2: Find a Site (Start Fall before fieldwork):

Review the list of potential sites

Reach out to the potential sites and provide the fieldwork requirements letter (Appendix C) to the site for review.

*Please note that sites on the potential site list may not be accepting students. The student will need to ask the site if the site has openings. Student selection/interview processes will vary from site to site.

Once the student has been offered a placement, student will begin step 3.

Step 3: Student Completes the Fieldwork Application via Qualtrics.

Student provides all required information including:

Unofficial Transcripts

Certificate of Liability Insurance

Telehealth Training Certificate

Fieldwork Orientation and Handbook Attestation

On-Campus Fieldwork Coordinator will review the application. Fieldwork coordinator will reach out to student to address any concerns.

Step 4: Fieldwork Coordinator sends Site Supervisor link to Site Supervisor Information Questionnaire via Qualtrics.

Site Supervisor will complete form and upload supporting documents, including:

Current Resume/CV

Copy of Current Virginia License

Step 5: Fieldwork coordinator reviews Site Supervisor Information. If there are any concerns, fieldwork coordinator will reach out to site supervisor and or student. If the site/supervisor are approved, process proceeds to step 6.

Step 6: Site Agreement is sent out via DocuSign to site supervisor, student, fieldwork coordinator, and dean

Step 7: Approval Letter sent by fieldwork coordinator to student and site supervisor via email.



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On-Campus Counseling Program Site Agreement

This Agreement is made between the College of William and Mary, in Virginia, (“W&M”), _____ (“Site”), and _____, a W&M student (“Student”). W&M is an accredited university offering graduate education in Clinical Mental Health Counseling (“CMHC”) and School Counseling (together, “the Counseling Program”). The Site provides clinical mental health counseling services. As a requirement of the Counseling Program, the Student is enrolled in a counseling fieldwork course which begins on _____ and ends on _____. All fieldwork courses will be facilitated by a W&M Course Instructor/Faculty Supervisor (“Faculty Supervisor”). The roles and responsibilities of W&M, the Faculty Supervisor, the Site, and the Student are detailed below. The following roles and responsibilities are mutually agreed upon by and between W&M, the Site, and the Student.

W&M will

1. Ensure that the Student has current individual liability insurance coverage.
2. Ensure that the Student has met approved program requirements and is eligible to participate in clinical experiences.
3. Orient the Student and the Site Supervisor (described below) to W&M’s policies and procedures governing field-based experiences and ensure that the expectations and requirements for clinical experiences are communicated to the Site Supervisor in a clear and timely manner.
4. Assign qualified and experienced faculty who will serve as the Student’s Faculty Supervisor.
5. Require that the Student adheres to all Site policies and procedures.
6. Require that the Student maintains the confidentiality of client information possessed by the Site.

The Faculty Supervisor will

1. Serve as instructor-of-record for the associated fieldwork course.
2. Provide supervision and guidance to the Student as described in W&M’s Fieldwork Manual.
3. Serve as the primary liaison with the Site during the field experience and communicate with the Site Supervisor regarding the Student’s progress and concerns according to the Counseling Program requirements.
4. Observe the Student’s counseling activities via live and/or recorded sessions.
5. Evaluate the Student’s performance in the fieldwork course.
6. Collect and maintain the Student’s paperwork.



7. At all times abide by state and federal law and with ACA Ethical Standards for counseling practice

The Site will

1. Retain full responsibility for the care of clients and will maintain administrative and professional supervision of the Student insofar as their presence affects the operation of the Site and/or the direct and indirect care of clients.
2. Provide a method of communication between clients and student counselors that is conducted through the site and is HIPAA- and FERPA-compliant.
3. Assign the Student to a clinical service within the Site that allows them to obtain the fieldwork experiences as described in the W&M Fieldwork Manual, a copy of which has been provided to the Site Supervisor.
4. Orient the Student to Site policies, procedures, and practices.
5. Determine the Student's field placement schedule at the Site sufficient to enable the Student to fulfill the fieldwork objectives as noted in the W&M Fieldwork Manual, a copy of which has been provided to the Site Supervisor.
6. Permit the Student to use facilities, equipment, and basic supplies within the Site necessary to complete regular field-based experiences and responsibilities.
7. Permit the Student to record individual counseling sessions for review by Faculty Supervisors and practicum/internship class as part of case presentation assignments. School counseling students may also be required to record group guidance and classroom lessons.
8. Provide opportunities for the Student to observe and participate in counseling practices (including allowing students to provide counseling services independently with clients) that are typical of the Site's services and appropriate for their development, and not assign unrelated or atypical tasks to the Student.
9. Provide a qualified Site Supervisor for the Student who holds a minimum of a master's degree in counseling or a related profession, holds relevant certifications and/or licenses, and has at least two years of professional experience in the counseling specialization (clinical mental health or school counseling).
10. Ensure that (a) a student is never on-site alone when the Student is providing in-person services to a client at the site or (b) a staff person accompanies the student to sessions that take place in the client's home or at another off-site location. For school counseling students, another school counselor or school administrator must be available to the student in the Site Supervisor's absence.



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The Site Supervisor will

1. Be familiar with and comply with the policies and expectations for the Student's fieldwork experience as described in the W&M Fieldwork Manual, a copy of which has been provided.
2. Provide direct, individual or triadic supervision, direction, guidance, and mentoring (an average of one hour per week) to facilitate the Student's learning and development as a counselor-in-training in accordance with the ethics of the profession and W&M requirements
3. Provide a supportive, learning-oriented environment, which affords the Student opportunities for professional counseling activity and experience in giving and receiving feedback related to that professional activity.
4. Introduce and orient the Student to the Site setting, making sure that the Student understands its organization, role expectations and policies and procedure (including record keeping requirements for counseling activity).
5. Be reasonably available to assist the Student outside of the weekly supervision hour (if needed) in the performance of the Student's assigned responsibilities.
6. Encourage the Student to participate in those professional activities that will maximize learning and effectiveness in this professional setting.
7. Engage in regular communication with the Faculty Supervisor to discuss the Student's progress in the placement.
8. Complete mid-term and/or end-of-semester evaluations of the Student's performance in accordance with the Counseling Program's expectations as outlined in the W&M Fieldwork Manual.
9. Inform the Faculty Supervisor of any substantive changes in the fieldwork experience (e.g., change in assigned supervisor, etc.) within 48 hours of the change.
10. At all times abide by state and federal law and with ACA Ethical Standards for counseling practice.
11. Directly discuss any concerns regarding the Student's performance with the student.
12. Notify the Faculty Supervisor as soon as possible of any concerns related to the student's attendance or performance.

The Student will

1. At all times abide by state and federal law and with ACA Ethical Standards for counseling practice
2. Demonstrate professional conduct, including, but not limited to:



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- a. Promptly attending all class meetings and supervision sessions, client appointments and site meetings
 - b. Submitting all scheduled assignments by the due dates
 - c. Preparing for appointments and meetings
 - d. Reviewing clinical and other pertinent information as assigned
 - e. Accurately communicating in both oral and written communications
 - f. Wearing professional attire
 - g. Adhering to all Site policies and procedures
3. Assume financial responsibility for expenses incurred during the field placement (i.e., tuition, books, background checks, drug testing, transportation, food, and materials).
 4. Inform the Site Supervisor and Faculty Supervisor of any difficulties encountered.
 5. Adhere to all requirements as described in the W&M's Fieldwork Manual.
 6. Understand and agree that field placement constitutes neither an employment relationship nor an expectation of employment.
 7. Complete the required hours of counseling-related activities per semester of as stated in the W&M Fieldwork Manual including the following course objectives:
 - a. Minimum hours of counseling experience: 100 total/40 for Practicum & 300 total/120 direct per semester of Internship
 - b. One hour per week (on average) of individual or triadic supervision with the Site Supervisor
 - c. Participate in scheduled synchronous group supervision with Faculty Supervisor
 - d. Complete a minimum of 10 hours of group counseling experience during the fieldwork (practicum and/or internship) experience
 8. Provide direct counseling service to clients as assigned and document these services in accordance with Site policy and in compliance with any standards set forth by the Site Supervisor, such as video recordings, in-depth case study, a weekly log, etc.
 9. Become familiar with Site's system, including organizational structure, technology, funding sources, client referral/screening/intake processes, treatment philosophy, administrative procedures, services offered and service follow-up procedures.



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10. Utilize all resources available (e.g., reading materials, in-service training programs, observations of other staff members with clients, participation in simulated/role-play counseling sessions, learning about tests that the Site uses, etc.) to maximize understanding of and effectiveness in the professional setting.
11. Strive to develop positive working relationships with staff members and other persons/agencies affiliated with the Site setting, seek their assistance when necessary and, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.
12. Present recorded (video required when site allows) sessions of counseling activity to the W&M faculty-led supervision group in accordance with the established case presentation format.
13. Protect the confidentiality and the ethical and legal rights of clients, and at no time share client information of any kind about clients with anyone other than the named Site and Faculty Supervisors and authorized Site staff with two exceptions: (a) Information shared relevant to case presentations with students in the Student's designated faculty-led supervision group and (b) information shared with appropriate professional authorities relevant to any reasonable concern that clients might harm themselves or others
14. Demonstrate personal integrity and commitment throughout the fieldwork experience including the following professional performance dispositions:
 - 1) Openness to new ideas
 - 2) Flexibility
 - 3) Cooperativeness with others
 - 4) Willingness to accept and use feedback
 - 5) Awareness of own impact on others
 - 6) Ability to deal with conflict
 - 7) Ability to accept personal responsibility
 - 8) Ability to express feelings effectively and appropriately
 - 9) Attention to ethical and legal considerations, and
 - 10) Initiative and motivation
 - 11) Orientation to multiculturalism and social justice advocacy
 - 12) Professional wellness and self-care
 - 13) Humility
 - 14) Professionalism



15) Willingness to seek help

15. Directly discuss any concerns regarding the site or supervision with the Site Supervisor. If desired, the Faculty Supervisor can attend a joint meeting for this purpose.
16. Notify both the Site Supervisor and Faculty Supervisor immediately if they are not receiving weekly scheduled supervision, if they are having trouble obtaining direct hours, or if they have any other concerns regarding the site, supervisor, or their ability to meet the fieldwork course requirements.

Background Checks

Once a fieldwork student is notified that they have been assigned a placement through a school district or CMHC setting, the fieldwork student is responsible for obtaining the school district/CMHC site policy on how to obtain the required background check, which must be completed prior to the beginning of clinical experiences. Responsibility for having the background check completed and submitted to the appropriate agency resides solely with the fieldwork student. In addition, any cost associated with the required background check will be the responsibility of the fieldwork student.

Fieldwork students must disclose any prior felony convictions, sexual offenses, or crimes against minors that would be revealed in a background check regardless of whether a fieldwork site requires a background check. A fieldwork student's failure to disclose prior convictions is cause for denial of entry to fieldwork and dismissal from the program.

Student Initials

Site Representative Initials

COVID-19 Site Agreement Addendum

Due to the unprecedented, widespread, and sustained transmission of a respiratory illness caused by COVID-19 (commonly known as the "coronavirus"), we are providing this special addendum to the Site Agreement for all clinical mental health and school counseling fieldwork students.

Site Agreement

For the safety of students, staff, clients, and the community, the Site agrees to accept the student into its environment and to maintain appropriate infection control standards, including making available to the Student necessary personal protective equipment (PPE), as recommended by the CDC and other pertinent federal and state guidance and comparable to the PPE it provides to its employees in similar settings.

Site Representative initials _____

Student Agreement and Acknowledgement of Risk



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As a Student enrolled in the Counseling Program in the William & Mary School of Education, I have voluntarily elected to complete my clinical fieldwork in clinical mental health counseling or school counseling at this time.

My initials by each statement indicate my understanding and acceptance:

- ☐ I understand that the COVID-19 virus has a long incubation period during which carriers of the virus might not show symptoms but may still be highly contagious. It is impossible to determine who has it and who does not, given the current limitations in the virus testing.
- ☐ I understand that due to the presence of site staff and clients/students that I have an elevated risk of contracting the virus simply by virtue of being in a field placement site.
- ☐ I understand that there is still much we do not know about the COVID-19 virus and, therefore, there may be risks that are yet unknown.
- ☐ I understand that the CDC currently recommends social distancing of at least 6 feet or more under many circumstances and that social distancing of 6 feet or more may not be possible in all situations at my fieldwork site.
- ☐ I understand that I may still be at risk to acquire the COVID-19 virus even if appropriate infection control standards are followed (including utilizing necessary personal protective equipment (PPE), hand and surface sanitizing protocols, and appropriate social distancing guidelines).
- ☐ I fully understand and acknowledge the risks associated with engaging in counseling fieldwork during the COVID-19 pandemic including the potential for infection of myself (and to others I come into contact with after leaving the site) with the COVID-19 virus which can cause serious health problems, including but not limited to, severe respiratory problems, high fevers, and death.
- ☐ I understand that I have the option to delay my fieldwork courses and that this choice may delay my graduation from my counseling program.
- ☐ I have read this entire document, and I knowingly and willingly consent to participate in counseling fieldwork during the COVID-19 pandemic, despite the risks discussed in this consent.

Acknowledgement Statement

With my signature below, I indicate my understanding of the information noted above and my agreement to comply with the conditions stated in this Site Agreement and Addendums.



Appendix C: On-Campus Counseling Program Fieldwork Requirements Letter

Greetings from the On-Campus Counseling Program at William & Mary!

Thank you for your interest in serving as a counseling field site placement for our students. This letter includes the basic requirements for the fieldwork courses.

Our students complete three semesters of fieldwork (practicum and internship) at or near the end of their program. The practicum is a supervised counseling experience completed over one semester during which students complete a minimum of 100 clock hours (40 direct service/60 indirect). The internship is a supervised counseling experience completed over two semesters in which students complete a total of 300 clock hours each semester (120 direct service/180 indirect).

Each semester of the fieldwork requires the following

- Students attend an average of 1 hour per week of individual or triadic supervision with a site supervisor who (1) holds at least a master's degree in counseling or a related profession, (2) has a relevant school counseling certification and/or clinical license, (3) has a minimum of two years post-masters experience in the student's concentration (CMHC/School Counseling), and (4) has relevant training in counseling supervision (training provided by the program if needed).
- Students must record at least 2 individual counseling sessions (with client/parent consent) for review in group supervision sessions facilitated by a university supervisor
- Site Supervisors complete evaluations of the student's progress at mid-term and end-of-term.
- Students must facilitate or co-facilitate a minimum of 10 hours of group counseling during their field experience. Students who are unable to fully complete this requirement during the practicum will need to complete any remaining group counseling hours during their internship.
- Students in the military and veterans counseling concentration are required to complete 40% of their internship hours with military-connected individuals (i.e., the client or anyone in the client's family including partners, parents, grandparents, siblings, extended family, etc. has a military connection).

Our faculty recognize the time and effort it takes to provide supervision and training to our students, and we greatly appreciate your support! If you have any questions, please feel free to contact me.

Sincerely,

Ricardo Phipps, Ph.D., LPC, NCC
On-Campus Counseling Program Fieldwork Coordinator
William & Mary
Phone: (757) 221-5570
E-mail: rmphipps@wm.edu

On-Campus Counseling Program CMHC Fieldwork Application

Please read carefully before proceeding with this application.

Below is a list of the information and documents that you will need to complete this application. **Do not continue completing this application if you are missing this information or your application will not be accepted.**

ALL STUDENTS will need to provide the following information:

- Site name, address, phone number, website (if available)
- Site supervisor's name, office phone, cell phone, and email address
- Clinical Director or Business Owner's name, office phone, and email address
- **Upload:** PDF of unofficial transcript (all pre-requisite courses must be completed or noted for completion prior to fieldwork start date)
- **Upload:** PDF of current Certificate of Insurance (with full name and address on document)
- Certificate of Insurance expiration date
- **Upload:** Copy of Site supervisor's license/certification
- **Upload:** Site supervisor's resume/CV

Please gather all documents and information prior to beginning this application.

Demographic Information

Q14 Student Banner ID - a.k.a. your 93* number (You can find this in Banner)

Q11 Student FIRST Name

Q12 Student LAST Name

Q13 William & Mary Outlook Email Address (email ending in "@wm.edu")

Q73 City

Q109 State

Q74 Zip Code

Q18 Phone (Cell) Number

Q24

Fieldwork Application

Q121 Select the semester for which you are applying to conduct fieldwork.

Q122 Indicate the year in which you are applying to conduct fieldwork.

Q91 Are you seeking a fieldwork placement at a site where you are currently employed?

Please note: If you are seeking a placement at your current place of employment, please review the [Fieldwork and Employment Policy](#) and set up a meeting with Dr. Woods during to discuss your specific circumstances.

Q8 Please select your counseling concentration.

Q9 What fieldwork level are you applying for?

CMHC/CMHC-MVC Site Request Information

Q119 Is this a military placement run by the federal government?

Q33 Site Placement Name

Q34 Site street address

Q79 Please indicate the city in which the site is located.

Q80 Please select the state in which the site is located.

Q35 Site zip code

Q114 Site phone number

Q83 Site supervisor's FIRST name

Q84 Site supervisor's LAST name

Q85 Site supervisor's email address

Q86 Site supervisor's work phone number

Q115 Site supervisor's cell phone number (if supervisor will share)
Q110 Is the Site Supervisor the Clinical Director of the facility or the Owner of the practice?
Q87 Clinical Director/Practice Owner's FIRST name
Q93 Clinical Director/Practice Owner's LAST name
Q88 Clinical Director/Practice Owner's email address
Q112 Clinical Director/Practice Owner's phone number

Prerequisites

Which of the following is true for you?

- I have at least a 3.0 GPA and am not on academic probation (1)
- My GPA is below 3.0 and/or I am on academic probation (2)

Q29 Students are required to complete the following prerequisites prior to beginning Practicum (EDUC C42). If you will not have completed the required coursework before you are planning to start Practicum, please contact your faculty advisor to revise your fieldwork start date.

EDUC C42 (Practicum) Prerequisites:

Q123 Students are required to complete the [Telehealth 2022](#) training in the Program Office prior to beginning Practicum.

Please sign your full name below if you affirm that you will have completed the Telehealth 2022 training before you begin your Practicum.

Q66 Please upload a **PDF** copy of your unofficial transcript. Please ensure this includes classes in which you are currently enrolled.

Q67 Please upload a PDF copy of your Certificate of Insurance.

Q68 Please enter the date that your COI expires in this format dd/mm/yyyy.

Q116 Please upload a copy of your site supervisor's license or certification.

Q117 Please enter the date that your Supervisor's license/certification expires in this format dd/mm/yyyy.

Q118 Please upload a copy of your site supervisor's resume or CV.



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SAMPLE

Appendix D: Counselor Clinical Competency Scale

Supervisee: _____

Date Completed: _____

Site Supervisor Name: _____

Site Supervisor Name: _____

Instructions to complete this form: First, the supervisor should review each item and its description. Then, the supervisors should rate the supervisee using the scale identified below and provide a written description of the supervisee's progress on the last page. Once the form is complete, the supervisor should review each rating with the supervisee explaining the rationale for the score with recommendations to improve in each area. Finally, both the supervisee and supervisor should sign and date the form and the supervisee should deliver it to the faculty supervisor.

Section I: Counseling Skills, Techniques, and Processes

	Exemplary/Highly Effective Counseling Process & Skills	Proficient/ Effective Counseling Process & Skills	Developing/Somewhat Effective Counseling Process & Skills	Unacceptable/Ineffective Counseling Process & Skills	Score Use "NO" if not observed
Standard	4	3	2	1	
1. Nonverbal Skill: Demonstrates knowledge and use of nonverbal techniques and behavior. This includes the use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling sessions. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to effectively employ nonverbal counseling skills. This includes the advanced use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence. Exhibits a high degree of knowledge and skill regarding the use of nonverbal counseling skills.	Demonstrates <u>somewhat consistent and effective</u> ability to employ nonverbal counseling skills. This includes the somewhat skillful use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits a moderate amount of knowledge and skill regarding the use of nonverbal counseling skills. While the ability to use nonverbal counseling skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use nonverbal counseling skills. This includes a limited ability to use of body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Exhibits some knowledge in the area of nonverbal counseling skills but does not consistently employ the skill. A moderate amount of training in the area of nonverbal counseling skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> employ nonverbal counseling skills in counseling. This includes the inability to use body position, eye contact, physical posture, distance from client, tone and rate of voice, and use of silence during counseling with students/clients. Does not exhibit the needed knowledge or skills in the area of nonverbal counseling skills. A significant amount of learning and skill development in the area of nonverbal counseling skills is still needed.	
2. Listening Skills: Demonstrates effective listening skills. This includes the ability to focus on the student's/client's story and recall important information. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to focus on the student's/client's narrative. This includes staying focused on what the client/student is saying and being able to recall important elements. Exhibits a high degree of knowledge and skill regarding effective listening.	Demonstrates <u>somewhat consistent and effective</u> ability to use effective listening skills during counseling. This includes somewhat of an ability to stay focused on what the student/client is saying and somewhat effectiveness in recalling important information. Exhibits a moderate amount of knowledge and skill regarding effective listening skills. While the ability to use listening effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use effective listening skills during counseling. This includes a limited ability to stay focused on what the student/client is saying and limited effectiveness in recalling important information. Exhibits some knowledge in the area of listening skills. A moderate amount of training in the area of listening skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use effective listening skills during counseling. This includes the inability to stay focused on what the student/client is saying and recall important information. Does not exhibit the needed knowledge or skills in the area of listening skills. A significant amount of learning and development in the area of listening skills is still needed.	

3. Door Openers and Questions: Demonstrates the effective use of door openers (i.e., “tell me more about that”), close-ended questions, and open-ended questions. This also includes the use of questions for the purpose of clarifying the topic of focus. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to effectively use door openers, close-ended questions, and open-ended questions. This includes very well timed, focused and highly effective questions that further the dialogue with the client/student. This also includes the limited use of close-ended questions when open-ended questions are more effective. Exhibits a high degree of knowledge and skill regarding the use of door openers and questions when counseling.	Demonstrates <u>somewhat consistent and effective ability to</u> use door openers, close-ended questions, and open-ended questions. This includes somewhat well timed, fairly focused and mostly effective door openers and questions that further the dialogue with the client/student. This also includes the moderately limited use of close-ended questions when open-ended questions are more effective. Exhibits a moderate amount of knowledge and skill for use of questions. While the ability to use door openers and questions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use door openers, close-ended questions, and open-ended questions. This includes a limited ability to use well timed, focused, and effective questions that somewhat further the dialogue with the client/student but can also be problematic at times. Exhibits some knowledge in the area of using door openers and questions in counseling. A moderate amount of training in the area of door openers and questions is still needed.	<u>Unable to demonstrate the ability to effectively</u> use door openers, close-ended questions, and open-ended questions. This includes the inability to apply door openers and questions in an effective, well timed, and focused way. Does not exhibit the needed knowledge or skills regarding door openers and questions. A significant amount of learning and skill development in the area of door openers and questions is still needed.	
4. Reflection Skills: Demonstrates effective reflection of content, feeling, and meaning. This includes accurate well timed reflections. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to reflect the content, feelings, and meaning expressed by the client or student. This includes a highly effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes limited to no parroting of the student/client and minimal inaccurate reflections. Exhibits a high degree of knowledge and skill regarding reflection skills.	Demonstrates <u>somewhat consistent and effective ability to</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a somewhat effective ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This also includes a minimal amount of parroting of the student/client and moderate to minimal amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. While the ability to use reflection effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> reflect the content, feelings, and meaning expressed by the client or student. This includes a limited ability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a moderate amount of parroting of the student/client and large to moderate amount of inaccurate reflections. Exhibits a moderate amount of knowledge and skill regarding the use of reflection in counseling. Exhibits some knowledge in the area of reflection skills but isn't able to consistently demonstrate it. A moderate amount of training in the area of reflection is still needed.	<u>Unable to demonstrate the ability to effectively</u> reflect the content, feelings, and meaning expressed by students or clients. This includes the inability to perceive and reflect the context of the situation being described, the underlying feelings communicated, or the meaning and values expressed in counseling session. This may also include a high degree of parroting of the student/client and very large amount of inaccurate reflections. Does not exhibit the needed knowledge or skills in the area of reflection skills. A significant amount of learning and skill development in the area of reflection is still needed.	
5. Summary Skills: Demonstrate appropriate application of summarizing. This includes the strategic use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to effectively use summarizing skills. This includes highly strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits a high degree of knowledge and skill regarding summaries in the counseling process.	Demonstrates <u>somewhat consistent and effective ability to</u> use summarizing skills. This includes a somewhat strategic and skilled use of focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits a moderate amount of knowledge and skill about summary skills in counseling. While the ability to use summarizing skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use summarizing skills. This includes a limited ability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Exhibits some knowledge in the area of summarizing skills but isn't able to demonstrate them consistently. A moderate amount of training in the area of summarizing is still needed.	<u>Unable to demonstrate the ability to effectively</u> use summarizing skills. This includes the inability to use focusing, signal, thematic, and planning summaries that assist in in condensing and organizing parts of students/clients story. Does not exhibit the needed knowledge or skills in the area of summarizing skills. A significant amount of learning and skill development in the area of using summaries is still needed.	

6. Goal Setting: Demonstrate effective use of goal setting to establish client-driven and collaborative plan for the counseling experience. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to effectively help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an advanced application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a high degree of knowledge and skill regarding the use of goals in the counseling process.	Demonstrates <u>somewhat consistent and effective ability</u> to help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a somewhat effective application of counseling skills to elicit therapeutic goals from students/clients. Exhibits a moderate amount of knowledge and skill regarding goal setting in counseling. While the ability to use goal setting skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes a limited ability to apply counseling skills to elicit therapeutic goals from students/clients. Exhibits some knowledge in the area of goal setting but isn't able to demonstrate them consistently. A moderate amount of training in the area of goal setting is still needed.	<u>Unable to demonstrate the ability to effectively</u> help clients/students identify establish realistic, appropriate, and attainable therapeutic goals. This includes an inability to apply counseling skills to elicit therapeutic goals from students/clients. Does not exhibit the needed knowledge or skills in the area of goal setting skills. A significant amount of learning and skill development in the area of goal setting is still needed.	
7. Challenging Skills: Demonstrates appropriate challenge and confrontation skills. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to employ challenging skills in a highly effective manner. This includes the advanced application of challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a high degree of knowledge and skill regarding the use of challenging skills.	Demonstrates <u>somewhat consistent and effective ability</u> to use challenging skills to help point out inconsistencies to students/clients. This includes the ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits a moderate amount of knowledge and skill regarding the use of challenging skills. While the ability to use challenging skills effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> use challenging skills to help point out inconsistencies to students/clients. This includes limited ability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Exhibits some knowledge in the area of challenging skills. A moderate amount of training in the area of challenging skills is still needed.	<u>Unable to demonstrate the ability to effectively</u> use challenging skills effectively. This includes the inability to use challenges and confrontations to point out a discrepancy in a students'/clients' story or provide feedback. Does not exhibit the needed knowledge or skills in the area of using challenging skills in counseling. A significant amount of learning and skill development in the area of challenging is still needed.	
8. Application of Counseling Theory: Integrates counseling theory into practice. This includes the use of theory for case conceptualization and treatment planning. <i>(CACREP standards 2.F.5.a; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to integrate counseling theory into the delivery of services. This includes an advanced understanding of counseling theories related to their application in practices of counseling, conceptualization of students/clients, and determination of counseling plan. Exhibits a high degree of knowledge and skill regarding the application of counseling theory.	Demonstrates <u>somewhat consistent and effective ability</u> to utilize counseling theory in practice. This includes somewhat of an ability to apply counseling theories in the conceptualization of students/client and planning of interventions in counseling. Exhibits a moderate amount of knowledge and skill regarding the use of counseling skills. While the ability to integrate theory into practice in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> integrate counseling theory into the counseling process. This includes a limited ability to apply counseling theory in understanding and planning for counseling with students or clients. Exhibits some knowledge in the area of the role of counseling theory in the practice of counseling. A moderate amount of training in the area of counseling theory is still needed.	<u>Unable to demonstrate the ability to effectively</u> utilize counseling theory in practice. This includes the inability to apply counseling theory to conceptualizing students or clients. Does not exhibit the needed knowledge or skills in the area of counseling theory. A significant amount of learning and skill development in the area of using counseling theory in practice is still needed.	
9. Case Conceptualization: Uses conceptualizations to set appropriate, specific, concrete counseling goals. <i>(CACREP standards 2.F.5.a, 2.F.5.b, 2.F.5.d, 2.F.5.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes advanced consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes highly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a high degree of knowledge and skill regarding case conceptualization.	Demonstrates <u>somewhat consistent and effective ability</u> to conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes somewhat effective consideration of developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes fairly effective application of theory and treatment planning skills to understanding the process of counseling. Exhibits a moderate amount of knowledge and skill regarding case conceptualization. While the ability to use case conceptualization effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes a limited ability to consider developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes limited effectiveness in applying theory and treatment planning skills to understanding the process of counseling. Exhibits some knowledge in the area of case conceptualization but is not able to consistently apply it. A moderate amount of training in the area of case conceptualization is still needed.	<u>Unable to demonstrate the ability to effectively</u> conceptualize students/clients utilizing diverse aspects of their identity and experiences. This includes the inability to effectively consider the developmental, cultural, family, educational level, income level, and other relevant factors when identifying the counseling problem and setting goals. This also includes poor application of theory and treatment planning skills to understanding the process of counseling. Does not exhibit the needed knowledge or skills in the area of case conceptualization. A significant amount of learning and skill development in the area of case conceptualization is still needed.	

10. Termination: Demonstrates the ability to end counseling sessions effectively and end the overall counseling process effectively. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to effectively end individual sessions and the overall counseling relationship. This includes an advanced understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits a high degree of knowledge and skill regarding termination.	Demonstrates <u>somewhat consistent and effective ability to</u> end individual sessions and the overall counseling relationship. This includes an understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits a moderate amount of knowledge and skill regarding termination in counseling. While the ability to use termination effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a limited understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Exhibits some knowledge in the area of termination skills but is not always able to demonstrate it. A moderate amount of training in the area of termination is still needed.	<u>Unable to demonstrate the ability to effectively</u> end individual sessions and the overall counseling relationship. This includes a poor understanding of the counseling process and recognizing with it is time to conclude the session or overall process. Does not exhibit the needed knowledge or skills in the area of termination. A significant amount of learning and skill development in the area of termination is still needed.	
11. Therapeutic Conditions: Shows sensitivity to student/client concerns and refrains from being judgmental. This includes the ability to be empathetic, genuine, and show unconditional positive regard for the concerns of the student/client. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to demonstrate empathy, genuineness, and unconditional positive regard. This includes an advanced ability to create therapeutic conditions for the students or client. Exhibits a high degree of knowledge and skill regarding therapeutic conditions in the counseling process.	Demonstrates <u>somewhat consistent and effective ability to</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes a somewhat effective ability to create therapeutic conditions for the students or client. Exhibits a moderate amount of knowledge and skill regarding the therapeutic conditions in counseling. While the ability to use the therapeutic conditions effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes a limited ability to create therapeutic conditions for the students or client. Exhibits some knowledge in the area of therapeutic conditions in counseling. A moderate amount of training in the area of therapeutic conditions in counseling is still needed.	<u>Unable to demonstrate the ability to effectively</u> demonstrate empathy, genuineness, and unconditional positive regard. This includes an inability to create therapeutic conditions for the students or client. Does not exhibit the needed knowledge or skills in the area of the therapeutic conditions. A significant amount of learning and skill development in the area of therapeutic conditions is still needed.	
12. Therapeutic Relationship: Demonstrates the ability to establish and maintain a helpful counseling relationship. <i>(CACREP standards 2.F.5.f, 2.F.5.g, 5.G.3.f, 5.g.3.h; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to establish and maintain a therapeutic relationship with students or clients. This includes a heightened ability to avoid and work through ruptures in the therapeutic relationship. Exhibits a high degree of knowledge and skill regarding the therapeutic relationship.	Demonstrates <u>somewhat consistent and effective ability to</u> establish and maintain a therapeutic relationship with students or clients. This includes a somewhat effective ability to avoid and work through ruptures in the therapeutic relationship. Exhibits a moderate amount of knowledge and skill regarding the development and use of therapeutic relationships. While the ability to build and maintain therapeutic relationships effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> establish and maintain a therapeutic relationship with students or clients. This includes a limited ability to avoid and work through ruptures in the therapeutic relationship. Exhibits some knowledge in the area of therapeutic relationships but is not able to apply consistently. A moderate amount of training in the area of developing and maintaining therapeutic relationships is still needed.	<u>Unable to demonstrate the ability to effectively</u> establish and maintain a therapeutic relationship with students or client. This includes an inability to avoid and work through ruptures in the therapeutic relationship. Does not exhibit the needed knowledge or skills in the area of developing and maintaining therapeutic relationships. A significant amount of learning and skill development in the area of therapeutic relationships is still needed.	
13. Progress Monitoring/Outcome Evaluation: Demonstrate the ability to monitor counseling progress and evaluate effectiveness of counseling services. <i>(CACREP standards 2.F.8.d, 2.F.8.g, 2.F.8.j; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to track the progress of students/client with regard to obtaining their goals in counseling. This includes a heightened ability effective evaluate the outcomes of the counseling process. Exhibits a high degree of knowledge and skill regarding the progress monitoring and outcome evaluation.	Demonstrates <u>somewhat consistent and effective ability to</u> monitor the progress of a student/client during the counseling process. This includes a fairly effective ability to evaluate the outcomes of the counseling process. Exhibits a moderate amount of knowledge and skill regarding the use of progress monitoring and outcome evaluation. While the ability to monitor the progress of a student/client effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively</u> monitor the progress of a student/client during the counseling process. This includes a limited ability to evaluate the outcomes of the counseling process. Exhibits some knowledge in the area of progress monitoring and outcome evaluation but is not able to apply consistently. A moderate amount of training in the area of progress monitoring and outcome evaluation is still needed.	<u>Unable to demonstrate the ability to effectively</u> monitor the progress of a student/client during the counseling process. This includes an inability to evaluate the outcomes of the counseling process. Does not exhibit the needed knowledge or skills in the area of progress monitoring and outcome evaluation. A significant amount of learning and skill development in the area of progress monitoring and outcome evaluation is still needed.	

14. Community Referrals and Collaboration: Utilizes referral procedures and collaboration with counselors across specialty areas with helping agents in the community. <i>(CACREP standards 2.F.1.b., 5.G.2.k; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective collaboration with helping agencies in the community and utilization referrals for additional support. This includes being highly effective at identifying the available resources in the local community and creating a community resource guide. <u>Exhibits a high level of knowledge</u> regarding referral and collaboration activities that support the needs of students and their families.	Demonstrates a <u>somewhat consistent</u> effective collaboration skills with other helping agencies in the communication. This includes a demonstrated ability to identify available resources in the communication, make referrals to community partners, and create a resource guide. <u>Exhibits the knowledge</u> to identify community resources and make referrals at appropriate times but does not do this effectively all the time. A minor amount of learning and skill development regarding community referrals and collaboration is still needed.	Demonstrates <u>inconsistent</u> effective use of community referrals and collaborations. This includes limited ability to identify and collaborate with counselors from across specialty areas and in the community. <u>Displays limited knowledge</u> of collaborating with community partners and completing referrals but does not effectively or routinely implement it. A moderate amount of learning a skill developing regarding collaborating with community referrals.	<u>Unable to demonstrate</u> the ability to collaborate effectively with community partners, include an inability to utilize referrals effectively. <u>Does not exhibit the required knowledge</u> about community collaborations and referral processes. A significant amount of learning about community collaborations and referrals is still needed.	
15. Ethical and Legal Issues: Knowledgeable about ethical and legal issues specific to the counseling profession. <i>(CACREP standards 2.F.1.i; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes highly effective application of decision-making models and a heightened awareness of ethical and legal concerns. This also include a demonstrated ethical behavior in all interactions. This includes the ability to maintain confidentiality, navigate multiple relationships (i.e., boundary issues), and work within one's competencies. <u>Exhibits a high level of knowledge</u> of ethical and legal issues specific to counseling.	Demonstrates a <u>somewhat consistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a somewhat effective use of ethical decision-making models and awareness of ethical and legal concerns. This includes the ability to maintain confidentiality, navigate multiple relationships, and work within one's competencies. <u>Exhibits knowledge</u> of ethical and legal issues within the counseling profession. A minor amount of learning about ethical and legal issues specific to counseling is still needed.	Demonstrates <u>inconsistent</u> effective use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. This includes a limited ability to effectively use ethical decision-making models and a limited awareness of ethical and legal concerns. <u>Displays some knowledge</u> of ethical and legal issues in school counseling but cannot effectively or routinely apply this information. A moderate amount learning regarding ethical and legal issues specific to counseling is still needed.	<u>Unable to demonstrate</u> the ability to effectively use of appropriate ethical codes and standards (i.e., ACA & ASCA) along with laws and governing regulations. Does not exhibit the required knowledge about ethical and legal issues and how they are applied in school counseling. A significant amount of training regarding ethical and legal issues specific to counseling is still needed.	
16. Multicultural Competencies: Displays effective awareness, knowledge, and skills to work with students from diverse backgrounds. This includes incorporation of cultural/diversity issues into case conceptualization, assessment, and counseling plans. <i>(CACREP standards 2.F.2.b., 2.F.2.c., 2.F.2.f., 2.F.2.h., 2.F.3.i., 2.F.5.d., 2.F.5.f., 2.F.6.g., 5.G.3.k., 5.G.3.h., 5.G.3.o; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective culturally responsive and socially just practices. This includes that a high level of cultural awareness, appreciation, and humility. This also includes an enhanced respect of cultural differences (e.g., race, ability levels, spirituality, gender identity, sexual orientation, and SES). This also includes the application of advanced skills, such as broaching and the application of cultural variables in case conceptualization and planning. <u>Exhibits a high level of knowledge</u> and self-awareness related to the impact of culture on the interactions with students.	Demonstrates a <u>somewhat consistent</u> effective culturally responsive and social just skills and practices. This includes a demonstrated cultural awareness, appreciation, and humility. This also includes a respect for different cultures (e.g., race, ability levels, spirituality, gender identity, sexual orientation, and SES). <u>Exhibits knowledge</u> and self-awareness regarding multicultural considerations in counseling but does not always use this information. A minor amount of knowledge, self-awareness, and skill development is still needed.	Demonstrates <u>inconsistent</u> effective culturally responsive and socially just skills and practices. This includes limited demonstration of cultural awareness, appreciation, and humility. This also includes a limited respect for different cultural backgrounds (e.g., race, ability levels, spirituality, gender identity, sexual orietation and SES). <u>Exhibits a limited knowledge</u> of knowledge regarding multicultural topics and considerations in counseling but cannot effectively or routinely use it. A moderate amount of development is still needed concerning multicultural competencies.	<u>Unable to demonstrate</u> the cultural self-awareness, humility, respect for diverse cultures, and the integration of cultural responsive practices. <u>Does not exhibit the required knowledge</u> to work with clients and students from diverse cultural backgrounds. A significant amount of self-awareness, knowledge, and skill development is still needed.	

17. Assessment: Effectively analyzes assessment information and draws valid inferences. This includes the selection and/or use of appropriate assessments, with attention to cultural bias. <i>(CACREP standards 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.i., 2.F.7.j, 2.F.7.k, 2.F.7.l, 2.F.7.m; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ability to <u>effectively integrate assessment processes</u> related to counseling services. This includes employing highly effective selecting apocopate tests, analyzing data, interpreting the results, and communicating findings. This also includes an enhanced attention to cultural bias in the assessment process. Exhibits a high degree of knowledge and skill regarding the use of assessment in counseling	Demonstrates <u>somewhat consistent and effective ability to use assessment processes</u> related to counseling services. This includes that ability to use appraisal skills, analyze data, interpret results, and communicate assessment findings. This also includes attention to cultural bias in the assessment process. Exhibits a moderate amount of knowledge and skill regarding the use of assessment in the counseling process. While the ability to use assessments effectively in counseling is demonstrated, more skill development is necessary.	Demonstrates an <u>inconsistent ability to effectively employ assessment strategies</u> in the counseling process. This includes a limited ability to identify tests, administer tests, analyze data, and interpret and communicate the findings. This includes limited insight into the role cultural bias place in the assessment process. Exhibits some knowledge in the area of assessment processes in counseling. A moderate amount of training in the area of assessment is still needed.	<u>Unable to demonstrate the ability to effectively employ</u> assessment strategies as a part of the counseling process. This includes the inability to identify and administer a test, analyze test data, and interpret and communicate findings. This includes a lack of appreciation for cultural issues in the assessment process. Does not exhibit the needed knowledge or skills in the area of assessment. A significant amount of learning and skill development in the area of assessment is still needed.	
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Section II: General Counseling Competencies

	Exemplary/Highly Effective as a Counselor	Proficient/Effective as a Counselor	Developing/Somewhat Effective as a Counselor	Unacceptable/Ineffective as a Counselor	Score Use "NO" if not observed
Standard	4	3	2	1	
1. Individual Counseling: Ability to provide individual counseling to promote student or client wellbeing. <i>(CACREP standards 2.F.5.d., 2.F.5.f.; 2.F.5.g., 2.F.5.h., 5.G.3.k., 5.G.3.h., 5.G.3.o; CAEP A.1.2.; A.1.4)</i>	Demonstrates <u>consistent</u> effective use of individual counseling skills that promotes the wellbeing of the student or client. Exhibits a <u>high level of knowledge</u> regarding individual counseling and is able to effectively implement it with clients/students. This rating is evidenced by the ability to <u>consistently establish a therapeutic relationship</u>, demonstrate of effective counseling techniques (i.e., questions, reflections, and summaries), and application of counseling theory.	Demonstrates <u>somewhat consistent</u> effective use of individual counseling skills in attempt to promote the wellbeing of the student or client. Exhibits <u>knowledge</u> of effective individual counseling skills and can employ them effectively. This rating is evidenced by inconsistent ability to build and maintain a therapeutic relations, ineffective or inconsistent use of counseling techniques, or limited application of theory. A minor amount of individual counseling skill development is still needed.	Demonstrates <u>inconsistent</u> use of individual counseling skills in attempt to promote the wellbeing of the student or client. Exhibits <u>limited knowledge of effective individual counseling skills but has yet to use them proficiently</u>. This is evidenced by an impaired ability to consistently develop and maintain a therapeutic relationship, ineffective use of basic counseling techniques, and/or in ability to apply theory. A moderate amount of individual counseling skill development is still needed.	<u>Unable to demonstrate</u> the effective of individual counseling skills to promote student or client wellbeing. <u>Does not communicate the knowledge regarding effective counseling skills and cannot employ them with any success</u>. This is evidenced by an inability to develop and maintain a therapeutic relationship, ineffective/improper use of basic counseling skills, and/or an inability to apply theory. A significant amount of individual counseling skill development is still needed.	
2. Group Counseling Facilitation: Ability to conduct group counseling to promote the wellbeing of students or clients. <i>(CACREP standards 5.G.3.e., 5.G.3.f; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective facilitation of group counseling. This includes an advanced understanding of group development and use of group counseling techniques. Exhibits a <u>high level of knowledge</u> regarding running a counseling group.	Demonstrates a <u>somewhat consistent</u> effective facilitation of group counseling. This includes an understanding of group development and use of group counseling techniques. Exhibits the <u>knowledge required</u> to implement group counseling. A minor amount of classroom skill development is still needed.	Demonstrates <u>inconsistent</u> effective facilitation of group counseling. This includes a displayed ability to run group counseling but does not employ it effectively and/or consistently. <u>Displayed limited knowledge of effective facilitation of group counseling but does not employ it effectively and/or consistently</u>. A moderate amount of group facilitation skill development is still needed.	<u>Unable to demonstrate</u> the effective facilitation of group counseling. <u>Does not exhibit the required knowledge</u> for effective delivery of group counseling. A significant amount of group counseling skill development is still needed.	

3. Consultation: Consults effectively and appropriately with other counselors, cross-discipline professionals, or other stakeholders. <i>(CACREP standards 5.F.3.c; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective use of consultation skills and techniques. This includes the highly effective application of consultation theory and process, assessment strategies, and advanced communication skills. Exhibits a high level of knowledge regarding how to conduct consultation with other counselors, cross-discipline professionals, or other stakeholders.	Demonstrates a <u>somewhat consistent</u> effective use of consultation skills. This includes the ability to use consultation as a counselor and the application of consultation theory, processes, assessment strategies, and communication skills. <u>Exhibits knowledge</u> regarding consultation but does not always use it effectively. A minor amount of consultation skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of consultations skills. This includes a limited ability to implement consultation, apply consultation theory, assess consultation outcomes, and communicate with consultees. <u>Displays the some consultation knowledge</u> but does not effectively or routinely implement it. A moderate amount of skill development is still needed in the area of consultation theory and use of consultation skills.	<u>Unable to demonstrate effective use</u> of consultation skills within the counseling profession to help clients or students. <u>Does not exhibit the required knowledge</u> to effectively use consultation skills in the counseling profession. A significant amount of knowledge and skill development regarding consultation is still needed.	
4. Collaboration: Collaborates effectively with other counselors, cross-discipline professionals, or other stakeholders to promote effective counseling services. <i>(CACREP standards 5.G.3.i; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective use of collaboration skills and techniques when working with other counselors, cross-discipline professionals, or other stakeholders. This includes an advance ability to work collaboratively, value perspective from diverse stakeholder, and to participate in shared decision-making and accountability. <u>Exhibits a high level of knowledge</u> regarding approaches to collaboration with client or student stakeholders.	Demonstrates a <u>somewhat consistent</u> effective application of collaboration in a counselor's role. This includes a demonstrated ability to work well with others, to listen and use the perspective of others, and to use shared decision-making and accountability. <u>Exhibits knowledge</u> regarding collaboration skills. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use collaboration skills as a counselor. This includes limited ability to apply collaboration approaches and process, work effectively with others, and employ shared decision-making and accountability. <u>Displays a limited knowledge</u> of consultation theory but does not effectively or routinely implement it. A moderate amount of consultation knowledge skill development is still needed.	<u>Unable to demonstrate effective use</u> of collaboration as a counselor. <u>Does not exhibit the required knowledge</u> to employ collaboration strategies. A significant amount of knowledge about collaboration and collaboration skill development is still required.	
5. Advocacy: Advocates effectively for social justice causes, systematic change, and for the needs of students or clients. Conducts programs designed to eliminate barriers and enhance students' or clients' access to services. <i>(CACREP standards 5.G.3.k., 5.G.3.o; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective use of advocacy to promote systemic change, promote the role of the counselor, and to address social justice issues. This includes highly effective use of data as a tool to identify and advocate for a student/client, program, and the profession. This also include highly effective promotion of policies and practices that eliminate barriers and access to support client or student success. <u>Exhibits a high level of knowledge</u> of advocacy skills and competencies.	Demonstrates a <u>somewhat consistent</u> effective use of advocacy that fosters systemic change, promotes the role of the counselor, and addresses social justice issues. This includes using data as a tool to advocate for clients/students and the profession. This also includes the promotion of policies and practices that reduce barriers and access for all students. <u>Exhibits the knowledge</u> to use advocacy as a counselor to support student success and development of the profession but does not always use this skill. A minor amount of knowledge and skill development is still needed.	Demonstrates <u>inconsistent</u> effective use of advocacy to promote systematic change, the role of the counselor, and to address social justice issues. This includes a limited ability to use data to advocate for client/students and the profession as a whole. This also includes a limited ability to encourage policies that eliminate barriers and access for all students. <u>Displays limited knowledge</u> of advocacy but cannot effectively or routinely implement it. A moderate amount of advocacy skill development is still needed.	<u>Unable to demonstrate</u> the use of advocacy skills to address client/student, professional, and social justice based issues. <u>Does not exhibit the required knowledge</u> to utilize advocacy as a counselor. A significant amount of learning about advocacy and its application is still needed.	
6. Application of Research: Applies relevant research findings to inform the practice of counseling. <i>(CACREP standards 2.F.8.a, 2.F.8.h, 2.F.8.i; CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective applications of research and scholarly publications to identify and design counseling services. This includes an advanced ability to search, identify, evaluate, and integrate research for the purposes of fulfilling a counselor's role. <u>Exhibits a high level of knowledge</u> regarding the use and application of research as a counselor.	Demonstrates a <u>somewhat consistent</u> effective application of research and scholarly publications to assist and identifying and developing counseling services. This includes the ability to search, identify, evaluate, and integrate different form of research into practice with the aim of delivering counseling services. <u>Exhibits the knowledge</u> to identify and integrate the research into practice but doesn't always do it effectively. A minor amount of skill development regarding the application of research is still needed.	Demonstrates <u>inconsistent</u> effective application and integration of research into the practice of counseling. This includes a limited ability to identify relevant research, make sense of the research, and integrate the research into practice. <u>Displays limited knowledge</u> of the role research plays in counseling practice but does not effectively or routinely implement it. A moderate amount of knowledge and understanding about the application of research is still needed.	<u>Unable to demonstrate</u> the ability to identify and integrate research into counseling practice. <u>Does not exhibit the required knowledge</u> regarding search for research and how research support the services delivered by counselors. A significant amount of development of research and research application skills is still needed.	

7. Professional Self-Care: Reflective and attentive to topics of self-care and professional wellbeing. <i>(CACREP standards 2.F.1.1; CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective reflection on self-care and takes effective action to promote wellbeing. This includes highly effective self-assessment of wellbeing, excellent work-life balance, and effective use of self-care strategies. <u>Exhibits a high level of knowledge</u> about the importance of self-care and professional wellbeing along with strategies to maintain wellbeing.	Demonstrates a <u>somewhat consistent</u> effective use of self-care strategies that promote their wellbeing. This includes a fairly effective use of wellbeing self-assessment, management of work-life balance, and use of self-care strategies. <u>Exhibits knowledge</u> regarding the importance of self-care and professional wellbeing. A minor amount of learning self-care and personal wellbeing as a counselor is still needed.	Demonstrates <u>inconsistent</u> effective use of self-care strategies to promote their wellbeing. This includes a limited ability to effectively apply self-assessment of wellness, maintain a health work-life balance, and implement self-care strategies. <u>Displays some knowledge</u> of self-care and professional wellbeing but cannot effectively or routinely apply this information. A moderate amount learning regarding professional self-care is still needed.	<u>Unable to demonstrate</u> the ability to effectively use of self-care strategies to promote their own wellbeing. <u>Does not exhibit the required knowledge</u> about professional wellbeing and self-care. A significant amount of training regarding developing and maintain professional wellbeing and the use of self-care is still needed.	
8. Use of Technology: Ability to ethically and effectively use technologies specific to the counseling profession. <i>(CACREP standards 2.F.1.1; CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> ethical and effective use of technology specific to the counseling profession. This includes highly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online apps). <u>Exhibits a high level of knowledge</u> of the effective and ethical use of common technology used by practicing counselors.	Demonstrates a <u>somewhat consistent</u> ethical and effective use of counseling specific technology. This includes a fairly effective use of typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Exhibits knowledge</u> of the effective and ethical use of technology specific to the counseling profession. A minor amount of learning about technology used as a counselor is still needed.	Demonstrates <u>inconsistent</u> ethical and effective use of technology associated with counseling. This includes a limited ability to effectively use typical software used to perform job tasks (i.e., Word, PowerPoint, and Excel; [or Google or Apple Products]), technology specific to counselors (i.e., record systems), and advanced technology (i.e., recording software, teleconference software, and online learning apps). <u>Displays some knowledge</u> of the effective and ethical use of common technology in the counseling profession but cannot effectively or routinely apply this information. A moderate amount learning regarding technology is still needed	<u>Unable to demonstrate</u> the ability to ethically and effectively use appropriate technology used in the counseling profession. <u>Does not exhibit the required knowledge</u> about the application of technology in counseling. A significant amount of training regarding the effective and ethical use of technology specific to counseling is still needed.	
9. Clinical Documentation and Record keeping: Ability to write clinical case notes, treatment plans, and/or other counseling documentation. <i>(CAEP standards A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> effective use of clinical documentation and record keeping. This includes highly effective use of site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits a high level of knowledge</u> regarding appropriate documentation and record keeping processes and procedures.	Demonstrates a <u>somewhat consistent</u> effective use of clinical documentation and record keeping. This includes a fairly effective use of site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits the knowledge</u> of appropriate documentation and record keeping processes and procedures. A minor amount of learning and skill development regarding clinical documentation and record keeping is still needed.	Demonstrates an <u>inconsistent</u> use of clinical documentation and record keeping. This includes a limited ability to effectively use site or school based documentation procedures for student/client records, session/case notes, meeting notes, and other relevant counseling documents. <u>Exhibits some knowledge</u> of appropriate documentation and record keeping processes and procedures but cannot effectively or regularly apply this knowledge in practice. A moderate amount of learning and skill development regarding clinical documentation and record keeping is still needed.	<u>Unable to demonstrate</u> the ability to effectively employ clinical documentation and record keeping. <u>Does not exhibit the knowledge</u> of appropriate documentation and record keeping processes and procedures. A significant amount of learning and skill development regarding clinical documentation and record keeping is still needed.	

10. Knowledge and Adherence to Site/School Policies: Demonstrates an understanding and adherence to counseling site/school policies and procedures. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> adherence and advanced understanding of school/site policies and regulations. This includes being knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits a high level of knowledge</u> regarding the rules and policies that govern the site/school.	Demonstrates a <u>somewhat consistent</u> adherence to school/site policies and regulations. This includes being knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits the knowledge</u> required to adhere to rules and policies that govern the site/school. A minor amount of learning regarding school/site policies is still merited.	Demonstrates an <u>inconsistent</u> adherence to school/site policies and regulations. This includes limited knowledgeable about site/school rules for counselors, professionalism, and compliance with established processes for counselors. <u>Exhibits some knowledge</u> required to adhere rules and policies that govern the site/school but cannot effectively or consistently apply this knowledge in practice. A moderate amount of learning regarding school/site policies and procedures is still needed.	<u>Unable to demonstrate</u> the knowledge and adherence to school/site policies and procedures. <u>Does not exhibit the knowledge</u> about the site/school rules, professional standards, and processes to be compliant. A significant amount of learning regarding school/site policies and procedures is still needed.	
11. Effective Communication: Ability to communicate verbally and non-verbally with counselors, staff members, and clients/students at the site. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> highly effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes strong written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes a demonstrated proficient in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits a high level of knowledge and skill</u> regarding effective communication strategies.	Demonstrates a <u>somewhat consistent</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes mostly effective written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes a demonstrated adequate skill in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits knowledge</u> and skills regarding effective communication. A minor amount of learning regarding effective communication is still merited.	Demonstrates an <u>inconsistent</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. This includes a limited ability to use effective written (i.e., documentation), electronic (i.e., email), and verbal communication (individually and in groups). This also includes limited skill in receiving and responding to ongoing conversations, inquiries, and requests. <u>Exhibits some knowledge</u> required skills for effective communication but cannot exhibit these consistently or effectively. A moderate amount of learning regarding effective communication skills is still needed.	<u>Unable to demonstrate</u> effective communication, including verbal and nonverbal communication with students/clients, other counselors, and related staff members. Does not exhibit the needed knowledge or skills to communicate effectively. A significant amount of learning regarding effective communication in professional settings is still needed.	
12. Rapport with Other Professionals: Ability to establish professional and appropriate relationships with counselors, staff members, and other professionals at the site. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to build and maintain rapport with other professionals and colleagues. This includes a heightened ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the highly effective skill of maintaining these relationships and coming off a positive and encouraging colleague. <u>Exhibits a high level of knowledge</u> regarding building relationships with professional at their site/school.	Demonstrates a <u>somewhat consistent</u> ability to build and maintain rapport with other professionals and colleagues. This includes a somewhat effective ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the fairly effective skill of maintaining these relationships and coming off a positive and encouraging colleague. <u>Exhibits the knowledge</u> required to effectively build and maintain relationships with colleagues. A minor amount of learning regarding building rapport is still merited.	Demonstrates an <u>inconsistent</u> ability to build and maintain rapport with other professionals and colleagues. This includes a limited ability to establish professional relationships with other counselors and staff members at the site/school. This also includes the limited ability to maintaining these relationships and coming off a positive and encouraging colleague. <u>Exhibits some knowledge</u> required to build and maintain rapport with colleagues but cannot always apply it. A moderate amount of learning regarding building rapport across professionals is still needed.	<u>Unable to demonstrate</u> an ability to build and maintain rapport with other professionals and colleagues. Does not exhibit the needed skills and ability to build rapport with other professionals at the site/school. A significant amount of learning regarding building and maintaining rapport with colleagues is still needed.	

13. Sensitivity to Needs of Others: Ability to understand others (counselors/staff members/clients/students) unique situation and worked to be a resource in times of need. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a heightened willingness to help out and be available to support the organization and the people in it. <u>Exhibits a high level of awareness</u> about the needs of people around them and within the organization.	Demonstrates a <u>somewhat consistent</u> ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a moderate willingness to help out and be available to support the organization and the people in it. <u>Exhibits awareness</u> of the needs of others around them. A minor amount of learning and skill development regarding recognizing and supporting the needs of others is still merited.	Demonstrates an <u>inconsistent</u> ability to understand the needs of other people at the site/school and within the organization as a whole. This includes a limited willingness to help out and be available to support the organization and the people in it. <u>Exhibits some awareness</u> of the needs of others around them but doesn't apply this awareness often or consistently. A moderate amount of learning and skill development regarding recognizing and supporting the needs of others is still needed.	<u>Unable to demonstrate</u> an ability to understand the needs of other people at the site/school and within the organization as a whole. Does not exhibit the needed awareness of the needs of the organization and others within it, and lack a willingness to support the organization or the people in it. A significant amount of training regarding school/site policies and procedures recognizing and supporting the needs of others is still needed.	
14. Professional development: Active pursuit of learning new knowledge or skills as a result of their experiences at the site and through feedback from their supervisor. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly motivated desire to learn and grow in their knowledge of the counseling profession. This includes an active pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits a high degree of motivation</u> to learn as much as possible about being an effective counselor.	Demonstrates a <u>somewhat consistent</u> motivation to learn and grow in their knowledge of the counseling profession. This includes a somewhat active pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits the motivation</u> required to seek out and participate in professional development but does not always do so. A minor increase in motivation for learning and professional development is still merited.	Demonstrates an <u>inconsistent</u> motivation to learn and grow in their knowledge of the counseling profession. This includes a limited pursuit of training opportunities and consultation about topic areas for which they are less familiar. <u>Exhibits minimal motivation</u> to seek out and participate in professional development and rarely do so. A moderate increase in motivation for learning and professional development is still merited.	<u>Unable to demonstrate</u> motivation to learn and grow in their knowledge of the counseling profession. Does not exhibit the motivation to seek out and participate in professional development and rarely do so. A significant increase in motivation for learning and professional development is still needed.	
15. Time Management: Ability to balance their time at the site to effectively manage the counseling workload and administrative responsibilities. <i>(CAEP standards A.1.1, A.1.2, A.3.4)</i>	Demonstrates <u>consistent</u> and highly effective ability to balance their time and workload at the site/school. This includes advanced skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits a high level</u> of knowledge and skill regarding time management.	Demonstrates a <u>somewhat consistent</u> and somewhat effective ability to balance their time and workload at the site/school. This includes some skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits the knowledge</u> required to effectively manage their time but does not always do so. A minor amount of training regarding time management is still merited.	Demonstrates an <u>inconsistent</u> ability to balance their time and workload at the site/school. This includes limited skills in scheduling their time, completing tasks on a timely fashion, not over-packing their schedule. <u>Exhibits some knowledge</u> required to effectively manage their time but rarely do so. A moderate amount of training regarding time management is still needed.	<u>Unable to demonstrate</u> the ability to balance their time and workload at the site/school. Does not exhibit the needed skills and abilities to engage in effective time management. A significant amount of learning regarding time management is still needed.	

Qualitative Feedback

Strengths:

Weaknesses:

Additional Feedback:

Supervisor Signature: _____

Supervisee Signature: _____





WILLIAM & MARY

CHARTERED 1693

Appendix E: Consent for Audio-Visual Recording

Note: A copy must be signed by each person participating in the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor.

I, the undersigned, authorize the video/audio recording of my individual counseling sessions with the following student counselor: _____.

I understand that the recorded sessions will be used only for the purpose of counselor training, and that they will be viewed only by the above-named student counselor, their site supervisor, the Practicum/Internship faculty supervisor(s), and the student counselors enrolled in the Practicum/Internship Supervision Group. I further understand that the recorded sessions will be erased upon the named student counselor's completion of the Practicum/Internship course.

Client/Student Name

Client/Student Signature

Date

Parent/Legal Guardian Signature for Minor Client/Student

Date

