



# **Practicum and Internship Manual**

**Master of Arts in Community Counseling**

**CHICAGO**

**Revised October , 2010**

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## How to Use This Manual

Upon entering the program, students will receive a copy of the Practicum/Internship Training Manual. The Manual should be kept as an important student resource for training definitions, policies, procedures, and general information. It should be used for training guidelines from entry into the program through the completion of the program. Students are bound by the policies stated in this Manual regarding the clinical training experience. Any violation of these policies will result in possible disciplinary action or potential mandatory withdrawal from the practicum/internship process.

All forms referred to in this Manual can be found in the Appendices.

For questions regarding this manual or other matters related to the search, application, and the actual clinical training experience, students should consult with their advisors, or practicum/internship seminar leaders. You can also contact:

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### **Special Note:**

This Manual serves as a template which states general policies, procedures, and regulations regarding students' application and fulfillment of the clinical training requirements of the MA Community Counseling Program. Changes in dates, forms, or specific procedures may be made during the year. Students should always pay attention to the announcements and updates from the Director of Training for Counselor Education, e-mails from the Counselor Education, the online University Newsletter, campus website, department communications, and flyers posted on campus. Finally, the Counselor Education Department reserves the right to revise this document at any time. Moreover, this manual can also be downloaded from the campus website, [http://www.auconnection.net/chicago/counselor\\_ed/couns\\_index2.asp](http://www.auconnection.net/chicago/counselor_ed/couns_index2.asp)

# Master of Arts Community Counseling Program Overview

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## Mission and Purpose Statements

The mission of the Master of Arts in Community Counseling program at Argosy University, Chicago is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. This mission is achieved through a curriculum that integrates counseling skills, theoretical foundations of counseling, and clinical field experience into appropriate interaction and intervention skills for utilization in a variety of settings with diverse client populations. We serve a diverse student body from urban, suburban, and rural areas who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of diverse communities.

The purpose of the Master of Arts in Community Counseling program is to deliver the core learning experiences established by academic program accreditation and the licensure board of the State of Illinois to assure that students completing the program are competent, ethical counselors prepared for post-graduate positions and professional counseling licensure.

### Core counseling curriculum

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
PC6300	Professional & Ethical Issues*	3
PC6000	Counseling Theory*	3
PC6025	Human Growth & Development	3
PC6104	Counseling Skills*	3
PC6005	Maladaptive Behavior & Psychopathology*	3
PC6700	Couples and Family Counseling*	3
PC6505	Group Counseling*	3
PC6525	Appraisal & Assessment	3
PC6511	Social & Cultural Diversity	3
PC6521	Research & Program Evaluation	3
PC6900	Substance Abuse Counseling	3
PC6600	Career & Lifestyle Development	3
PC6440	Child & Adolescent Counseling	3
PC6420	Community Mental Health*	3
PC6410	Counseling Practicum	2
PC6415	Counseling Internship	4

*\*Denotes practicum prerequisites. Practicum pre-requisites are generally taken in the first year of study and considered a foundation for the other courses of the program. Students may not start their field training experience if they receive a grade below B- in any of these courses prior to the beginning of the field training. Students who receive a grade lower than "B-" must retake the course within the next twelve months and receive a grade of "B-" or better.*

### Comprehensive Examination (Counselor Preparation Comprehensive Exam, CPCE)

Students must take and pass the comprehensive examination. Students are eligible to sit for the comprehensive examination once after completing the core counseling curriculum, either prior to, during, or after their clinical training experience.

**Argosy University, Chicago  
MA Community Counseling**

## Overview of the Field Experience Requirements

<b>Practicum</b>	<b>Internship</b>
<p><b>University Experience:</b></p> <p><b>PC6410 – Practicum Seminar</b></p> <p><i>Students who start practicum in July are required to register for:</i></p> <ul style="list-style-type: none"> <li>◆ Summer II term (2 Credit Hours)</li> </ul> <p><i>Students who start after August are required to register for:</i></p> <ul style="list-style-type: none"> <li>◆ Fall I &amp; Fall II (2 Credit Hours)</li> </ul> <p><b>University Individual Supervision</b></p> <ul style="list-style-type: none"> <li>◆ 1 hour weekly university individual/triadic supervision with a faculty member or a licensed doctoral student</li> </ul>	<p><b>University Experience</b></p> <p><b>PC6415 – Internship Seminars</b></p> <p><i>Students who start Practicum in Summer II are automatically registered for Internship:</i></p> <ul style="list-style-type: none"> <li>◆ Fall I &amp; II (2 Credit Hours)</li> <li>◆ Spring I &amp; II (2 Credit Hours)</li> </ul> <p><i>Students who start Practicum in Fall are automatically registered for Internship:</i></p> <ul style="list-style-type: none"> <li>◆ Spring I &amp; II (2 Credit Hours)</li> <li>◆ Summer I (2 Credit Hours)</li> </ul>
<p><b>Field Experience</b></p> <p><b>Minimum 100 hours consisting of:</b></p> <ul style="list-style-type: none"> <li>◆ 40 hours direct client contact: Including a minimum of <b>20 individual counseling</b> hours; and a minimum of <b>5 family/group counseling/work</b> hours</li> <li>◆ 60 indirect hours</li> </ul>	<p><b>Field Experience</b></p> <p><b>Minimum 600 hours consisting of:</b></p> <ul style="list-style-type: none"> <li>◆ 240 hours direct client contact</li> <li>◆ 360 indirect hours</li> </ul>

**Note:**

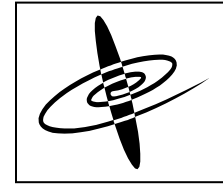
**Direct and Indirect Hours**

- ◆ Direct client contact hours can be attained through clinically based contact with clients, including individual and/or group counseling, intake evaluations, phone conversations regarding clinical and treatment issues, crisis intervention, etc.
- ◆ Indirect service hours can be attained through individual and group supervision, didactic training, staff meetings, consultation, peer supervision, record keeping, case conferences, scheduling, etc.

# Chapter 1

## General Information

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Both practicum and internship are integral parts of the Masters of Arts in Community Counseling (MACC) curriculum. During practicum and internship, students are in the process of completing the clinical training portion of the curriculum by providing direct services to a clinical population within a mental health care delivery system as counselors-in-training. Practicum commences once all prerequisite courses have been completed successfully. Generally, this occurs during the second year of matriculation, depending on term of entry. Internship will start immediately upon successful completion of practicum. The completion of both experiences generally requires a minimum of 10 months to one full academic year. In terms of the academic calendar, practicum can start between July 1 and the beginning of Fall I in September, and internship begins in mid or late fall or the beginning of spring semester after students' successful completion of practicum.

### ***Purpose of Field Training***

Field training refers to the supervised practical experience in which students work directly with a clinical population in a health care delivery system. It provides students the opportunity to apply what they have learned and to foster the skills and character necessary to become a competent therapist or counselor. Clinical training, therefore, strives to advance and integrate theoretical knowledge, clinical technique, and professional attitudes.

Successful training results in the ability to accurately assess and understand a wide range of clinical phenomena. These skills subsequently serve as the basis for implementing effective intervention techniques to help and heal those in the clinician's care. These activities must occur within a climate of absolute respect for the client, in accordance with the ethical standards of care, and in a manner sensitive to issues of diversity and individual differences.

Through direct, supervised client contact, Argosy University, Chicago trains ethical, qualified, and competent clinicians who deliver effective assessment and therapeutic services. To this end, the AU-Chicago and clinical field training faculty closely monitor students' academic progress and clinical development to ensure academic achievement as well as clinical suitability. Thus, students' personal adjustment, interpersonal relatedness, and professional behavior also pertain to their development as clinicians.

Areas of experience students can expect from their clinical sites:

1. Understanding the roles of counselors and their relationship with other mental health professionals in a variety of clinical settings.
2. Learning about organizational, programmatic, financial, ethical, and legal issues facing practicing counselors.
3. Acquiring experiences in various programming efforts, including but not limited to: crisis intervention, consultation, psycho-education, and community outreach.
4. Conducting a variety of counseling or therapeutic modalities according to the characteristics and needs of diverse populations.
5. Assessing clients through intake interviews and mental status examinations for the purpose of formulating appropriate treatment strategies/plans.
6. Exploring available resources in order to make referrals with reference to the needs of the clients.

## ***Role of the Director of Training (DOT) for Counselor Education (CE)***

The DOT, under the leadership of the chair of the Department of Counselor Education, is responsible for the clinical training of MACC students. The Department Administrator and student workers assist the DOT in the management of databases and collection of records and student practicum/internship information.

The Director of Training for Counselor Education (DOT-CE) is the point person to direct and manage all matters pertaining to students' field training experience. The DOT-CE interacts with the Training Department, Clinical Psychology to maintain an accurate, current database of practicum and internship sites. Students should contact the DOT-CE for all issues related to their clinical training.

The DOT will assist the student body with all aspects of the Practicum attainment process, which typically lasts approximately from November to May. The DOT facilitates students' ability to find, apply to, and secure sites for training; implements the criteria set forth by the Training Committee to monitor the quality of the students' training experience at sites; networks with mental health agencies within the Chicago-land area to enhance the development of new training sites; and, works with the practicum/internship seminar leaders to ensure the quality of students' clinical experience as well as monitor students' progress and development. The DOT-CE also serves as a university liaison that communicates and works with site supervisors to monitor students' performance and to ensure training quality provided by sites.

On a daily basis, the DOT works with seminar leaders and students in coordinating sequences of events, issuing and filing of paperwork, and recording and verification of students' hours. Together with the seminar leaders, the DOT-CE reviews student evaluations, site evaluations, seminar evaluations, and hour logs to issue credit for students' experiences. The DOT-CE will also provide supervision and support to students who are on practicum/internship during term breaks or when seminars are not in session.

When concerns arise either from the students, the sites, or the seminar leaders, the DOT also works with all the parties involved. In consultation with the Training Committee, the DOT will intervene to address the situation through mediation, advocacy, or other appropriate measures to resolve or to improve the situation.

### **Home Visits**

Providing counseling in homes or other facilities not part of the training site is prohibited. You must get prior approval from the Director of Training to provide such counseling.

## ***The Training Committee***

### **Mission**

It is our mission to work closely with students to ensure that they demonstrate progress in knowledge, skills, and attitudes as they relate to the core competencies outlined in their training evaluation forms (assessment, communication, critical thinking, diversity, relationship, professional conduct, outcome and evaluation, and supervision and consultation). It is also our goal to make sure that students proceed through their clinical training experience with the necessary support, mentoring, advisement, and understanding of their responsibility to function as ethically and culturally competent professionals.

The Committee monitors students' professional and clinical progress to ensure academic achievement as well as clinical suitability. Students' personal adjustment, interpersonal relatedness, and professional behavior also pertain to their development as clinicians and are reviewed by the Committee when concerns arise.

The Training Committee will work with students who may experience difficulties during practicum and internship. Such difficulties are often resolved through remediation plans which may include but are not

limited to supplemental supervision, recommendation for therapy, additional supervision regarding certain issues, or supplemental clinical training. Depending on the nature of the difficulties, students may be referred to the Student Professional Development Committee, which can also initiate different remediation plans or strategies to assist the growth and development of students.

The Training Committee assists the Director of Training (DOT-CE) for Counselor Education in formulating policies and procedures regarding standards for clinical training. Together they assist in establishing criteria for acceptable training sites, monitoring the suitability of specific sites for training, and reviewing student progress at their practicum and internship sites.

The Committee also functions as an advisory group to the DOT-CE by reviewing practicum and internship sites when students or faculty members express concerns about the policies or procedures within a site's training program.

### **Composition of the Training Committee**

The Training Committee is chaired by the Director of Training (DOT), one full-time faculty member, one student representative from each program, doctoral Counselor Education and Supervision, and MACC, in the Department of Counselor Education. The Committee works with students enrolled in the MA Community Counseling program at AU-Chicago. The Committee also functions as an advisory group to the Director and the Department regarding all issues related to students' clinical training experience.

## **Collaboration between the University and the Sites**

In order to assure the quality of the clinical experience for our students, the counseling faculty at Argosy University, Chicago closely monitors students' clinical development during all stages of the counseling program with particular emphases during the practicum and internship. This monitoring is done by continuous communication between academic and field training faculty, addressing the issues of clinical suitability as well as professional development of the students-in-training. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their development as clinicians.

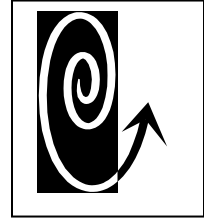
Argosy University, Chicago, has well-established working relationships with site-supervisors. Faculty seminar leaders (instructors) are in regular contact throughout the term of the practicum/internship. At the beginning of the practicum, the Director of Training communicates (mail and/or telephone) with each field-site supervisor to share program objectives, course descriptions, and responsibilities of students, faculty, and the site-supervisor. Formal site supervisor evaluations are conducted each semester and sent to the seminar leader. Seminar leaders are in phone contact with site supervisors at least once/semester and if possible visit each active site once/year. Since the training year of 2006, the Counselor Education Department has been conducting orientations sessions, training workshops, and discussion opportunities with site supervisors. In order to encourage participation, site supervisors can earn 3 to 6 continuing education units through these workshops per year. In addition, these sessions also ensure continued quality relationships with each site, an understanding of the Practicum/Internship process, verification of site information, and an additional opportunity to process any concerns about Argosy, Chicago MACC students.

Additionally, information from students' evaluations of their sites and site supervisors, the annual review of students' feedback, and the site supervisor and alumni surveys are used to continuously improve the university – site relationships.

# Chapter 2

## Practicum

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The student practicum experience encompasses two components: field placement training and university-based training. The latter also has two components: 1. seminars for group supervision, conducted by a faculty member of the Counselor Education Department; and, 2. individual supervision.

### ***What is Practicum?***

For students who are starting their practicum and have had little or no experience working in a mental health delivery system, one way to understand practicum training is to view it as an *apprenticeship*.

The purpose of this apprenticeship is for you to learn how to apply your clinical or counseling knowledge effectively in helping clients with various presenting difficulties. Our practicum sites are geared specifically to facilitate this learning and to provide ample opportunities to work with clients.

As an apprentice, you will work closely with a supervisor – a licensed clinician with a Masters or Doctorate Degree (e.g. Licensed Clinical Professional Counselor, or Licensed Clinical Psychologist). A supervisor takes on the role of a teacher, counselor, and consultant. Your supervisor assumes professional responsibility for your training and is someone with whom you meet weekly for supervision.

### ***Pre-requisites***

*Practicum pre-requisites are generally taken in the first year of study and are considered a foundation for the other courses of the program. Students who receive a grade lower than “B-“ must retake the course within the next twelve months and receive a grade of “B-“ or better to begin their clinical training.*

PC6420	Community Mental Health
PC6000	Counseling Theory
PC6005	Maladaptive Behavior & Psychopathology
PC6104	Counseling Skills
PC6300	Professional & Ethical Issues
PC6700	Couples and Family Counseling
PC6505	Group Counseling

## **Field Placement Experience**

### **Timeline:**

Practicum starts anytime between July 1 (but no earlier than July 1), and the beginning of the Fall I term. Students need to work with their site supervisors to determine their practicum schedules. In general, students should expect to be on site a minimum of 10 hours per week to complete all practicum requirements. Upon successful completion of all practicum requirements (i.e. practicum portfolio, self-appraisal paper, hour logs, evaluations, etc.), student may begin to accrue hours towards internship.

### **Clinical Hour Requirements (100 hours in total):**

1. Direct Hours  
Minimum of 40 direct client contact hours which can be attained through clinically based contact with clients, including both individual (a minimum of 20 hours) and group counseling ( a minimum of 5 hours), intake evaluations, phone conversations regarding clinical and treatment issues, crisis intervention, etc. No more than 25% (10 hours) of the total direct hours can be case management.
2. Indirect Hours  
Minimum of 60 indirect service hours achieved through individual and group supervision, didactic training, meetings, consultation, peer supervision, record keeping, case conferences, etc.

### **Record Keeping**

Students should utilize the *Monthly Practicum Hours Log* which is included in Appendix B to keep track of their daily clinical direct or indirect hours. By the end of practicum, students should turn in their total hours to their practicum seminar leaders as reported on the *End Of Practicum Hours Log* (see Appendix B), which will be signed by the site supervisor and the student. Appendix B also has a University Activity Monthly Practicum Hour Log and a University End of Practicum Hour Log for similar purposes held at the university.

### **On-site Supervision Requirements**

Practicum students are required to have two hours of weekly on-site supervision which can be fulfilled by one of the following formats:

1. two hours of face-to-face individual supervision with the licensed site supervisor; or
2. one hour of face-to-face individual supervision with the licensed site supervisor and one hour of group supervision.

### **Group Counseling Practicum & Supervision**

MA Community Counseling students need to have group counseling experience, minimum 5 hours, during their practicum to comply with CACREP standards. Students are expected to facilitate group work. Students should be provided opportunities to discuss or debrief the group process and related dynamics, as well as clinical issues with the site supervisor.

For students who are not able to attain group counseling experience from their primary practicum site, they can establish supplemental sites where they are allowed to facilitate groups to fulfill this practicum requirement. Supplemental sites are also expected to provide supervision and opportunities for students to discuss or debrief the group process and related dynamics, as well as clinical issues with a licensed clinician supervisor.

## **Site Supervisor Evaluation**

The site supervisor will have continuous communication with university faculty, typically the seminar leader, to monitor students' progress during the practicum. A formal evaluation will be completed by the site supervisor and submitted to the DOT for Counselor Education at the end of the practicum (see Appendix B). No less than two weeks before practicum ends, the form should be given to the site supervisor who will complete the form and discuss the results of the evaluation with the practicum student. The form will then be returned to the seminar leader by the end of practicum.

## ***University-based Experience***

### **Practicum Seminars**

Students are required to be enrolled in practicum seminar (PC 6410) while on their practicum. Students who start practicum in July are required to register for the Summer II Practicum Seminar which will continue until the end of Fall I term. Students who start in August or September are required to register for Practicum Seminar for the entire fall semester. Practicum seminars meet for an average of 1.5 hours/week with fellow peers as well as the seminar leader (university faculty) at 6:00 P.M. The seminar is considered to be a form of group supervision which provides a forum for students to discuss their cases, seek consultation from their peers and faculty, or share concerns and issues relating to clinical experience as well as their emerging identities as professional counselors.

### **University Individual Supervision**

In addition to practicum seminar meetings, students are required to participate in individual or triadic (two students at a time) supervision, for an average of one hour per week, with a core faculty member or a licensed doctoral student who is under direct supervision of a core faculty member. A minimum of eight supervision sessions are required before the student can transition to Internship.

Compared to seminar meetings, which emphasize group discussion and sharing of perspectives and experiences, individual supervision stresses the individual counselor trainees' developmental needs, refinement of counseling skills, in-depth discussion of client issues, and personal reflections. Thus, individual supervision is an intense and personalized experience which provides the counselor-in-training a forum to review progress/case notes, listen to tapes, and ask specific questions regarding their performance and issues related to the clients. In order to facilitate the attainment of these goals, students are expected to be prepared for the individual supervision sessions. When attending an individual supervision session, you should have:

1. Summary of progress/case notes of various clients ready for review/discussion.
2. Specific segments of taped sessions selected for listening and discussion.
3. Specific thoughts on case conceptualization and treatment formulation.
4. Questions (the areas that you are struggling with, or have doubt; about performance, alternative treatment issues, etc) ready for discussion and consultation.

#### Important Reminder:

1. *Do not include any client's identifiable information in your notes.*
2. *Always be mindful of the whereabouts of your counseling notes and tapes at all times; and it is important to take necessary steps consistent with the Health Insurance Portability and Accountability (HIPAA) standards.*

## **Practicum Portfolio**

The successful completion of the Practicum Portfolio is a major requirement of the MA Community Counseling students' practicum experience. The Portfolio serves as an evaluative tool for both the University as well as the students to demarcate the completion of practicum experience, their first phase of clinical training. Students cannot conclude their practicum experience and start accruing hours for internship until they have passed both the Portfolio, and the respective evaluations of the site supervisor, the university individual supervisor, and the practicum leader.

### *Timeline for Submission and Concluding of Practicum Criteria*

1. Students can submit a complete portfolio to their Practicum Seminar Leader at any point during their Practicum. *The exact due date* for your portfolio will be determined by your practicum seminar leader.

### Components of the Portfolio

A complete Practicum Portfolio should include the following:

1. Practicum Case Report (*See details in Appendix B*).
2. End of Practicum Self-Appraisal Paper (*See details in Appendix B*)
3. Student's Perception of the Practicum *Site Supervisor* (*See Form in Appendix B*).
4. Student's Evaluation of the Practicum *Site* (*See Form in Appendix B*).

## **Role of Seminar Leaders**

In addition to their group supervisory functions, seminar leaders also provide consultation and support to the site supervisors on a regular basis in order to assure adequate student progress and assess the quality of the training that students are receiving on site. They will also work with university individual supervisors and site supervisors to monitor the progress of students. Seminar leaders are the first persons whom students should contact with concerns about their practicum experience. When seminar leaders are not available, or when practicum seminars are not in progress, the DOT will serve as university supervisor for students in practicum.

## **Progress Evaluation**

Seminar leaders will assess students' progress on a continuous basis via their interaction during seminar meetings, communication with the site supervisors, and review of site supervisor evaluations. Individual supervisors will assess students through individual supervision sessions. Both individual supervisors and seminar leaders will conduct a formal evaluation at the end of practicum. This evaluation form is located in Appendix B.

At the end of the fall semester, seminar leaders, based on the evaluations by the individual supervisor and site supervisor, will assign grades to students' practicum: Credit (CR), for students who perform satisfactorily at their practicum sites, practicum seminars, and university individual supervision sessions; No Credit (NC), for those students who do not perform satisfactorily in practicum seminars or/and at the practicum sites; and an "I" for incomplete for students who have not submitted all the necessary paperwork or assignments by the end of the semester. The seminar leaders will also collect and submit all the required documents listed in the subsequent section to the DOT for filing.

## ***Submission of Documents***

It is very crucial that practicum students submit all the related documents on time. Failure to submit appropriate and required documents (forms, evaluations, hour logs, etc.) will lead to the delay of the internship experience, which follows immediately after the successful completion of practicum.

If the Training Director or seminar leaders do not receive the required documents with appropriate signatures within 2 weeks of the designated deadline, students will receive an "INCOMPLETE" grade for that semester. If the DOT-CE does not receive these documents by the end of the following semester, the "INCOMPLETE" grade will be changed to "NO CREDIT" and students will not obtain credit for that semester of practicum (i.e. practicum hours will not count towards training requirements).

Documents to be submitted to seminar leaders by the end of practicum are:

- End of Practicum Total Hours Log
- University End of Practicum Total Hours Log
- End of Practicum Site Supervisor Evaluation Form
- End of Practicum Individual Supervisor Evaluation Form
- End of Practicum Seminar Leader Evaluation Form
- Practicum Portfolio

## ***Criteria for Successful Completion of Practicum and Conditions to Proceed to Internship***

Practicum seminar leaders and the Director of Training will determine whether students should proceed to Internship. Students will not be allowed to begin internship unless they successfully complete their practicum with the fulfillment of the following:

- Hourly requirements
- Passage of seminar leader evaluation
- Passage of individual supervisor evaluation
- Passage of site supervisor evaluation
- Completion and passage of the Practicum Portfolio
- Submission of all the required documents as listed in the above section with appropriate signatures ~~within 2 weeks of the end of practicum~~

## ***Practicum End Date and Internship Start Date***

The start of Internship begins when all of the above documents ("Criteria for Successful Completion of Practicum") are received by the seminar leader.

For students who receive a Revision and Resubmission grade:

1. Students may have up to four weeks to submit their Portfolio revision, the areas of revision and actual date of resubmission will be at the discretion of the Practicum Seminar Leader as signed in the Remediation Plan (Appendix B).
2. These students may start to accrue internship hours.
3. However, if the result of the revision is less than satisfactory, students will need to convert those internship hours back to practicum hours, and need to redo their practicum portfolio with another taped session;

For students who fail the Portfolio:

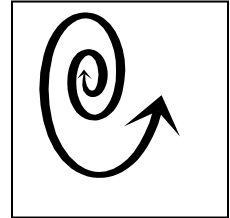
1. They have to redo and resubmit the entire practicum portfolio within four weeks of the reception of the grade.
2. They cannot start accruing internship hours until they obtain a passing grade from the resubmission.
3. They can have only one opportunity to revise the Portfolio in order to attain a satisfactory grade. Unsuccessful revision attempts will lead to further remedial recommendations, including a possible referral to the Student Professional Development Committee.

In all cases, the Director of Training will notify students officially regarding their practicum end day and internship start day after he/she receives all the necessary documents from students' respective practicum seminar leader.

# Chapter 3

## Internship

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Similar to practicum, the student internship experience consists of two components: field placement training and university-based seminar for group supervision conducted by a faculty member of the Counselor Education Department.

### ***What is Internship?***

According to the CACREP standards published in 2001, internship is a distinctly defined, post-practicum, supervised “capstone” clinical experience which enables the student to refine and enhance basic counseling or student development knowledge and skills, so that they can integrate and authenticate professional knowledge and skills appropriate to the students’ program as well as initial post graduate professional placement. At Argosy University, Chicago, internship begins upon the successful completion of practicum at the same site.

During the internship, students will continue to work closely with the site supervisor (an appropriately credentialed mental health professional). At this stage, students are expected to reach a skill level more consistent with entry level practicing professionals, and perform at a more mature level while providing services to clients and interacting with fellow mental health staff.

### ***Pre-requisites***

Successful completion of all programmatic requirements of practicum

### ***Field Placement Experience***

Timeline:

Internship starts either when the student completes all the requirements toward practicum or, at the latest, in the beginning of the spring semester. Internship usually ends at the conclusion of Summer I, or until the end of Summer II if hour requirements have not been met. In all cases, internship must conclude prior to the beginning of the next academic year. In general, students should expect to be on site a minimum of 20 hours per week to complete all the hour requirements.

### **Clinical Hour Requirements (600 hours in total):**

#### 1. Direct Hours

Minimum of 240 direct client contact hours which can be attained through clinically based contact with clients, including individual and/or group counseling, intake evaluations, phone conversations regarding clinical and treatment issues, crisis intervention, etc. In contrast to practicum, group therapy experience is not a requirement for internship. No more than 25% (60 hours) of the total direct hours can be case management.

## 2. Indirect Hours

Minimum of 360 indirect service hours achieved through individual and group supervision, didactic training, meetings, consultation, peer supervision, record keeping, case conferences, etc.

### **Record Keeping:**

Students should utilize the *Monthly Internship Hours Log* (See Appendix C) to keep track of their daily clinical direct or indirect hours. By the end of internship (typically end of Summer I, depending on the student's ability to secure all the required hours), students should turn in their total hours to the seminar leaders as reported on the *End of Internship Total Hours Log* (see Appendix C), which will be signed by the site supervisor and the student. Appendix C also has an Internship University Hour Log for activities related to the seminar experience.

### **Supervision Requirements:**

Similar to practicum, student interns are required to have two hours of weekly on-site supervision which can be fulfilled by one of the following formats:

1. Two hours of face-to-face individual supervision with the licensed site supervisor; or
2. One hour of face-to-face individual supervision with the licensed site supervisor and one hour of group supervision.

### **Site Supervisor Evaluation**

The site supervisor will continue to monitor student's progress during the internship. Site supervisors will conduct two formal evaluations during the entire internship experience. The first should be completed by the end of the Spring I term (around the end of February or the beginning of March) and the second at the end of the internship. Forms will be submitted to seminar leaders or the DOT when internship seminars are not in progress during Summer II. The evaluation form, which is the same for both evaluations, can be located in Appendix C.

## ***University-based Experience***

### **Internship Seminars**

While on their internship students are required to be enrolled in internship seminar, PC 6415, in Fall II and spring semester for July starters, in spring semester and Summer I for August and September starters. Internship seminars meet every other week with fellow peers as well as the seminar leader (university faculty) at 6:00 P.M. The seminar is considered as a form of group supervision which provides a forum for students to discuss their cases, seek consultation from their peers and faculty, or share concerns and issues relating to clinical experience as well as their emerging identities as professional counselors.

Close to the end of the Spring II semester, on a date announced each year, students are also required to complete the *Counseling Competence Examination (CCE)*, the details of which will be discussed in Chapter 7. At the end of Summer I, students are required to complete the *Internship Self-Appraisal Paper* to conclude their clinical training experience in relation to their overall development in the journey of becoming a professional counselor.

### **Role of Seminar Leaders**

In addition to their group supervisory functions, seminar leaders also provide oversight to the site supervisors on an as needed basis to assure adequate student progress and assess the quality of the training that students are receiving on site. When seminar leaders are not available, or when internship seminars are not in progress, the DOT will serve as university supervisor for students who need to extend their internship until Summer II or the end of August.

## **Seminar Leader Evaluation**

Seminar leaders will assess students' progress on a continuous basis via their interaction during seminar meetings, communication with the site supervisors, and review of site supervisor evaluations. A formal evaluation will be completed by the seminar leader at the end of the spring semester. This evaluation form is located in Appendix C. At the end of spring semester seminar leaders will also assign grades, Credit (CR), for students who perform satisfactorily in both of their internship sites and internship seminars; No Credit (NC), for those students who do not perform satisfactorily in internship seminars or/and at the practicum sites; and, an "I" for incomplete for students who have not submitted all the necessary paper work or assignments by the end of the semester. The seminar leaders will also collect and submit all the required documents listed in the subsequent section to the DOT for filing.

## ***Submission of Documents***

It is very crucial that internship students submit all the related documents on time. Failure to submit appropriate and required documents (forms, evaluations, hour logs, etc.) will lead to the delay of receiving credits for the internship experience.

If the DOT-CE or seminar leaders do not receive the required documents with appropriate signatures within 2 weeks of the designated deadline, students will receive an "INCOMPLETE" grade for that semester. If the DOT-CE does not receive these documents by the end of the following semester, the "INCOMPLETE" grade will be changed to "NO CREDIT," and students will not obtain credit for that semester for internship (i.e. internship hours will not count towards training requirements).

### **Submission of Documents for the Internship Experience:**

Documents to be submitted to seminar leaders when internship seminars are in session in Spring and Summer I term, or to the DOT if internship extends to Summer II, include:

After half the Internship (Internship I) is complete (300 total hours), the student must submit to the seminar leader a log of Total Hours for those first 300 hours and a site supervisor evaluation.

- End of Internship Total Hours Log (End of Internship I, and End of Internship)
- End of Internship University Total Hours Log (End of Internship)
- Internship Site Supervisor Evaluation Form (End of Internship I, and End of Internship)
- Student's Perception of the Internship Site Supervisor (End of Internship)
- Student's Evaluation of the Internship Site (End of Internship)
- Internship Self-appraisal Paper (End of Internship)

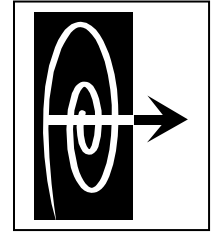
## ***Criteria for Successful Completion of Internship***

- Fulfillment of hour requirements
- Passage of site supervisor evaluation
- Passage of seminar leader evaluation
- Completion and passage of the CCE (~~In Spring II~~)

## Chapter 4

# Preparation for Clinical Experience

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Upon entering the program, students should start preparing for their practicum and internship experience. Planning in advance for this field training is essential to a timely completion of the program as well as the quality of the experience. Support for this planning starts with a session led by the Director of Training during students' first year in the program.

**September**

### ***Setting the Stage***

#### **Identify Goals and Interests**

Your interests may relate to working with a certain age group (e.g., children), type of dysfunction (e.g., substance abuse), or therapy modality (e.g., family therapy). Identify *primary* as well as *alternative* interests. Having an identified focus and having an alternative set of interests will allow you to have as wide a range of choices as possible in the practicum/internship search process.

#### **Training Resources**

This is also a good time to learn about whether there are Argosy-approved sites matching your interest and focus of development. The department has a file for each Argosy-approved site. These files contain information about the sites, including past students' evaluations, names and credentials of the site supervisors, training philosophy, and services and programs. Information of available Practicum sites will be made available to you in December. You can always consult and seek advisement from the Department Administrator or DOT-CE regarding your interests, possible matching sites, application procedures, and other questions related to your clinical experience.

#### **Networking**

Students should start to network or explore possible sites by talking to fellow students, especially with those who are already on practicum/internship. Students can also discuss their practicum/internship goals and interests with their advisor for suggestions on how to pursue their interests.

#### **Volunteering**

Volunteering in community mental health agencies is a good way to know about prospective sites as well as gain relevant experience to prepare you for your formal clinical training. Career Services will typically conduct a volunteer fair to assist students with this process. Students should be aware that some volunteer sites may not accept current or past volunteers as counselor practicum or internship students. Students should consult with volunteer agencies in this regard prior to committing to a volunteer experience.

#### **Life Review**

Take stock of personal work hours and other responsibilities. Students are typically at their Practicum placement sites 8-12 hours per week and Internship sites 20 or more hours. As field placements require trainees to be on site during regular business hours as well as some evenings, students will need to begin to plan and prepare accordingly.

## ***Knowing the Policies & Procedures***

### **Dissemination of Practicum/Internship Handbook**

The DOT-CE will disseminate information packets in November outlining the procedures and due dates for forms, etc. for those who decide to go on practicum/internship in their second year. Students should pay close attention to the announcements on the campus website, electronic copies of Inside Argosy, the newsletter for the university, for any updated information regarding clinical training. Students should also frequently check their Argosy email accounts as the DOT-CE will continually inform or remind students about important dates and other relevant information pertaining to the training process. Students should begin the following:

#### **Drafting a Cover Letter**

It is never too early to begin work on cover letters for the application process for practicum/internship because it is the key document whereby you introduce yourself to a prospective agency. It should be written clearly and concisely (i.e., no more than one page). It should highlight your experiences and skills and specify how these match the requirements or emphases of the particular practicum site. Sample cover letters are available for you to view in the Career Services Center (CSC).

#### **Updating Your Curriculum Vitae**

Make sure you have ample time to prepare your *curriculum vitae*, which should be clearly, concisely, and accurately written. *Vita* typically include information about your educational background, work and training history, papers, presentation, research (if any), awards (if any) and other important accomplishments, activities, or interests.

Your cover letter and *vita* is a site's first impression of you, so take the time to make them look professional (e.g., we do not recommend attaching pictures of yourself, or using elaborate fonts, colored paper, etc.). Sample *vitae* and recommended guidelines are available through the CSC.

#### **Career Services Center**

The Career Services Center (CSC) provides mentoring and guidance to students who are preparing application materials and information sessions as they undertake the practicum/internship application process. In addition to reviewing your materials, they are able to provide career counseling to students who are trying to clarify their goals and interests in making decisions about training sites to apply to (e.g. setting, population, etc). Please make an appointment with a CSC staff member in advance for review of materials and mock interviews at (312) 777-7660.

## ***Determining Readiness to Apply to Practicum/Internship***

Students may begin the search and application process in November of their first academic year. Since the search, application, interview, acceptance of offers, and start date procedures take almost a full year, students entering the program in the Spring automatically have an overall degree program that is a half year longer than students who enter in either the fall or summer semesters. In some situations, students opt to postpone their training experience to their third year after they complete all the course work. In all cases, students must decide whether they will apply for their training experience in early November. Students should consult with their advisor and/or the DOT-CE for guidance with this decision. Students who have special situations or circumstances will need to petition the Director of Training to seek special accommodations. See Appendix D for an overall timeline of the application process.

### **Eligibility Requirements for Application:**

All students who enter the practicum/internship application process must:

- Be in good academic standing;
- Have completed all prerequisites (see page 11). Note that if your prerequisites for practicum are not fulfilled by the end of Summer II term, you will not be eligible to continue the search process, or you will be pulled from a practicum agreement. In addition, students who receive a grade lower than “B-“ in a practicum pre-requisite course, must retake the course within the next 12 months and receive a grade of “B -“ or better. Students may not start their field training if they receive a grade of below “B-“ in any of these courses by the Summer II term prior to the beginning of field training;
- Have been a fully matriculating degree-seeking student at Argosy University, Chicago for a minimum of one year (two semesters) prior to beginning the practicum;
- Passage of faculty review, and demonstrated satisfactorily performance in the following areas in the *Evaluation Feedback Sheet* which is completed by course instructors at the end of each course (See Form in Appendix D):
  1. Course Content.
  2. Counseling Skills and Helping Relationships.
  3. Professional Identity.
  4. Professionalism and Self Awareness.
  5. Diversity and Sensitivity.
  6. Interpersonal/Professional Presentation/Participation.
  7. Written/Oral Presentation.

### **Students on Academic Probation**

If a student is on academic probation during spring semester, the student will not be allowed to apply for practicum.

If a student is removed from probation after spring grades are released, (cumulative GPA is not less than 3.0), the student will be allowed to enter the Clearinghouse Practicum Search Process and apply for practicum.

If a student remains on probation after spring grades are released, the student will have to wait until the next training year to apply for practicum.

If a student is on academic probation as of the scheduled start of the practicum, the student must petition the Director of Training in order to start the practicum.

## **Declaration of Intent:**

Students must declare their intention of applying for practicum/internship to begin the following academic year by completing and submitting the *Practicum Intent to Apply Form*, which can be found in Appendix D. You must submit this form to the DOT-CE electronically via e-mail by the due date in late November. This date is announced each year.

For those students who cannot decide when to do their practicum, it is advisable for them to submit the Intent to Apply Form. The DOT-CE will only send information to students who have submitted the form regarding the application process after the submission deadline. Thus, it is to students' advantage to file the form so that you will not miss any information until you can decide when to do your practicum.

Once students enter the application process, they can withdraw at any point as long as they notify the Director of Training. However, if students have not expressed interest in applying by the submission due date of the Intent Form, they will need to petition the Director of Training, who may or may not grant permission to enter the process.

## **Preparation of Documents for Application:**

- Cover letter
- Curriculum Vitae
- Contact professors/supervisors and obtain consent for letters of recommendation
- Official Transcripts

Typically, students include two letters of recommendation in their applications. They should approach professionals who know their work (e.g. a current or previous clinical supervisor, an Argosy Counselor Education instructor, etc.) and ask if the professional will write a strong letter on their behalf. Give the letter writers plenty of time (minimum of 7 days) to write the letter. Letters will need to be ready to mail out with application materials in mid-late February. A *Request for Letter of Recommendation Form* (see Appendix D) must be submitted to each faculty member who is asked to write a letter of recommendation.

Some agencies may ask for official transcripts as part of the application packet. It is important for students to allocate time in advance to request official transcripts from the Registrar.

Please note that the DOT-CE does not process or mail letters of recommendation, or other practicum application materials. Therefore, students need to insure to make arrangements with their letter writers about when and where their letters need to be sent. It is a common and acceptable practice in the Chicago-land area for students to send their letters of recommendation to practicum/internship sites addressed "To Whom it May Concern" or "Dear Training Director." Send photocopies of each letter of recommendation to each site, as many letter writers do not mail-merge specific site information for each letter.

## **Information for Students with Disabilities**

It is the policy of Argosy University, Chicago to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations to complete the instructor's course requirements, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodation in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

Students with disabilities should contact the DOT-CE to discuss their needs when considering applying for their clinical experience. The DOT will work with the Director of Student Services to coordinate accommodations and services for the students so as to facilitate their application process as well as their clinical experience.

## ***Information for International Students***

International students must alert the Director of Training about their special status. Involvement in practicum/internship will be construed as falling under the rubric of *Curricular Practical Training* as defined by the United States Immigration and Customs Enforcement (ICE). Since practicum and internship are required integral parts of students' programs of study, appropriate permission should be relatively easy and straightforward to secure. However, students should make arrangements to meet with the International Student Advisor or the Director of Student Services to receive a full orientation to the United States Immigration and Customs Enforcement (ICE) and Argosy University, Chicago policies and procedures respectively. Copies of appropriate ICE documentation confirming their compliance with ICE and AU Chicago guidelines should be forwarded to the Director of Training for Counselor Education.

It is especially important for international students to contact the International Student Advisor if there is any financial compensation involved in their practicum/internship, as the staff from Student Services needs to register the students in the SEVIS system.

In all cases, international students should always consult with the International Student Advisor, who is the campus' "Designated Student Official" (DSO) for international students and ICE regarding their status, ICE policies, and attainment of documents from all the related government and university offices.

December

## ***Review of Site Database***

### **Electronic Database**

When students submit the Intent to Apply for Practicum form, they will receive notification via their Argosy e-mail accounts; this e-mail will contain information which allows them to access the practicum/internship database.

The department has an electronic file (folder) for each Argosy University, Chicago approved site. These files provide more detailed information about the sites, including past students' evaluations, names and credentials of the site supervisors, training philosophy, and services and programs.

### **Rules for Reviewing Site Information**

Students are expected to comply with the following rules during the process of reviewing information about practicum and internship sites:

- *Do not share practicum/internship site information and passwords to the database with people outside of Argosy University, Chicago.* Our database was developed very diligently by Argosy students, faculty, and administrators for the benefit of our students. Sharing our information with others outside of Argosy University, Chicago will jeopardize you and your fellow students' chances in attaining clinical experiences from these sites. More importantly, some of these sites are proprietary sites which are only available to and have preference for Argosy University, Chicago students.
- *No calls to sites without approval from the Training Director.* Contact the DOT if you need additional information about a site.

- All correspondence should be through mail or e-mail if the site states that they have Internet access.

## ***Choosing a Practicum/Internship Site***

Students should choose a site which can match training standards set forth by CACREP. In particular, the site should provide *the opportunity for students to audio and/or videotape* their interaction with clients for use in supervision. The use of audio and/or video tapes is also a requirement for completing your CCE and for presentations in practicum/internship seminars. As CACREP requires students to have group and individual experiences in their practicum, *students need to look for sites which can provide group experience either through existing groups, or opportunities to develop groups.*

Serious considerations should also be given to:

- Matching of your professional goals and interests with the training provided by the site.
- Fit in terms of location, hours, days and times per week, etc.
- Opportunities of broadening clinical experience (populations, types of sites, etc.).
- Training philosophy, theoretical orientations, formats of the services provided by the site.
- In the event your experience or background is significantly different from the site's emphases or foci, you need to be prepared to address your rationale in applying to these sites in your cover letter and to discuss your desire for doing so.
- Location: consider your commute time among all the locations involved (Argosy, work, and the training site). Other sites, child care, may also affect your decision.

## ***University Policies Regarding Practicum/Internship Sites***

State mental health facilities, out-patient clinics, private psychiatric hospitals, psychiatric units and community hospitals, schools and treatment centers for developmentally disabled, behavioral disordered and/or emotionally disturbed adults and children, chemical dependency treatment programs plus a variety of specialized programs such as eating disorders, rehabilitation, etc., are all included in Argosy University, Chicago's current list of approved sites.

Training sites are selected because of their overall appropriateness in the use of the practitioner model of training graduate-level counseling students. This would include emphasis on the acquisition of clinical skills, relevant treatment population, credentials of staff and site, availability of adequate supervision by experienced clinicians, and an emphasis on training. Every effort is made to be certain that students receive competent supervision within a mentoring relationship in an environment conducive to learning.

### **Training Sites with Credal Statements**

Argosy University, Chicago has a policy of non-discrimination against students with regard to race, gender, age, ethnic background, and sexual orientation. In addition, Argosy University, Chicago is committed to fostering the training of members of groups currently under-represented in the profession of counseling.

Practicum/Internship sites approved by Argosy University, Chicago are expected to conduct their selection and training in a non-discriminatory manner. Sites are expected to select applicants without regard to race, gender, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool.

### **Development of New Sites**

One of the major priorities of the Director of Training is the development of appropriate training sites; this activity is ongoing. If a student has a particular interest in either a clinical area or training site that is not available, the student may, with the approval of the DOT, propose or initiate development of a site. The

Training Committee will investigate or approve such sites if approval criteria can be met. Student and faculty input in this regard are welcomed.

Any faculty member or student can suggest a particular agency which would make a good training site. This information is brought to the attention of the Director of Training. The potential site is contacted and asked to provide information describing the types of training opportunities the agency would provide to students. This information is reviewed by the DOT or the Training Committee and, if approved, will receive provisional status. Refer to Appendix D for procedures and criteria for the development of a new site.

## **Policies Related to Doing Training at the Place of Employment**

The DOT-CE strongly discourages students from doing clinical training at their current or former place of employment. This policy is driven by several concerns. The department is concerned that students receive a diversity of clinical training experiences to foster professional growth. Students should be exposed to a training experience that is different from their previous work experience. There is potential for role conflict and confusion when a student is also an employee or even a former employee. On rare occasions, the DOT-CE may approve such a placement when the student provides clear documentation that the training is being done with a different clinical population, in a different work setting, and with supervisors that have had no prior relationship to the student. Students must petition the DOT-CE in writing for this exception.

## **Issues Related to Stipend-based Practicum/Internship**

This policy is to be interpreted in light of all other policies and parameters regarding clinical training. This includes the prohibition against students training in their place of employment, the disconnection of training and “productivity,” etc. A practicum/internship stipend must not be a hidden salary that a student receives at a job site. A student must be treated by the site as a student-in-training and not as an employee or independent contractor. Typically, the student’s involvement with the site ends at the conclusion of the academic year, as set forth in the *Practicum/Internship Agreement Form for MACC students (See Appendix E)*.

Practica/Internship sites that offer a stipend or other subsidies (such as meals, reimbursement of mileage, travel, and etc.) must communicate this intention to Argosy University, Chicago in the form of a written proposal to the Director of Training.

## **Supplemental Practicum**

Some students seek to acquire additional clinical training. Students who wish to do so may register for a Supplemental Practicum. In order to receive credit within the graduate program, the experience must be overseen by a faculty member and monitored and tracked by the DOT-CE. Students must identify a faculty member who is willing to meet with them regularly to assume the oversight function. Students must also register for a course, usually one Individual Consultation Credit. The parameters of this experience are designed to be flexible. Therefore, there is no minimum or maximum number of hours per week, total hours, number of days on site, etc. Students fill out a Practicum Agreement, Hours Log and receive a final evaluation. Students may register for one or more terms. They are covered under Argosy University’s malpractice insurance policy.

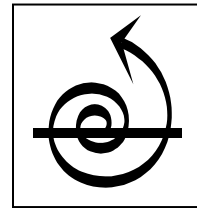
## **Extension of a Practicum**

Students who wish to extend a practicum beyond the original date specified in the Practicum Agreement may do so. They must notify the Director of Training, and modify the Practicum Agreement to reflect the new end date. At the end of the training experience, the student must turn in a final hours log signed by the site Training Director. The student will be covered under the university’s malpractice insurance. The extended practicum cannot last beyond the start of the Fall Semester.



## Chapter 5

# Application Process and Procedure



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Determine Readiness to Apply Attend Practicum Information Meeting	<b>October</b>
Submit Practicum Intent to Apply form Prepare application documents: <ul style="list-style-type: none"><li>• Cover letter</li><li>• Curriculum Vitae</li><li>• Letters of Recommendation (3)</li></ul>	<b>November</b>
Review site files & create list of preferred sites	<b>December</b>
	<b>January</b>

## ***Rank Order of Sites & Submission of Placement Request***

### **Rank Order and Request for Placement**

You should carefully consider to which sites you wish to apply based upon your review of the database. You can choose up to 15 sites, in the order of preference when you fill out the *Practicum/Internship Placement Request Form* (See Appendix E).

In mid-January (specific dates vary from year to year; see announcement from DOT or advisors), you need to submit the following electronically to the Training Department:

- *Practicum/Internship Placement Request Form & Site Rank Order Form* (See Appendix E).
- Curriculum Vitae or resume.
- A brief description of your clinical goals and interests.
- Professional Development Requirements Checklist.

**February**

### ***Approval of Eligibility***

By the end of January, students will receive an email statement of eligibility from the Director of Training to include in your application packets. A copy of this letter should be included in each application that you send. Eligibility evaluation (academically & professionally) is an on-going process throughout pre-practicum.

## ***Approval of Sites for Application***

Practicum/Internship sites expect the MACC program to coordinate all applications; specifically, they expect us to provide a reasonable limit on the number of applications submitted to them. Abiding by this limit means that some students will not be approved to apply for certain sites, particularly if the sites in which you are interested are popular or highly competitive.

We use the following criteria to decide which of your requested sites we will approve:

- Your rank order of these sites.
- Your “match” with the site as determined by the information contained in your vitae and written training interests and goals.
- Limits on the number of applications that practicum sites will receive from any one graduate program.

At the beginning of February, students will receive by email the approved list of sites. (Refer to DOT’s announcement for the exact date of delivery of the list).

## ***Completing Application Materials***

### **Application Packet**

Applications typically consist of a cover letter, vitae, two letters of recommendation, and a letter of verification from the Director of Training that you are eligible to apply for practicum. However, please be sure to carefully review our site files. Some sites have specific application forms and/or require you to submit additional materials (e.g., a writing sample, personal statement).

### **Mailing Application Materials**

**Mid- February**

The Association of Chicago-land Externship and Practicum Training (ACEPT) – of which Argosy University, Chicago is a member – sets guidelines for sending out applications. The MACC students are expected and required to comply with the guidelines set forth by ACEPT, which includes a set day upon which you may begin mailing out applications as well as accept offers from sites (known as “notification day”). The dates of these guidelines will be shared with you in the first week of December at the latest.

Typically students may begin mailing their application materials in mid-February and can accept an offer starting with that date (the exact dates will be communicated by the DOT). Students cannot send their materials out before the application date communicated by the Training Director.

We recommend that you apply to about 10 sites depending on how competitive the sites are to which you are applying. A list of some of the more competitive sites will be posted in the Training Department in December.

### **Interview at sites**

Prepare to interview at the sites to which you have applied. Much of the interviewing takes place in February through March, although many sites continue interviewing well into April and throughout the Spring. We recommend students practice their interviewing skills by setting appointments with Career Services to conduct mock interviews.

## **Withdrawal of Application**

Students may withdraw their application from a particular site prior to notification day and are encouraged to do so if they know that they would not accept an offer from that site.

## **Accept or Decline Offers from Sites**

If students do not get any offers in March, they can continue to search and accept offers from sites until the end of August. If a student is unable to secure a site by the beginning of the fall semester, he/she is required to re-enter the formal search process the following year.

Students may respond to legitimate offers in one of the following ways:

1. Students may accept the offer. Verbally accepting an offer on notification day is binding. Students may not renege on their acceptance. There may be serious consequences to your standing at school. Furthermore, such unprofessional behavior directly impacts other students and may damage the relationship between the training site and your school.
2. Students may reject the offer.
3. Students may place the offer on hold pending more information from other sites. It is the responsibility and role of the site to dictate how long their offer may be held by the student. Students should expect, on average, to be allotted 15-30 minutes. Students may ask for more time when the initial period expires, but it is up to the discretion of the site to determine whether they can continue to hold an offer.

Once students have accepted an offer, they should phone the other sites to which they have applied in order to withdraw their applications.

Students should write *a formal letter of acceptance to their chosen site after notification day, and send a copy of the letter to the Director of Training.*

## **The Contractual Significance of and Procedures in Accepting an Offer**

### **Contractual Significance of Accepting an Offer**

Once a verbal acceptance of an offer is issued, Argosy University, Chicago, the student, and training site enter into a contractual relationship wherein the student's delivery of service and other relevant activities within the training arrangement are exchanged for clinical supervision, exposure to clinical populations and professional role models, case management supervision, and participation in other professional activities such as rounds, staffing, and seminars. Acceptance of a practicum/internship by a student is a professional and ethical commitment to a site and its clients. The contract may only be withdrawn under the most unusual and/or extreme circumstances and requires full endorsement of all parties. In these rare instances, students must contact the DOT for Counselor Education before discussing a potential withdrawal from their practicum site.

### **Letter of Acceptance to the Site**

Immediately after the verbal acceptance, students should write *a formal letter of acceptance to the site*, and forward a copy to the Director of Training to notify the DOT about the placement. Following acceptance of an

offer, students are required to contact other sites (where they have sent their applications either by phone, e-mail, or by mail) to withdraw their active candidacy and to thank them for their consideration.

### **Practicum/Internship Agreement Form**

Once on site, students and their supervisors complete the *Practicum/Internship Agreement for MACC Students* (see Appendix E) by the end of first week of practicum for Fall Practicum starters and immediately after acceptance for Summer Practicum starters. *The Agreement Form with the Addendum* is a three way binding contract which identifies the student, site, site supervisors, day and times of required attendance, amount of supervision. The form/contract requires signatures of the student, site supervisor, and the DOT for counseling. Contract completion remains the student's responsibility, and failure to forward the form to the Director of Training for the director's signature and record will result in no credit for the practicum experience. Practicum hours will not be accrued until the Agreement form is sent in to the Director of Training.

#### **April to August**

Students without sites will continue with their search for a training site. Many sites are continuing their search for students. Students may accept an appropriate offer any time after the application date until the beginning of fall semester.

#### **July to September**

Students may start practicum between July 1 (no earlier than July 1), and the beginning of the fall semester. No clinical hours attained before submitting the Agreement Form, Appendix D, will be counted officially towards their total practicum hours. Practicum starts, students are under the supervision of the DOT for Counselor Education. Any concerns or issues related to students' practicum experience at this time should be directed to the DOT. If the DOT is not available, the Program Chair of the Counseling Program should be contacted. Students are expected to communicate with the above University personnel promptly when questions or concerns about practicum experiences arise.

### **Professional Liability Insurance**

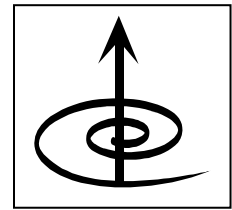
Argosy University, Chicago provides professional liability insurance to all students involved in clinical training. Tuition for practica and internship covers the cost for this insurance. This coverage is mandatory even if the student is otherwise insured. Some sites require that students demonstrate proof of malpractice coverage. A certificate of Insurance coverage will be posted on the department's webpage. Students can print this certificate and share it with their training sites.

### **Consent to Tape & Authorization for Release of Information**

Students are required by the Counselor Education Department as well as the CACREP standards to have audio- and/or video-taped counseling sessions for supervision purposes. Analyses and transcribed taped sessions will also be parts of requirements for university individual supervision sessions, and for completion of the Practicum Portfolio and Counseling Competence Examination. Students should discuss the taping requirements with clients during their initial session and ask for their consent to tape. If the client is a minor (i.e. under 18 years of age) the custodial parent must sign this consent form (See Appendix E for the *Authorization for Release of Information*). If the client is at least of 12 years of age but under 18, the client must sign in addition to his/her parents.

## Chapter 6

# Professional Conduct and Responsibility



Practicum/internship experiences unite the student, practicum agency, supervisor, and Argosy University, Chicago in a working relationship where all parties are responsible to each other in a professional and ethical manner.

### **Professional Conduct**

Argosy University, Chicago has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skills. Its programs are rigorous and demanding, and we require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of Argosy University, Chicago that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and clinical requirements; they are expected to conduct themselves in an ethical and appropriate manner at the clinical training site as well as become familiar with the: *American Counseling Association: Ethical Standards* and the *Illinois Mental Health and Developmental Disabilities Confidentiality Act*. Any activities that appear to violate the principles stated in the *Student Rights and Responsibilities* section of the *Argosy University Academic Catalog* in the course of the student's education or training will be reviewed carefully by the appropriate committee and/or administrative unit.

MACC students receive and sign a *Counselor Education Informed Consent Evaluation Form* at the onset of their program and are expected to abide by the personal and professional competencies described therein.

### **Ethical Expectations and Responsibilities for Students-in-Training**

Students are expected to demonstrate the following during their field training:

1. Respectful interpersonal behavior towards site supervisors, co-workers, staff, fellow trainees, clients, as well as university personnel including administrators and professors at all times.
2. Punctuality in all activities related to training, i.e. meetings, supervision, sessions with clients, etc.
3. High level of participation and preparedness for all events and activities.
4. Ability to utilize and implement theory into practice appropriately.
5. Clinical sensitivity and respect for clients' specific and unique needs.
6. Sensitivity and awareness of cultural diversity.
7. Self awareness as a clinician.
8. An awareness of and adherence to the ACA ethical codes and standards.
9. Awareness of the organizational and systems characteristics in which you are conducting your field training: following appropriate protocols as deemed by sites and the University.
10. Openness and willingness to accept and improve behavior and performance based on feedback and constructive criticism.
11. Adherence to professional standards in all communication.
12. When concerns arise at a practicum site, students should initially attempt to resolve the concerns with their immediate site supervisor and inform the seminar leader. If students need further consultation and support, please contact the Director of Training.

#### Consequences of Unethical or Inappropriate Behavior

Consequences of unethical or inappropriate behaviors range from a disciplinary letter from the Director of Training sent to the student and put in the student's academic record, or referral to the Student Professional Development Committee (SPDC) or Student Conduct Committee (SCC).

Examples of Inappropriate and Unethical Behaviors on a Practicum or Internship:

1. Failure to follow defined practicum guidelines stated in this Manual and/or by training sites.
2. Failure to appear for any scheduled event at a site, such as a therapy session, supervision, etc., without confirming the absence ahead of time with the supervisor.
3. Taking vacation time without obtaining approval from the supervisor.
4. Taping an interaction with a client without the expressed permission of the supervisor and client or client's guardian.
5. Removal and/or private use of any materials from the site without approval of the supervisor.
6. Playing tapes of client sessions or presenting client material to another party without the expressed permission of the supervisor and client or client's guardian.
7. Inappropriate use of computer-generated interpretative reports; these reports can only be used when explicitly authorized by the seminar faculty and/or site supervisor in conjunction with clinical judgment. Students who hand in such reports or copy the output of computer-generated reports into their own reports without attribution are guilty of plagiarism.
8. Withdrawing from the practicum or internship without the permission of the Director of Training.
9. Reneging an accepted offer from a site without seeking approval from the Director of Training as well as the training site.
10. Acting in a manner inconsistent with the tenets of counseling as outlined in the *American Counseling Association: Ethical Standards*.

## **Ethical Expectations and Responsibilities for Site Supervisors**

Site supervisors are expected to demonstrate the following for students-in-training:

1. Clear expectations of student participation should be communicated to students at the beginning of their training.
2. Regular, pre-set supervision time with clearly articulated expectations for use of supervision (review of audio- and/or video-tapes, process notes, etc) will benefit the student greatly.
3. The provision of additional didactic learning experiences via seminars, case conferences, workshops, etc.
4. Adequate clinical opportunities to meet student requirements should be provided. This would optimally include opportunities for the student to observe professional staff in the delivery of clinical services, as well as to be directly observed by professional staff, particularly in the early stages of training.
5. Timely completion and return of student evaluations each semester.
6. Clear feedback to students regarding clinical competence and progress should occur at least at the time of each formal evaluation.
7. Establish and maintain a supportive, informative, and facilitative training program within a mentoring atmosphere.
8. The Director of Training should be informed as soon as possible of any difficulties encountered at the training site as well as any changes in the practicum/internship experience.

## ***Students with Professional Competency Issues and Behavioral Problems***

All clinicians involved in training must address the issue of students' professional competence. Argosy University, Chicago's training faculty has obligations to students as well as the profession, and the public receiving services. As "gatekeepers," the Training Directors occasionally must exercise these responsibilities by preventing unfit students from continuing in the program. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review. However, avoidance of such matters does not serve the best interest of the student, the school, the profession, or the public.

Argosy University, Chicago's training philosophy rests upon the belief that clinicians must demonstrate academic and clinical competency and that one is not sufficient without the other. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the ability to accurately assess psychological phenomena, to intervene effectively, and to adhere to legal, ethical, and professional duties associated with the mental health professions. Professional incompetence refers to students' inability to fulfill the minimal standards of clinical and/or academic competency.

Argosy University, Chicago understands that emotional and/or behavioral problems may underlie clinical incompetence. Such problems only become an academic or training issue when they significantly impact a student's ability or potential to become a competent professional. Concerns about a student's clinical suitability may be raised by the student, Argosy University, Chicago faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical incompetence include:

- Provision of services beyond one's scope of competence.
- Conviction of a crime that directly bears upon the ability to continue training.
- Insufficient and/or harmful application of psychological theory or practice.
- Provision of direct clinical services despite being emotionally or mentally unfit to do so.
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions.
- Demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors.
- Significant deficiencies in clinical, academic, or professional judgment.
- Engaging in behavior that reflects poorly on the school and the practice of professional counseling.

Once a question about a student's professional competency is raised, Argosy University, Chicago faculty conducts a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student's rights to a thorough and objective review and to self-representation regarding the facts or issues in question. Details and correspondence about concerns pertaining to a student's suspected emotional and/or behavioral difficulty are kept in a confidential file in the Director of Training's office until a final determination is made. A report of the findings may enter the student's Academic File as deemed appropriate by the Training Committee and/or the evaluating committee.

The Training Director, in consultation with the Program Head, may designate an appropriate committee (e.g., SPDC, SCC) to oversee and/or conduct an initial investigation. After a review of preliminary information, the designated body renders a recommendation for a formal assessment if the initial concerns of unsuitability have merit. The formal evaluation may consist, though is not limited to, any of the following:

- Expert opinions from the academic faculty, training faculty, and/or professional consultants to the faculty.
- A review of the student's willingness to accept responsibility for the concerns in question and to engage in meaningful remediation.
- Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and potential training sites.
- An assessment of the student's ability to function as a trainee in direct contact with clinical populations.
- A review of opinions submitted on behalf of the student by her or his professional consultant.

On the basis of all information, the faculty makes a final disposition. If the concerns are substantiated in part or in full, consequent disciplinary actions may include, though are not limited to, any of the following:

- Allowing the student to continue in the curriculum on either a part- or full-time basis according to a remediation plan developed, implemented, and monitored by the school.
- Referring the student to appropriate professional assistance while continuing in the program on a part- or full-time basis with a remediation plan.
- Placing the student on a required leave of absence while undergoing required remediation or participation in professional assistance.
- Recommendation to the Dean for dismissal from the program.

## ***Remediation Procedures for Field Experience***

Students experiencing difficulty meeting acceptable standards of training on a practicum deserve an intervention proportionate to the problems in question. The student, a seminar leader, a site supervisor, the Director of Training, or anyone else connected to or involved in the student's training may raise such concerns. The primary goals of any intervention should be clarification of the problem and resolution through appropriate remediation.

### **Faculty Procedures**

Many concerns, especially those of "minor" shortcomings, can be resolved informally. For example, a seminar leader may request a re-submission of a case analysis to better present the contained ideas. So long as such informal interventions ameliorate the problems identified, no further action is necessary.

When "significant" problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. Depending on the situation, the student, seminar leader, site supervisor(s), Program Head, and/or Training Director meet to evaluate if legitimate deficiencies exist, and, if so, to clarify their specific nature. Once identified, the evaluator(s) submit(s) a written remediation plan to the Training Committee for review, input, and final approval.

1. If a seminar faculty member has concerns about a student's mastery of seminar and/or practicum related objectives, he/she may require a student to complete a remediation plan prior to assigning a "Credit" grade for the semester. As noted above, the seminar leader should submit a remediation plan to the Training Committee that targets the areas of deficiency and outlines steps that the student needs to take in order to achieve the goals of the remediation. We recommend that faculty members collaborate with the student who is assigned the remediation in devising the plan.

2. We also request that seminar leaders contact the student's site supervisor in order to "touch base" and gather information about how the student is progressing on his/her training goals at the site. The faculty member may share his or her concerns about the student with the site supervisor for the purpose of assessing the extent to which the problem or concern has affected the student's performance at the practicum site.
3. The seminar leader should consult with the Program Head to discuss possibilities for remediation. The faculty member then submits the remediation plan to the Director of Training, who will present the plan to the Training Committee for review and final approval. The Program Head will be asked to attend the meeting as an *ad-hoc* member of the Training Committee. In their review, the Training Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his case (orally and/or in writing) to the Training Committee. If the Training Committee has any questions or concerns about the remediation plan, the Director of Training will consult with the faculty member.
4. Once the remediation plan is approved, a written learning contract is generated among all involved parties. This contract serves to specify the target deficits and the actions required to remedy the problems. If the Training Committee requests a supplemental practicum or internship, the Training Director will assist the student in finding appropriate placement and oversee her or his progress. If fundamental clinical deficiencies exist, the student may be required to complete certain pre-practicum or internship requirements before enrolling in another school-approved training experience. In such circumstances, students undergo a formal evaluation process as described in the *Students with Professional Competency Issues and Behavioral Problems* section above.
5. If the remediation takes longer than the semester in which it is developed, the faculty member will assign a grade of "Incomplete". An "Incomplete" grade should be assigned only when the faculty member has expectations that the problems or concerns raised about the student's competency in a particular domain(s) has potential to be resolved. The student must complete the remediation plan prior to the end of the following semester in order to change the "Incomplete" to a "Credit" grade.
6. If a faculty member has serious concerns about the competency(s) of a seminar student, and a remediation plan does not seem sufficient to address the deficiencies, the student should be referred to the Training Committee (in writing with a clear explanation of the concerns).
7. A No Credit or "NC" grade equals failure with no opportunity to receive credit for that semester. This option should be utilized after a formal remediation plan has been attempted and failed. The only exception to this would be if a student does not fulfill the requirements of the seminar as outlined by the course syllabus (e.g. attendance, not presenting if scheduled to present, etc.). Any student receiving a No Credit grade will be automatically referred to the Training Committee to review his/her training requirements.

If the Director of Training recommends dismissal from the program, s/he must forward this proposal (accompanied with all supporting documentation and justifying rationales) to the Student Conduct Committee for review. Such action requires the student to make a personal appearance before the Committee. Students may also choose to submit their own documentation and select an appropriate support person to accompany them to a dismissal meeting.

## Training Site Procedures

Many concerns, especially those of “minor” shortcomings, can be resolved informally. For example, a site supervisor may arrange a special meeting with the student to discuss the importance of timeliness, professionalism, and/or competency areas that need more attention in the student’s training plan. So long as such informal interventions ameliorate the problems identified, no further action is necessary. These instances rarely warrant any written communications (other than evaluation forms as required by the school) or contact between the site and the Director of Training.

When “significant” problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. When these situations occur, the following procedures should be followed in order to provide due process and a fair assessment of the problem or concern raised about an Argosy University, Chicago/Chicago student:

1. The site representative (e.g. supervisor, Training Director) contacts the Training Director of C.E. to evaluate if legitimate deficiencies exist and, if so, to clarify their specific nature.
2. Once the concerns are identified, the site representative submits a written remediation plan to the Training Committee for review, input, and final approval. In their review, the Training Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his case (orally and/or in writing) to the Training Committee. The Committee will also communicate with the student’s advisor, seminar leader, and/or the Program Head in order to obtain feedback about the student’s academic and clinical history in the program, and to include this person in the decision-making process for the remediation plan. If the Training Committee has any questions or concerns about the remediation plan, the Director of Training will consult with the site representative.
3. A final remediation plan is then generated among all involved parties. This contract serves to specify the target deficiencies, the actions required to remedy the problems, the timeframe in which the remediation is to occur and to be re-evaluated, and to outline the consequences if the student is unable to fulfill the terms of the learning contract. The plan must operationally define what constitutes successful completion and what the consequences are for failure, how and when progress will be monitored, and how completion/termination will be determined and by whom. The student will be on “Remediation Status” at this point, and will not receive credit for the practicum experience until he or she meets the terms of the learning contract and is removed from this status by the Argosy University, Chicago Training Committee, Counselor Education.
4. As outlined in the learning contract, the plan will be re-evaluated by the student, site representative, and Training Committee to assess the student’s progress. At that time, all parties will discuss the necessity of continuing the plan or officially removing the student from the remediation status.
5. If it is mutually decided that the student has successfully met the terms of the learning contract, he/she will be removed from “Remediation Status” and will be eligible to receive a “Credit” grade for practicum when all training forms and documents are submitted for that semester.
6. If it is decided that a student will remain on “Remediation Status”, he/she will not receive a “Credit” grade for the practicum at that time and will instead receive an “Incomplete” grade. In this situation, the Training Committee will consult with the student and site representative to gather more information about the student’s progress, and explore ways to further tailor the learning contract to address the outlined concerns. If this is the case, step four as outlined above will be followed again in order to re-evaluate the revised learning contract.
7. The Training Committee may also require a supplemental practicum or internship, and the Training Director will assist the student in finding appropriate placement and oversee her or his progress. If fundamental clinical deficiencies exist, the student may be required to complete certain pre-practicum or internship requirements before enrolling in another school-approved training experience. In such circumstances, students undergo a formal evaluation process as described in the *Students with Professional Competency Issues and Behavioral Problems* section above.

8. The above outlined steps must be followed prior to consideration of terminating a student from a training site. Sufficient documentation must exist to demonstrate that a student has not adequately addressed the terms of the remediation plan in order for the Argosy University, Chicago Training Committee, C.E. to formally initiate a student's termination from a practicum or internship site. These decisions have lasting implications on a student's training and academic work. As a result, the training site and the Argosy University, Chicago Training Committee, C.E. weighs these decisions very carefully.

## Student Procedures

Many concerns, especially those of "minor" shortcomings, can be resolved informally. For example, a student may arrange a special meeting with a supervisor to discuss the importance meeting his/her training requirements as outlined by the school if deficiencies are occurring (e.g. low on supervision hours, direct service hours, etc.). So long as such informal interventions ameliorate the problems identified, no further action is necessary. These instances rarely warrant any written communications or contact between the student and the Director of Training.

When "significant" problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. Examples of these situations might include: The site does not provide opportunities for the student to meet his or her training requirements as outlined in the affiliation agreement or a site supervisor acts in an unprofessional or unethical manner that directly affects the student and his/her client(s). When these situations occur, the following procedures should be followed in order to provide due process and a fair assessment of the problem or concern raised about an Argosy University, Chicago affiliated training site:

1. The student should schedule a meeting with his/her practicum/internship seminar leader to discuss the concerns and to generate ideas about how to further address them with the site directly. The student and practicum/internship seminar leader will decide if the seminar leader should call the site director or supervisor to assist the student in resolving the problem(s). The seminar leader should inform the student's Program Head and the Director of Training of the student's concern and obtain any pertinent feedback that may guide his/her advisement of the student.
2. If step #1 does not result in a remedy of the situation, then the student's seminar leader should recommend that the student contact the Director of Training in order to schedule a meeting to discuss his/her concerns and review documents which outline the steps a student has taken in order to informally resolve the difficulty, as well as the attempts at resolution suggested by the student's seminar leader.
3. At this point, a student does not need to notify his or her site that the Director of Training has been notified. This meeting is for information gathering and advisement. The student is required to continue to fulfill his/her responsibilities to the site as outlined in the contractual agreement throughout the process of notifying the school of his/her difficulties, unless the Director of Training (DOT) instructs the student to cease practicum duties due to ethical or legal concerns.
4. A student must put his or her concerns into a formal written complaint or statement about a site's ability to meet the training requirements as agreed upon in the practicum agreement form, or an allegation regarding mistreatment by the site's training representatives, prior to meeting with the DOT. A student must put concerns in writing in order for the Director of Training to intervene on the student's behalf. The seminar leader must sign off on this document prior to it being submitted to the Director of Training.
5. The student's written formal complaint will be addressed either with the DOT-CE, or forwarded to the Training Committee. This decision will be made in consultation with the Training Director and the Program Head, CE.

6. If the complaint or concern is referred to the Training Committee, the Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his case (orally and/or in writing) to the Training Committee. The respective Program Head will be asked to attend as an *ad hoc* member. The Committee will also communicate with the student's seminar leader in order to obtain feedback about the student's academic and clinical history in the program, and to include this person in the decision-making process.
7. The DOT-CE will contact the training site with any questions or concerns about the issues raised by the student; and, will contact the student prior to notifying the site in order to inform him/her of the Committee's decision to do so.
8. The Training Committee will make a decision about how to proceed based on all of the information presented. The disposition may include: dissolution of the practicum agreement, development of a remediation plan for the site and/or student depending upon the circumstances and information presented, development of an action plan to address the concerns and to work towards a successful completion of the training experience with the current site.

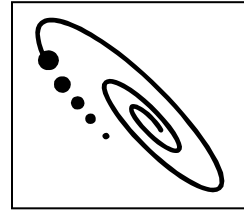
### ***Due Process or Bias Appeals***

Students, who believe that they have been treated in a biased fashion or denied due process in an action of the Training Committee, may file an appeal by following the procedure in the appeals protocol section detailed in the Argosy University Academic Catalog, Section Four, Student Rights and Responsibilities.

## Chapter 7

# Counseling Competency Examination

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### ***Rationale***

In awarding the Master of Arts Degree in Community Counseling, Argosy University certifies that the graduate has attained a high level of competency in counseling assessment, case formulation, and counseling planning and implementation, as well as in the knowledge and skills base that underlie these skills. The *Counseling Competency Examination (CCE)* is one of the means by which program faculty can evaluate students along several competency domains within the field of professional counseling. Successful mastery of the CCE, together with passage of the Counselor Preparation Comprehensive Examination (CPCE), the department's COMP examination, represents the culmination of the academic and clinical training at the M.A. level.

### ***Overview***

The components of the CCE are:

- A clear, audible audio or videotape of one individual, couple or family counseling session, career/vocational counseling session or assessment meeting.
- An extensive written report of your work with this individual client, couple, family or group. An outline for this section is given below.
- A transcript of the first five minutes, last 5 minutes, and any 15 contiguous minutes of the recording.
- Analysis of the taped counseling process. An outline for this analysis is given below.
- A self-evaluation section. An outline for this self-evaluation is given below.

### ***Competency Areas Assessed***

Through successful completion of the CCE, students demonstrate competency in the following areas, as relevant to the nature of their internship placement and the nature of the particular counseling situation:

- Counseling diagnosis and assessment.
- Case formulation.
- Impact of psycho-bio-social development.
- Cultural competence.
- Counseling skills.

### ***Preparation for the Counseling Competency Examination***

#### **Knowledge base:**

The student should have a foundational understanding and mastery of issues pertaining to: human development and developmental assessment, personality theory, family life cycle development, group dynamics, individual assessment, social and cultural foundations of behavior, maladaptive behavior and diagnosis, ethical practice and decision making, as well as substance abuse counseling and career counseling where appropriate.

## **Counseling Orientation/Model:**

For the CCE the student must demonstrate appropriate use and application of a counseling orientation to a clinical case. This is demonstrated in a written case formulation as well as on the taped session. The counseling orientation may be one of the traditional theories of counseling (psychoanalytic models, person-centered, etc.), an integration of two or more orientations, or a model that the student learns at his or her internship which may pertain to rapid assessment, brief and focused treatment, career counseling, etc.

The development and refinement of one's approach to counseling should form the basis of supervision, seminar work, and outside reading and learning.

## **Supervision:**

The student will be receiving ongoing supervision on this and all cases during the course of the internship. It is assumed that the student will incorporate the supervision received on the case in the CCE. However, the student may not receive supervision after-the-fact on the particular therapy session used for the CCE. The case presented should, in other words, represent the student's independent capacity to discuss and analyze a specific counseling session, while making use of supervision throughout the course of the case.

## **The Taped Session and Transcript:**

Students should start to tape client hours early in the internship in order to allow themselves the opportunity to select a suitable client and collect a number of usable tapes well in advance of the CCE.

The client/patient may be an adult, child, family or couple. Suitability of the client should be cleared with your Seminar Faculty. It is acceptable to present tapes of children who are in play therapy and who may play at times with only a moderate amount of talking. They should be of such an age and/or developmental level that their speech is reasonably clear. When typing a transcript of this kind of session, it is useful to type a brief description of the play which occurs either during periods of some silence or during periods of conversation.

The taped session should be a fair and adequate representation of your current skill development. The taped session should provide sufficient verbal participation from both you and your client to allow for adequate assessment of your work and of the therapeutic relationship.

*NOTE: For some students, the focus of the internship may be on academic, career, or vocational counseling. For others, an emphasis may be placed on case management or information-and-referral issues. The course of the entire counseling relationship may be quite brief. Sessions themselves may themselves be quite brief, owing again to the model used at the student's internship site. In such instances, consultation regarding the particulars of that setting with the internship seminar faculty (and the Department Head of the Counseling Program if additional assistance is required) will be essential. Alternatives may need to be individually constructed. For example, it might be acceptable for the student to submit two or three brief (15-20 minutes) audio- or video-taped sessions with the client in working on (for example) their efforts to identify and pursue appropriate career or academic choices.*

The transcript is a verbatim record of the counselor's and client's verbalizations during the counseling session. Do not edit the transcript or tape. The student must make every effort to ensure accuracy in the transcript. The student should proofread the transcript against the tape before submitting it. To facilitate references to specific interactions, the student should number each verbal exchange between the counselor (T for therapist) and client (C for client) sequentially (i.e., T1, C1; T2, C2; etc.).

Lastly, where possible and the nature of the work allows, this should not be an initial session. In many situations, however, a very brief assessment or treatment model is used. In these cases, it may be appropriate for your CCE to focus on a first meeting with a client.

## **Guidelines for the Counseling Report**

### A. Assessment: (5–7 pages for Assessment sections 1–7 below)

#### 1. Client's Identifying Information:

Client's sex, age, social class, race/ethnicity religious or spiritual affiliation, relational status, sexual orientation, occupation, education, current living situation including description of family constellation at the time of the session. Please disguise (or only vaguely identify) the individual and/or institutional setting presented in the transcript and report. Omit –or for convenience sake, substitute - all proper names. The intent at all times is to protect the confidentiality of the client.

#### 2. Presenting Problem: Symptoms, anxieties, moods, difficulties in personal, relational, educational, and/or occupational situations and activities at the time of the initial assessment; overt reason(s) for seeking help at that time; and referral route to the counselor.

#### 3. Relevant Behavioral Observations: Salient aspects of physical appearance and mannerisms, as well as observations of significant interactions with you and others during the course of your work together (or this session). Relevant observations might include the client's apparent state of health, estimate of intellectual and cognitive functioning, physical coordination, affect, indications of distress, and any oddities or peculiarities in the client's behavior, and physical make-up.

#### 4. Relevant Background: This should be relevant to the nature of the counseling work: career, clinical, assessment, etc. Wherever possible, your write-up of the client's history should include an assessment of developmental issues and concerns (a model of development should be used to organize this material, e.g., Erikson's Eight Stages, etc.), family history including a genogram if appropriate (family of origin constellation, ages, ethnic/racial and religious backgrounds, descriptions of parents and siblings and the quality of relationships with such figures at critical times in childhood and adolescence, major losses, changes, and traumas), academic/vocational history (achievements, problems, aspirations, relationships with authority figures), peer relationships, sexual history (early childhood memories, traumas, parental attitudes, reactions to physical changes at puberty, dating, past and current sexual behavior, sexual orientation, attitudes toward sexuality), and medical history (illnesses, injuries, disabilities, reactions to such physical problems, family reactions to illnesses, chemical use history and current behavior). It may not be necessary to cover all these areas, but it is important to report aspects of the client's history that have important implications for current functioning.

#### 5. Case Formulation: Clearly state the theoretical orientation being used and summarize the key concepts of this theory that you are utilizing to formulate your understanding of the case. Then, apply your orientation to this particular case, providing a hypothesis about the causes, precipitants, and maintaining influences of the client's psychological, interpersonal, and/or behavioral problems, as appropriate. Your case formulation might also include an understanding of the current obstacles to change so as to allow you greater depth of understanding and empathy as well as better treatment planning.

As an informed clinical hypothesis, your case formulation may include inferences about predisposing vulnerabilities posed by early childhood traumas, a pathogenic learning history, biological or genetic inferences, socio-cultural influences, and beliefs about the self and others.

This formulation will vary widely depending upon the theory of counseling you are applying to this case. Your approach to counseling will greatly influence the case formulation

process.

*Please note* that if you are doing vocational counseling at a high school or college, or providing case management for clients, your case formulation narrative will differ widely from a traditional clinical case formulation described above.

One function of the Seminar Faculty is to help you learn how to organize a discussion of your observations and ideas about your cases into a cogent case formulation

6. *DSM-IV-TR Multi-Axial Diagnosis or Case-Appropriate Assessment:*  
In consideration of all the information gathered, provide an appropriate diagnosis or assessment of the client. If a DSM-IV-TR diagnosis is appropriate to the model of intervention being utilized at your internship site, then you must do so in a manner that is as specific, detailed and accurate as possible, across all five axes.  
If utilizing other assessment models or tools, these must also be as specific, detailed, comprehensive and accurate as possible. You must also describe the nature and purpose of these assessment tools and models.
7. *Recommendations:*  
The nature of the recommendations should follow logically from your case formulation and diagnosis/assessment of the client. In other words, you should tie your recommendations to a theoretical rationale, i.e. you should tie them specifically to the theories you utilized in your case analysis. These should be as comprehensive, specific, accurate and detailed as possible.

**B. Progress Report (2–3 pages)**

1. Describe the progress and changes, or lack of progress and lack of change in the client as of the date that you are writing the CCE, or at termination (whichever came first).
2. Identify the factors that contributed to these changes or the obstacles that hindered progress and change.
3. What modifications of the initial treatment plan were needed as the counseling or assessment progressed?
4. As of the time of the CCE, describe the predicted future course of work with the client, including plans for termination, referral, or continued counseling/assessment, as appropriate.

**C. Analysis of Counseling Process: (5-7 pages)**

For this section, you will analyze four separate and discrete sets of interactions between you and the client:

1. The beginning of the session.
2. A significant counter-therapeutic, counter-productive, or problematic exchange.
3. Significant therapeutic exchange.
4. The ending of the session.

The basic criterion for determining length of each section is the minimal number of exchanges that allows the reader to evaluate the impact of significant client and counselor comments. The opening segment may represent the first two-minute commentary (length and quality should guide your determination). Generally speaking, five exchanges could be considered a minimum segment. If the information present in five exchanges is insufficient for a fair evaluation of discussion, or if the reader is likely to misunderstand it, you should include either a longer exchange or more information about the nature of your responses.

Your analysis should include:

- a. An overview of this particular session in terms of the main theme or themes that were present.
- b. The beginning of the session: You should note salient indicators of the quality of rapport, your feelings and reactions at the outset of the session, your sense of the client's feelings at the outset of the sessions. Is this a typical "start" for you and this client or is there something unusual going on? Is the client typically "slow to warm up" or does the client typically start "right out of the gate"? Are your feelings at the start of this session typical or atypical for you? These are meant to be suggestions to help you identify these or other observations you have about this critical phase of the session. Use your theoretical orientation to guide your analysis and to show your understanding of the meanings available to you in the beginning of session.
- c. Therapeutic and counter-therapeutic exchanges: First define and clearly state what is therapeutic or problematic about the exchange you have chosen to analyze. Next, define and clearly state your best understanding as to why it is so, in your estimation. Give concrete examples of what contributed to the therapeutic value or the problematic nature of the exchange. You should analyze these exchanges at *two levels*:
  - i. In terms of your chosen theoretical orientation (e.g., "I was only attending to the manifest content in terms of her feelings toward her mother and did not attend to the latent message about her lack of trust in me.")
  - ii. In terms of self-reflection and self-awareness (e.g., "I was aware and felt relatively anxious about the possible implication of me in her indictment of her mother, because I've been aware for some time of some maternal transference in our relationship.")
- d. End of the session: As in the beginning of the session, analyze your management of the ending of the session, including observations of salient interactions, feelings, reactions of both your client and you.

#### D. Self Evaluation (2-3 pages)

The CCE concludes with:

- a. An overall critique of your conduct of the counseling session. For example, were there content areas that might have needed more or less focus during this session?
- b. A critique of your conduct of the entire course of treatment with this client. For example, assess the quality of the relationship that developed between you and your client over the course of the therapy in terms of quality of rapport, affective attunement, etc.
- c. A description of the supervision received on this case and your response to and use of that supervision.

### **Faculty Evaluation**

The CCE is part of Internship Seminar training, but it is graded separately. Successful completion of internship *does not* guarantee passing the CCE task. Your internship seminar faculty will be evaluating your CCE. Criteria for evaluation include the student's adequate and consistent demonstration of the following (see Appendix G for the CCE Evaluation form):

1. Empathic listening and reflecting skills.
2. Avoidance of major errors such as extremely didactic or judgmental interventions, attempts to rescue the client, etc.
3. Recognizing and minimizing clinically inappropriate behavior based on counter-transference or other subjective reactions.
4. Management of the session (e.g., initiation, structuring, termination).
5. Ability to conduct a focused, structured counseling session.
6. Presentation of counseling orientation or approach.
7. Assessment of counseling progress and factors contributing to progress.
8. Planning for and prediction of the future course of work with the client.

9. Accuracy of the student's assessment of her/his strengths and limitations.
10. Demonstration of the capacity for sensitivity to ethnic/cultural or other individual/group differences (e.g. class) that may influence the student's assessment, interview, and treatment of clients (if applicable).
11. Recognition of multicultural and diversity issues as determinants of the client's behaviors.

The following evaluation criteria are used:

*High Pass:* indicates superior performance. Evidence of counselor effectiveness is found in a clear and relatively consistent therapeutic alliance throughout the session. Allowances will be made for clients who appear particularly resistant to the therapeutic/counseling relationship (securing a minimal alliance with particularly anxious clients will be rated as high as a strong alliance with a highly-motivated client). Superior understanding and integration of theory with practice.

*Pass:* indicates an appraisal that the student's overall clinical performance and both written and verbal presentations demonstrate basic competence in each of the outlined areas. The student must demonstrate proficiency in each area outlined in the scoring guidelines. Minor empathic ruptures occur, but efforts at rectification are present, and are generally successful. Such students have developed, and can apply theoretical and technical information into an organized and integrated body of knowledge.

*Pass with Revision:* indicates an appraisal that the student's overall performance is acceptable, but is depressed owing to discreet areas of mild deficiency or patterns of mild deficiency throughout, although subtle in nature. The deficiencies are deemed to be remediable. They require refinement or honing of competence. In the event that a student passes CCE with revision, the Internship seminar leader will develop a remediation plan with the students. All revision must be completed within one semester of the original CCE.

*Fail:* indicates an appraisal that the student's overall presentation demonstrates significant deficiencies in the outlined areas that are seen as requisite for functioning as a counselor-in-training. These deficiencies indicate that the student has not yet mastered this body of knowledge, nor can successfully apply it so as to assist them towards success. A thorough plan of remediation is warranted. The Training Committee-CE, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. The CCE may be retaken only once. Another failure would result in dismissal from the Program.



**Practicum and Internship Manual**  
**Appendices**

**Master of Arts in Community Counseling**

**CHICAGO**

**Revised October 2010**

## ***Appendix A – CACREP The 2001 Standards: Clinical Instruction***

**Council for Accreditation of Counseling and Related Educational Programs  
(CACREP)**

The 2001 Standards

<http://www.cacrep.org/2001Standards.html>

**Section III**

**CLINICAL INSTRUCTION**

Clinical instruction includes supervised practica and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

- A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have
  - 1. A doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
  - 2. Relevant professional experience and demonstrated competence in counseling; and
  - 3. Relevant training and supervision experience.
- B. Students serving as individual or group practicum supervisors must
  - 1. Have completed counseling practicum and internship experience equivalent to those within an entry-level program;
  - 2. Have completed or are receiving preparation in counseling supervision; and
  - 3. Be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.
- C. A site supervisor must have
  - 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
  - 2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
  - 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
- D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:
  - 1. Settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);

2. Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
  3. Necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;
  4. Settings with observational and/or other interactive supervision capabilities; and
  5. Procedures that ensure that the client's confidentiality and legal rights are protected.
- E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.
- F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.
- G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:
1. 40 hours of direct service with clients, including experience in individual counseling and group work;
  2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
  3. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
  4. Evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.
- H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:
1. 240 hours of direct service with clients appropriate to the program of study;
  2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor);
  3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
  4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
  5. The opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
  6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and

7. A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.
- I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.
- J. Group supervision for practicum and internship should not exceed 10 students.
- K. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
- L. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.
- M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experience

## ***Appendix B – Forms Related to Practicum (Chapter 2)***

- Monthly Practicum Hour Log
- End of Practicum Total Hour Log
- University Activity Monthly Practicum Hour Log
- University End of Practicum Hour Log
- Practicum Site Supervisor Evaluation Form
- Practicum Seminar Leader Evaluation Form
- University Individual Supervisor Evaluation Form
- Practicum Portfolio
- Practicum Portfolio Evaluation Form
- Revision of Practicum Portfolio
- Student's Perception of the Practicum Site Supervisor
- Student's Evaluation of the Practicum Site

## MONTHLY PRACTICUM HOUR LOG

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Month/Year \_\_\_\_\_

**Directions:**

1. Record the dates of each week of fieldwork where indicated.
2. Record the total number of hours per week in each activity under the appropriate column.
3. Total the number of hours for the week in each area as indicated.
4. You will not submit this monthly form to the Director of Training; this form is only for your assistance in preparing the End of Practicum Hour Log which is turned in to the Seminar Leader at the end of practicum.

Activities	Week 1 Dates	Week 2 Dates	Week 3 Dates	Week 4 Dates	Week 5 Dates	Total Per Month
<b>(To/From Dates)</b>						
1) Intake/Assessment						
2) Individual Counseling						
3) Group Counseling						
4) Couple/Family Counseling						
5) Career Counseling						
6) Other:						
7) Other:						
<b>Direct Hours Totals (sum 1 through 7)</b>						
8) Orientation/Training (for Students)						
9) Psycho-educational Workshop/Presentation (by Student)						
10) Report writing						
11) Case conference						
12) Community work						
13) Administrative Meetings						
14) Preparation						
15) Supervision (on site)						
16) Consulting						
17) Other:						
18) Other:						
<b>Indirect Hours Totals (sum 8 through 18)</b>						
<b>Grand Total (sum Direct &amp; Indirect hours totals from above)</b>						

**DIVERSITY EXPERIENCE**

Indicate the number of clients seen for each of the following diverse populations. You may include a single client in more than one category, as appropriate. The totals below are for you to track on a monthly basis for reporting on the End of Practicum Hour Log you will turn in to the Seminar Leader at the end of each semester. You will already have included the totals you have recorded in this section on the preceding page.

**Total Number of Individuals Served in Each Category this Month**

***Ethnic Background:***

- Black/African American \_\_\_\_\_
- Asian-American \_\_\_\_\_
- Pacific Islander \_\_\_\_\_
- Latino-a/Hispanic Americans \_\_\_\_\_
- Native American \_\_\_\_\_
- Alaska Native \_\_\_\_\_
- Caucasian Americans \_\_\_\_\_
- Americans w/ Middle Eastern Origin \_\_\_\_\_
- Bi-Racial/Multi-Racial Americans \_\_\_\_\_

***Foreign Nationals*** (specify):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***Gender:***

- Male \_\_\_\_\_
- Female \_\_\_\_\_
- Transgendered \_\_\_\_\_

***Age***

- Adults (65 and older) \_\_\_\_\_
- Adults (18 to 65) \_\_\_\_\_
- Children (under age 18) \_\_\_\_\_

***Sexual Orientation:***

- Heterosexual \_\_\_\_\_
- Gay \_\_\_\_\_
- Lesbian \_\_\_\_\_
- Bisexual \_\_\_\_\_

***Physically Challenged:***

- Physical/Orthopedic Disability \_\_\_\_\_
- Blind/Visually Impaired \_\_\_\_\_
- Deaf/Hard of Hearing \_\_\_\_\_
- Learning/Cognitive Disability \_\_\_\_\_
- Developmental Disability \_\_\_\_\_
- Diagnosed w/ Mental Disorder(s) \_\_\_\_\_

***Other:***

\_\_\_\_\_

## END OF PRACTICUM HOUR LOG

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Semester: Fall 20\_\_\_\_

Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

**Directions:**

1. Record the total number of hours for direct, indirect, and the grand total number of hours for the entire practicum below (use your monthly hours log to assist you).
2. You and your site supervisor must sign and date this document.
3. Return this End of Practicum Total Hour Log to the Practicum Seminar Leader at the end of your practicum (*Remember:* the monthly hour logs are for your records only; do not turn in the monthly logs).
4. Submit this form per the directions on the following page.

Activities	Totals for Semester
1) Intake/Assessment	
2) Individual Counseling	
3) Group Counseling	
4) Couple or Family Counseling	
5) Career Counseling	
6) Other:	
7) Other:	
<b>Direct Hours Totals (Sum 1 through 7)</b>	
8) Orientation/Training (for student)	
9) Psychoeducational Workshop/Presentation (by student)	
10) Report writing	
11) Case conference	
12) Community work	
13) Administrative Meetings	
14) Preparation	
15) Supervision (on site)	
16) Consulting	
17) Other:	
18) Other:	
<b>Indirect Hours Totals (Sum 8 through 18)</b>	
<b>Grand Total (sum Direct &amp; Indirect Hours totals from above)</b>	

**DIVERSITY EXPERIENCE**

Indicate the number of clients seen for each of the following diverse populations. You may include a single client in more than one category, as appropriate. *The totals below are for the tracking purposes of the Director of Training. You will already have included the totals you have recorded in this section on the preceding page.*

<u>Cumulative Totals</u>	<u># of Clients</u>
<b>Ethnic Background:</b>	
Black/African American	_____
Asian-American	_____
Pacific Islander	_____
Latino-a/Hispanic Americans	_____
Native American	_____
Alaska Native	_____
Caucasian Americans	_____
Americans w/ Middle Eastern Origin	_____
Bi-Racial/Multi-Racial Americans	_____
<b>Foreign Nationals</b> (specify):	
_____	_____
_____	_____
_____	_____
<b>Gender:</b>	
Male	_____
Female	_____
Transgendered	_____
<b>Age</b>	
	Adults (65 and older) _____
	Adults (18-65) _____
	Children (under age 18) _____
<b>Physically Challenged:</b>	
Physical/Orthopedic Disability _____	Blind/Visually Impaired _____
Deaf/Hard of Hearing _____	Learning/Cognitive Disability _____
Developmental Disability _____	Diagnosed w/ Mental Disorder(s) _____
_____	
<b>Sexual Orientation:</b>	
Heterosexual _____	<b>Other</b> _____
Gay _____	_____
Lesbian _____	_____
_____	

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Submit Form to: Practicum Seminar leader or**  
 Dr. Gary Koch,  
 Director of Training, Counselor Education Dept.  
 ARGOSY UNIVERSITY, CHICAGO CAMPUS  
 225 N. Michigan Ave., Chicago, IL 60601  
 OR Fax form to: 312-777-7748

## UNIVERSITY ACTIVITY MONTHLY PRACTICUM HOUR LOG

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Month/Year \_\_\_\_\_

**Directions:**

1. Record the dates of each week where indicated.
2. Record the total number of hours per week in each activity under the appropriate column.
3. Total the number of hours for the week in each area as indicated.
4. You will not submit this monthly form to the Director of Training; this form is only for your assistance in preparing the University End of Practicum Hour Log which is turned in to the Seminar Leader or the Director of Training at the End of Internship.

Activities	Week 1 Dates	Week 2 Dates	Week 3 Dates	Week 4 Dates	Week 5 Dates	Total Per Month
<b>(To/From Dates)</b>						
1) University Individual Supervision						
2) Seminar Meetings						
3) Online activities						
4) Consultation or meeting with other professors regarding your internship experience, or client issues						
Others: (Please specify)						
<b>Grand Total</b>						

## University End of Practicum Hour Log

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_ Practicum Leader: \_\_\_\_\_

Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Directions:

1. Record the total number of hours for your participation in practicum seminars, online discussion, individual university supervision, and other additional consultation time with your internship seminar leader, and other professors regarding your internship experience and/or client issues. Your university practicum hours only need to be calculated at the end of internship. You and your practicum seminar leader need must sign and date this document.
2. Return the Practicum Hour Log to seminar leader or the Training Coordinator when Practicum seminars are not in progress. (*Remember*: the monthly hour logs are for your records only; do not turn in the monthly logs).

Activities	Total for Period Covered
1) Seminar Meetings	
2) Online activities	
3) Consultation or meeting with other professors regarding your internship experience, or client issues	
Others: (Please specify) _____ _____ _____	_____ _____ _____
<b>Grand Total</b>	

Seminar Leader Signature: \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Submit Form to: Practicum Seminar leader or</b>                  Dr. Gary Koch,                  Director of Training, Counselor Education Dept.                  ARGOSY UNIVERSITY, CHICAGO CAMPUS                  225 N. Michigan Ave., Chicago, IL 60601</p> <p style="text-align: center;">OR Fax form to: 312-777-7748</p>
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**PRACTICUM  
SITE SUPERVISOR EVALUATION FORM**

**ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING**

Student: \_\_\_\_\_ Site \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Seminar Instructor: \_\_\_\_\_

Semester: Fall 20\_\_ Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

***Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).***

***With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:***

<i>5= Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

**I. PROFESSIONALISM/ETHICS**

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to seminar leader	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Committed to professional development	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**II. SUPERVISION**

Prepares for supervision	1	2	3	4	5	N/A
Is open and honest in supervision sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

**Comments:** \_\_\_\_\_

**III. HELPING RELATIONSHIPS**

***Micro Counseling Skills***

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

***Counseling Modalities***

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

***Assessment and Diagnostic Skills***

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

**Comments:** \_\_\_\_\_

**IV. OVERALL PERFORMANCE RATING**

**Circle One:**

5= Expert/Professional Grade

2= Novice/Remediate

4= Proficient/Advanced

1= Unqualified/Failed

3= Intermediate/Expected

**Overall comments:**

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Based on your assessment of this student, should the student proceed to Internship, the next 600 hours of training? Please circle which is appropriate.

Yes

No

Based on your assessment of this student, do you recommend review by the Training Committee? Circle one:

Yes

No

If Yes, please indicate specifically why:

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**SIGNATURES**

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

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I, \_\_\_\_\_ (name of student), the undersigned have read the above report and have discussed the content with my site supervisor. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor, practicum seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit Form to: Practicum Seminar leader or**  
Dr. Gary Koch,  
Director of Training, Counselor Education Dept.  
ARGOSY UNIVERSITY, CHICAGO  
225 N. Michigan Ave., Chicago, IL 60601  
  
OR Fax form to: 312-777-7748

## **PRACTICUM SITE SUPERVISOR GRADING CRITERIA**

***5: Expert/Professional Grade***

***4: Proficient/Advanced***

***3: Intermediate/Expected***

***2: Novice/Remediate***

***1: Unqualified/Failed***

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

### **5: Expert/Professional Grade:**

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

### **4: Proficient/Advanced:**

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts there of in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

### **3: Intermediate/Expected:**

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

### **2: Novice/Remediate:**

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

### **1: Unqualified/Fail:**

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.

**PRACTICUM  
SEMINAR LEADER EVALUATION FORM**

**ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING**

Student: \_\_\_\_\_ Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Seminar Instructor: \_\_\_\_\_

Semester: Fall Year \_\_\_\_\_ Period Covered: \_\_\_\_/\_\_\_\_/\_\_\_\_

Seminar Leader contact with Site Supervisor Date: \_\_\_\_\_

Content of Discussion:

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***Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).***

***With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:***

<i>5= Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

**I. PROFESSIONALISM/ETHICS**

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to seminar leader	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

**Comments:**

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**II. SEMINAR PARTICIPATION**

Prepares for seminar	1	2	3	4	5	N/A
Is open and honest in seminar sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

**Comments:**

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**III. HELPING RELATIONSHIPS**

**Micro Counseling Skills**

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

**Counseling Modalities**

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

**Assessment and Diagnostic Skills**

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

**Comments:**

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**IV. OVERALL PERFORMANCE RATING**

**Circle One:**

5= Professional Grade	2= Novice/Remediate
4= Proficient/Advanced	1= Unqualified/Failed
3= Intermediate/Expected	N/A=Not applicable or insufficient opportunity to observe

**Overall comments:**

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Based on your assessment of this student, should the student proceed to Internship, the next 600 hours of training? Please circle which is appropriate.

Yes

No

Based on your assessment of this student, do you recommend review by the Training Committee? Circle one:

Yes

No

If yes, please indicate specifically why:

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**SIGNATURES**

Seminar Leader: \_\_\_\_\_

Date: \_\_\_\_\_

I, \_\_\_\_\_ (name of student), the undersigned have read the above evaluation and have discussed the content with my seminar leader. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my practicum seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Submit Form to:</b> Practicum Seminar leader or          Dr. Gary Koch,          Director of Training, Counselor Education Dept.          ARGOSY UNIVERSITY, CHICAGO          225 N. Michigan Ave., Chicago, IL 60601</p> <p>OR Fax form to: 312-777-7748</p>
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## **PRACTICUM SEMINAR LEADER GRADING CRITERIA**

### ***5: Professional Grade***

### ***4: Proficient/Advanced***

### ***3: Intermediate/Expected***

### ***2. Novice/Remediate***

### ***1. Unqualified/Failed***

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

### **5: Expert/Professional Grade:**

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

### **4: Proficient/Advanced:**

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts there of in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

### **3: Intermediate/Expected:**

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

### **2: Novice/Remediate:**

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

### **1: Unqualified/Fail:**

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.

**PRACTICUM**  
**UNIVERSITY INDIVIDUAL SUPERVISOR EVALUATION FORM**

**ARGOSY UNIVERSITY, CHICAGO**  
**MA COMMUNITY COUNSELING**

Student: \_\_\_\_\_

Seminar Leader: \_\_\_\_\_ Individual Supervisor: \_\_\_\_\_

Semester: Fall Year \_\_\_\_\_ Period Covered: \_\_\_\_\_ to \_\_\_\_\_

***Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).***

***With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:***

<i>5= Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

**I. PROFESSIONALISM/ETHICS**

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to individual supervisor	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Committed to professional development	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

**Comments:**

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**II. SUPERVISION**

Prepares for supervision	1	2	3	4	5	N/A
Is open and honest in supervision sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

**Comments:**

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**III. HELPING RELATIONSHIPS**

***Micro Counseling Skills***

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

***Counseling Modalities***

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

***Assessment and Diagnostic Skills***

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

Comments:

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**IV. OVERALL PERFORMANCE RATING**

Circle One:

5= Professional Grade	2= Novice/Remediate
4= Proficient/Advanced 2.5	1= Unqualified/Failed
3= Intermediate/Expected	

Overall comments:

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Based on your assessment of this student, should the student proceed to Internship, the next 600 hours of training? Please circle which is appropriate.

Yes

No

Based on your assessment of this student, do you recommend review by the Training Committee? Circle one:

Yes

No

If yes, please indicate specifically why:

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**SIGNATURES**

Individual Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

\*\*\*\*\*

I, \_\_\_\_\_ (name of student), the undersigned have read the above evaluation and have discussed the content with my individual supervisor. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my practicum seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Submit Form to: Practicum Seminar leader or</b>          Dr. Gary Koch,          Director of Training, Counselor Education Dept.          ARGOSY UNIVERSITY, CHICAGO          225 N. Michigan Ave., Chicago, IL 60601</p> <p>OR Fax form to: 312-777-7748</p>
---

## **PRACTICUM INDIVIDUAL SUPERVISOR GRADING CRITERIA**

**5: Professional Grade**

**4: Proficient/Advanced**

**3: Intermediate/Expected**

**2. Novice/Remediate**

**1. Unqualified/Failed**

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

### **5: Expert/Professional Grade:**

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

### **4: Proficient/Advanced:**

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts thereof in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

### **3: Intermediate/Expected:**

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

### **2: Novice/Remediate:**

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

### **1: Unqualified/Fail:**

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.

## PRACTICUM PORTFOLIO

The successful completion the Practicum Portfolio is a major requirement of the MA Community Counseling students' practicum experience. The Portfolio serves as an evaluative tool for both the University as well as the students to demarcate the completion of practicum experience, their first phase of clinical training. Students cannot conclude their practicum experience and start accruing hours for internship until they have passed both the Portfolio, and the respective evaluations of the site supervisor, the university individual supervisor, and the practicum leader.

### ***Timeline for Submission and Concluding of Practicum Criteria***

2. Students can submit a complete portfolio to their Practicum Seminar Leader at any point of the fall semester; *The exact due date* for your portfolio will be determined by your practicum seminar leader.

### ***Components of the Portfolio***

A complete Practicum Portfolio should include the following:

- A. Practicum Case Report (See below for details);
- B. End of Practicum Self-Appraisal Paper (See below for details);
- C. Student's Perception of the Practicum Site Supervisor (See Form in Appendix B); and
- D. Student's Evaluation of the Practicum Site (See Form in Appendix B)

\*\*\*\*\*

### **Practicum Portfolio Component A: Practicum Case Report**

#### **Guidelines**

**Select and submit a taped counseling session** which adequately represents your current skill level in order to complete the report. The taped session should not have been presented in the class and/or discussed in university individual supervision before. In 8-10 pages (excluding the cover sheet and the transcript of the taped segments), using APA style, your report should include the following elements:

#### ***Part A: Introduction & Assessment***

Students should use this portion of the report to introduce the reader to the case. Information about the client, case history, assessment/diagnosis, and other relevant information should be provided.

1. ***Client's Identifying Information:*** Gender, age, socio-economic status, race/ethnicity, occupation, education, sexual orientation, marital/relational status, and current living situation--including description of family constellation. Omit all proper names, and replace them by general terms when presenting the information. ***Remember: the confidentiality and identity of the clients should be protected at all times.***
2. ***Presenting Problems:*** This part refers to the overt reasons for client's pursuit of counseling, or reasons for client's being referred to the counselor.
3. ***Relevant Background Information:*** This part refers to information regarding various behavior patterns, or life histories in areas of relationships, medical concerns, mental health, sexual development, family, etc., which are important for the counselor to consider when conceptualizing the case.

4. Relevant Behavioral Observations: Salient aspects of physical appearance, mannerisms, level of intellectual functioning, affective expression, peculiar and odd behavior, as well as observations of significant interactions with you and others during the course of the counseling relationship (or in this particular taped session).
5. Case History This part specifies your working history with your client, including the number of sessions that you have seen the clients before the selected taped session, and information regarding whether the client came to the agency's service voluntarily, by referral, or by court order, etc.
6. DSM-IV-TR Multi-Axial Diagnosis or Case-Appropriate Assessment: In consideration of all the information gathered, provide an appropriate diagnosis or assessment of the client. If a DSM-IV-TR diagnosis is appropriate to the model of intervention being utilized at your internship site, then you must do so in a manner that is as specific, detailed and accurate as possible, across all five axes.

If utilizing other assessment models or tools, these must also be as specific, detailed, comprehensive and accurate as possible. You must also describe the nature and purpose of these assessment tools and models.

### ***Part B – Case conceptualization***

Use the case conceptualization framework provided by your seminar leader, used at your site, or other published case conceptualization approach, to analyze your client's issues. In this portion of the report, you also need to apply a theoretical orientation in the explanation of client's behavioral problems, and in the formulation of goals, counseling strategies and treatments.

### ***Part C – Analysis and Self- critique of the Counseling Process***

**Transcribe the first 5 and last 5 minutes of your session and any other 15 contiguous minutes of the selected taped session. Also cue the tape to the beginning of the transcribed portion of the tape when submitting.** On your transcript, after each counselor-client exchange/interaction, insert a self-critique statement of your performance in the counseling session. For areas that exemplify your good work, you may want to state the reasons why you are satisfied with your performance in terms of your application of skills, making connections with your clients, creation of therapeutic moments, and /or salient aspects of the counseling process. For interactions which you deem to be not as successful, counter-therapeutic, or as involving areas which need improvement, explain why you see those segments of the counseling process in that way, and discuss how you will improve upon your weaknesses, or how you would modify your responses or the counseling process should a similar situation arise again. In concluding your performance and self-critique, provide a summary how you perceive your strengths and weaknesses, and how you would improve your weaknesses.

## Evaluation

In the case report, you will be evaluated with respect to the following areas:

1. Case conceptualization – integration of theory in explaining client’s problematic behavior, and in guiding counseling and treatment strategies;
2. General counseling skills – establishment of rapport, empathetic listening, paraphrasing, reflecting, etc.;
3. Incorporation of cultural and developmental factors - the ability to incorporate these factors into the understanding of client’s behavior, formulation of goals, and treatment planning; and
4. Reflection on the counseling process – the ability to reflect upon the counseling process, to critique problematic areas demonstrated in the taped session, and to formulate improvement plans and strategies.

### **Practicum Portfolio Component B: Practicum Self-Appraisal Paper**

#### **Guidelines**

Counselors are in the process of “becoming”. “Becoming” connotes movement. Thus, it is valuable to take a look at how you progress periodically. Now that you are at the juncture of proceeding from practicum, the first phase of your clinical training, to internship, we would like you to reflect upon and evaluate yourself in the following areas. For each area, evaluate your development as well as your need for improvement, and then discuss special problems or obstacles which you have encountered during this first phase of training. Use APA style, in 3 – 5 pages (excluding the cover page), to complete your paper.

1. How has the practicum experience affected your philosophical system about how people learn, develop, and change?
2. How has the practicum experience affected your theoretical orientation and the emergence of your own personal counseling theory?
3. Are you aware of your counseling style? How would you describe it?
4. How has the practicum experience affected you as a person (views of people from different backgrounds, level of understanding of human behavior, etc.;
5. How has the practicum experience influenced you as a professional counselor? How do you see the profession now versus in the past? How would you like to see yourself in terms of becoming a professional counselor?
6. What has been successful for you when you are working with your clients?
7. What are some of the areas that you would like to improve or to work on?
8. How do you perceive your supervision experiences – site supervision, university individual supervision, and practicum seminars?
9. How would you like to utilize your various forms of supervision to improve your professional efficiency?
10. Conclusion: how would you summarize your practicum experience? What do you think your internship experience will become? Also include any other thoughts regarding your practicum experience that are relevant to your self-appraisal.

# PRACTICUM PORTFOLIO EVALUATION FORM

ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Seminar Leader: \_\_\_\_\_

Training Year: Fall \_\_\_\_\_ Date of Receiving the Portfolio: \_\_\_\_\_

## Component A: Case Report (Please circle)

- Grade: High Pass (All items score 5 or higher)  
Pass (10 or more items score 4 or higher)  
Pass with Revision (2 to 4 items score below 4)  
Fail (5 or more items score 3 or below)

## Component B: Self-Appraisal Paper (Please circle)

- Grade: High Pass (The paper directly addresses all the questions and demonstrates a high level of self-awareness, as well as excellence in reflecting on the experience, presenting clear ideas and plans for improvement, and showing a great readiness to proceed to another level of training.)  
Pass (The paper addresses all the questions and reflects an adequate level of self-awareness, an acceptable level of reflection on the experience, adequate ideas and plans for improvement, and an appropriate level of readiness to proceed to internship.)  
Pass with Revision (The paper only responds to some of the questions and only partially addresses the other questions; displays a low level of self-awareness, limited ability to reflect on the experience, limited ideas or plans for improvement, and a limited level of readiness to proceed to internship.)  
Fail (The paper does not respond to questions properly in general, reflects very limited or no self-awareness, and/or very limited or no reflection on the experience; displays a lack of desire, ideas or plans for improvement, and shows a very limited readiness to proceed to internship.)

Component C: Student's Perception on Site Supervisor Submitted Not Submitted

Component D: Student's Evaluation of Site Submitted Not Submitted

Overall Grade: High Pass Pass Pass with Revision Failure

Practicum Seminar Leader Signature

1. \_\_\_\_\_

Date: \_\_\_\_\_

## Component A: Practicum Case Report

### Rating Scale:

6	Excellent Competence
5	Strong Competence
4	Adequate Competence
3	Slightly Below the Required Competence
2	Significant Below the Required Competence
1	Unacceptable Level of Performance

Items 1 & 2 correspond to: Assessment of Client

1. Student has provided a comprehensive description of the client, including both relevant behavioral patterns and historical, developmental information. (i.e., development, cognitive, affective, social, biological and medical domains are appropriately addressed.)

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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2. Student has integrated relevant issues of diversity including: social, ethnic, racial, cultural, gender, sexual orientation, economic, and disability factors that organize and impact psychological functioning

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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Items 3 & 4 correspond to: Case Formulation & DSM IV Multi-Axial Diagnosis

3. Student has provided a concise case formulation or conceptualization consistent with his/her theoretical orientation and/or discipline (e.g., career counseling) and including an appropriate DSM-IV multi-axial diagnosis, if appropriate.

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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4. Student documents his/her formulation or conceptualization with relevant data from the social history, therapy or counseling sessions, observations, etc.

Rating:           1       2       3       4       5       6

Comments: \_\_\_\_\_

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Items 5 & 6 correspond to: Treatment Recommendations & Progress Report

5. Student provides an appropriate treatment and/or vocational plan and rationale, specific to the client and the theoretical perspective.

Rating:           1       2       3       4       5       6

Comments: \_\_\_\_\_

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6. Student discusses specific interventions or strategies which expand the treatment/vocational plan and facilitate implementation of the plan.

Rating:           1       2       3       4       5       6

Comments: \_\_\_\_\_

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Items 7 & 8 address Demonstration of Skills

7. Student demonstrates empathic, listening, and communication skills during taped session

Rating:           1       2       3       4       5       6

Comments: \_\_\_\_\_

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8. Student demonstrates appropriate intervention skills during taped session.

Rating:           1       2       3       4       5       6

Comments: \_\_\_\_\_

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Items 9 & 10 correspond to: **Analysis of Counseling Process & Self-Evaluation**

- 9. Student can evaluate his/her therapy or counseling skills for the taped session and is able to discuss both therapeutic (effective, useful) and counter-therapeutic (ineffective, not useful) exchanges.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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- 10. Student can evaluate therapeutic or vocational progress on the case in terms of changes in the client's functioning and can point to interventions and attitudes that have facilitated or hindered the client's overall movement.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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- 11. Student exhibits good professional writing skills.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

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*Please return this form to:*  
**Practicum Seminar leader or**  
Dr. Gary Koch,  
Director of Training, Counselor Education Dept.  
ARGOSY UNIVERSITY, CHICAGO  
225 N. Michigan Ave., Chicago, IL 60601  
Or Fax form to: 312-777-7748

## Revision of Practicum Portfolio

The practicum leader will need to use the **Remediation Plan** form to specify related remedial work. Both practicum leader and student should have a copy of the form after they both sign the form. Please also attach the form with the Evaluation to the **Director of Training-CE**.

For students who receive a **Revision and Resubmission** grade:

1. Students may have **up to four weeks** to submit their Portfolio revision, the areas of revision and actual date of resubmission will be at the discretion of the Practicum Leader as signed in the Remediation Plan; and
2. These students may start to accrue internship hours;
3. However, if the result of the revision is less than satisfactory, students will need to convert those internship hours back to practicum hours, and need to redo their practicum portfolio with another taped session;

For students who **fail** the Portfolio:

4. They have to redo and resubmit the whole practicum portfolio within four weeks of the reception of the grade;
5. They cannot start accrue internship hours until they obtain a passing grade from the resubmission;
6. They can have only **one chance** opportunity to revise the Portfolio in order to attain a satisfactory grade. Unsuccessful revision attempts will lead to further remedial recommendations, including a possible referral to the Student Professional Development Committee.

### RESULTS AFTER REVISION

#### Component A: The Case Report

Please indicate the new overall grade of the revised portfolio as well as the new numeric grades for each of the revised items.

Items to be Revised	Original Rating	Final Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<b>Final Overall Grade after Revision:</b>	High Pass	Pass	Fail
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#### Component B: The Self Appraisal Paper

<b>Final Grade after Revision:</b>	High Pass	Pass	Fail
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Practicum Seminar Leader Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

## PRACTICUM - STUDENT'S PERCEPTION OF SITE SUPERVISOR

### ARGOSY UNIVERSITY, Chicago MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Semester: Fall Year \_\_\_\_\_

Period Covered: From \_\_\_\_ to \_\_\_\_

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Strongly Agree   2 = Agree   3 = Disagree   4 = Strongly Disagree   N/A – Not applicable
--

#### TIME/STRUCTURE

1. \_\_\_\_\_ Helps me define and structure the goals and objectives for my overall practicum experience
2. \_\_\_\_\_ Is consistent in providing the agreed-upon supervision time
3. \_\_\_\_\_ Is available (or has provided appropriate back-up resources) for consultation between supervision sessions, if needed
4. \_\_\_\_\_ Gives time and energy to observing me and/or processing my session tapes
5. \_\_\_\_\_ Structures supervision appropriately

#### SUPERVISORY RELATIONSHIP

6. \_\_\_\_\_ Helps me recognize and explore the dynamics of supervisor/supervisee relationship
7. \_\_\_\_\_ Accepts and respects me as a person
8. \_\_\_\_\_ Recognizes when I do something well and encourages the development of my strengths and capabilities
9. \_\_\_\_\_ Recognizes and addresses my weaknesses/deficiencies in an appropriate and direct manner
10. \_\_\_\_\_ Encourages me to express opinions, questions and concerns about my counseling
11. \_\_\_\_\_ Allows me to discuss appropriate personal issues related to my counseling
12. \_\_\_\_\_ Allows me to discuss problems I encounter in my practicum setting
13. \_\_\_\_\_ Conveys competence
14. \_\_\_\_\_ Maintains appropriate confidentiality about material discussed in supervisory sessions
15. \_\_\_\_\_ Accepts feedback from me about the supervisory process

#### COUNSELING AND RELATED SKILLS

16. \_\_\_\_\_ Provides me with the opportunity to adequately discuss any major difficulties I am facing with my clients
17. \_\_\_\_\_ Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling
18. \_\_\_\_\_ Helps me to understand the implications and dynamics of the counseling approaches I use
19. \_\_\_\_\_ Encourages and helps me to conceptualize in new ways about my clients
20. \_\_\_\_\_ Encourages me to consider and use new and different counseling techniques when appropriate

- 21. \_\_\_\_\_ Helps me organize relevant case data in planning goals and strategies with my clients
- 22. \_\_\_\_\_ Gives me useful feedback regarding my counseling skills
- 23. \_\_\_\_\_ Helps me define and maintain ethical behavior in counseling and case management
- 24. \_\_\_\_\_ Helps me understand how my counseling behavior influences the client
- 25. \_\_\_\_\_ Provides suggestions and specific help in the areas I need to work on
- 26. \_\_\_\_\_ Helps me develop increased skill in critiquing and gaining insight from my counseling tapes
- 27. \_\_\_\_\_ Is helpful in critiquing report-writing
- 28. \_\_\_\_\_ Helps me use tests constructively in counseling
- 29. \_\_\_\_\_ Helps me with resource and referral ideas/information
- 30. \_\_\_\_\_ Encourages me to be involved in activities and organizations that foster my professional development (e.g.; joining ACA)
- 31. \_\_\_\_\_ Addresses issues relevant to my current concerns as a counselor

**Evaluation**

- 32. \_\_\_\_\_ Allows and encourages me to evaluate myself
- 33. \_\_\_\_\_ Explains the criteria for evaluation clearly and in behavioral terms
- 34. \_\_\_\_\_ Applies criteria fairly in evaluating my counseling performance

Additional comments and/or suggestions:

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**Submit Form to:**  
**Practicum Seminar leader or**  
 Dr. Gary Koch,  
 Director of Training, Counselor Education Dept.  
 ARGOSY UNIVERSITY, CHICAGO  
 225 N. Michigan Ave., Chicago, IL 60601  
 OR Fax form to: 312-777-7748

## PRACTICUM - STUDENT'S EVALUATION OF SITE

### ARGOSY UNIVERSITY, Chicago MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Site Name: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_  
Semester:      Fall    Year \_\_\_\_\_      Period Covered: From \_\_\_\_ to: \_\_\_\_

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Very Satisfactory      2 = Satisfactory      3 = Unsatisfactory      4 = Very Unsatisfactory      N/A = Not Applicable
--

1. \_\_\_\_\_ **Orientation to site's administrative policies, practices, and procedures**
2. \_\_\_\_\_ **Exposure to the various professional roles/functions within the site**
3. \_\_\_\_\_ **Orientation to other resources (e.g., referral resources in community)**
4. \_\_\_\_\_ **Opportunity to participate in staff's professional events, such as staff meetings, case conferences, professional development activities**
5. \_\_\_\_\_ **Quality of informal interaction with, and availability of, staff (other than your site supervisor)**
6. \_\_\_\_\_ **Adequacy of physical space, supplies, etc**
7. \_\_\_\_\_ **Ease of audio taping and/or videotaping counseling sessions**
8. \_\_\_\_\_ **Adequacy of client population numbers for sufficient appropriate cases**
9. \_\_\_\_\_ **Quality of intake interviewing experience**
10. \_\_\_\_\_ **Quality of individual counseling experience**
11. \_\_\_\_\_ **Quality of group counseling experience**
12. \_\_\_\_\_ **Quality of family/couple counseling experience**
13. \_\_\_\_\_ **Quality of career counseling experience**
14. \_\_\_\_\_ **Quality of consultation experience**
15. \_\_\_\_\_ **Quality of psycho-educational activity experience**
16. \_\_\_\_\_ **Quality of testing experience (administration and interpretation)**
17. \_\_\_\_\_ **OVERALL EVALUATION OF THE SITE**
  
20. **Will you recommend the site to other students for their field training?**    Yes \_\_\_\_\_ No \_\_\_\_\_  
**If you answer is "No", please specify your reason (s):**

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**Additional comments/suggestions (use additional sheet is necessary)**

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**Submit Form to:**

**Practicum Seminar leader or**  
Dr. Gary Koch,  
Director of Training, Counselor Education Dept.  
ARGOSY UNIVERSITY, CHICAGO  
225 N. Michigan Ave., Chicago, IL 60601

OR      Fax form to: 312-777-7748

## ***Appendix C – Forms Related to Internship (Chapter 3)***

- Monthly Internship Hour Log
- Internship Hour Log
- Internship University Hour Log
- Internship Site Supervisor Evaluation Form
- Internship Seminar Leader Evaluation Form
- Student's Perception of the Internship Site Supervisor
- Student's Evaluation of the Internship Site

## UNIVERSITY ACTIVITY MONTHLY INTERNSHIP HOUR LOG

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Month/Year \_\_\_\_\_

**Directions:**

1. Record the dates of each week where indicated.
2. Record the total number of hours per week in each activity under the appropriate column.
3. Total the number of hours for the week in each area as indicated.
4. You will not submit this monthly form to the Director of Training; this form is only for your assistance in preparing the University End of Practicum Hour Log which is turned in to the Seminar Leader or the Director of Training at the End of Internship.

Activities	Week 1 Dates	Week 2 Dates	Week 3 Dates	Week 4 Dates	Week 5 Dates	Total Per Month
<b>(To/From Dates)</b>						
1) University Individual Supervision						
2) Seminar Meetings						
3) Online activities						
4) Consultation or meeting with other professors regarding your internship experience, or client issues						
Others: (Please specify)						
<b>Grand Total</b>						

## University Internship Hour Log

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Site Name: \_\_\_\_\_

Internship Leader: \_\_\_\_\_ Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

**Directions:**

1. Record the total number of hours for your participation in internship seminars, online discussion, individual university supervision, and other additional consultation time with your internship seminar leader, and other professors regarding your internship experience and/or client issues. Your university internship hours only need to be calculated at the end of internship. You and your internship seminar leader need must sign and date this document.
2. Return the Internship Hour Log to seminar leader or the DOT when Internship seminars are not in progress. (*Remember:* the monthly hour logs are for your records only; do not turn in the monthly logs).

Activities	Total for Period Covered
1) Seminar Meetings	
2) Online activities	
3) Consultation or meeting with other professors regarding your internship experience, or client issues	
Others: (Please specify) _____ _____ _____	_____ _____ _____
<b>Grand Total</b>	

Seminar Leader Signature: \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Submit Form to: Internship Seminar leader or**  
 Dr. Gary Koch,  
 Director of Training, Counselor Education Dept.  
 ARGOSY UNIVERSITY, CHICAGO  
 225 N. Michigan Ave., Chicago, IL 60601

OR Fax form to: 312-777-7748

## INTERNSHIP MONTHLY SITE HOUR LOG

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Month/Year \_\_\_\_\_

**Directions:**

1. Record the dates of each week of fieldwork where indicated.
2. Record the total number of hours per week in each activity under the appropriate column.
3. Total the number of hours for the week in each area as indicated.
4. You will not submit this monthly form to the Director of Training; this form is only for your assistance in preparing the Internship Hour Log which is turned in to the Seminar Leader or the Director of Training at the end of Spring I & End of Internship.

Activities	Week 1 Dates	Week 2 Dates	Week 3 Dates	Week 4 Dates	Week 5 Dates	Total Per Month
<b>(To/From Dates)</b>						
1) Intake/Assessment						
2) Individual Counseling						
3) Group Counseling						
4) Couple/Family Counseling						
5) Career Counseling						
6) Other:						
7) Other:						
<b>Direct Hours Totals (sum 1 through 7)</b>						
8) Orientation/Training (for Students)						
9) Psycho-educational Workshop/Presentation (by Student)						
10) Report writing						
11) Case conference						
12) Community work						
13) Administrative Meetings						
14) Preparation						
15) Supervision (on site)						
16) Consulting						
17) Other:						
18) Other:						
<b>Indirect Hours Totals (sum 8 through 18)</b>						
<b>Grand Total (sum Direct &amp; Indirect hours totals from above)</b>						

## DIVERSITY EXPERIENCE

Indicate the number of clients seen for each of the following diverse populations. You may include a single client in more than one category, as appropriate. The totals below are for you to track on a monthly basis for reporting on the Internship Hour Logs you will turn in to the Director of Training at the end of Spring I & End of Internship. You will already have included the totals you have recorded in this section on the preceding page.

### **Total Number of Individuals Served in Each Category this Month**

***Ethnic Background:***

Black/African American	_____
Asian-American	_____
Pacific Islander	_____
Latino-a/Hispanic Americans	_____
Native American	_____
Alaska Native	_____
Caucasian Americans	_____
Americans w/ Middle Eastern Origin	_____
Bi-Racial/Multi-Racial Americans	_____

***Foreign Nationals*** (specify):

_____	_____
_____	_____
_____	_____

***Sexual Orientation:***

Heterosexual	_____
Gay	_____
Lesbian	_____
Bisexual	_____

***Gender:***

Male	_____
Female	_____
Transgendered	_____

***Physically Challenged:***

Physical/Orthopedic Disability	_____
Blind/Visually Impaired	_____
Deaf/Hard of Hearing	_____
Learning/Cognitive Disability	_____
Developmental Disability	_____
Diagnosed w/ Mental Disorder(s)	_____

***Age***

Adults (65 and older)	_____
Adults (18 to 65)	_____
Children (under age 18)	_____

***Other:***

_____	_____
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## Internship Hour Log

### ARGOSY UNIVERSITY, CHICAGO MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_

Site Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Spring I  Upon Completion  
(check one)

Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

**Directions:**

1. Record the total number of hours for direct, indirect, and the grand total number of hours for Your internship at two points: End of Spring I Term, and at the end of internship. You and your site supervisor must sign and date this document.
2. Return the Internship Hour Log to seminar leader or the Director of Training, CE when internship seminars are not in progress. (*Remember:* the monthly hour logs are for your records only; do not turn in the monthly logs).
3. Submit this form per the directions on the following page.

Activities	Total for Period Covered
1) Intake/Assessment	
2) Individual Counseling	
3) Group Counseling	
4) Couple or Family Counseling	
5) Career Counseling	
6) Other:	
7) Other:	
<b>Direct Hours Totals</b> <b>(Sum 1 through 7)</b>	
8) Orientation/Training (for student)	
9) Psychoeducational Workshop/Presentation (by student)	
10) Report writing	
11) Case conference	
12) Community work	
13) Administrative Meetings	
14) Preparation	
15) Supervision (on site)	
16) Consulting	
17) Other:	
18) Other:	
<b>Indirect Hours Totals</b> <b>(Sum 8 through 18)</b>	
<b>Grand Total</b> <b>(sum Direct &amp; Indirect Hours totals from above)</b>	

## DIVERSITY EXPERIENCE

Indicate the number of clients seen for each of the following diverse populations. You may include a single client in more than one category, as appropriate. *The totals below are for the tracking purposes of the Director of Training. You will already have included the totals you have recorded in this section on the preceding page.*

<b>Cumulative Totals</b>	<b># of Clients</b>
<b><i>Ethnic Background:</i></b>	
Black/African American	_____
Asian-American	_____
Pacific Islander	_____
Latino-a/Hispanic Americans	_____
Native American	_____
Alaska Native	_____
Caucasian Americans	_____
Americans w/ Middle Eastern Origin	_____
Bi-Racial/Multi-Racial Americans	_____
<b><i>Foreign Nationals</i></b> (specify):	
_____	_____
_____	_____
_____	_____

<b><i>Gender:</i></b>		<b><i>Age</i></b>	
Male	_____	Adults (65 and older)	_____
Female	_____	Adults (18-65)	_____
Transgendered	_____	Children (under age 18)	_____

<b><i>Physically Challenged:</i></b>			
Physical/Orthopedic Disability	_____	Blind/Visually Impaired	_____
Deaf/Hard of Hearing	_____	Learning/Cognitive Disability	_____
Developmental Disability	_____	Diagnosed w/ Mental Disorder(s)	_____

<b><i>Sexual Orientation:</i></b>		<b><i>Other</i></b>	
Heterosexual	_____	_____	_____
Gay	_____	_____	_____
Lesbian	_____	_____	_____

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Submit Form to: Practicum Seminar leader or**  
 Dr. Gary Koch,  
 Director of Training, Counselor Education Dept.  
 ARGOSY UNIVERSITY, CHICAGO  
 225 N. Michigan Ave., Chicago, IL 60601

OR      Fax form to: 312-777-7748

**INTERNSHIP  
SITE SUPERVISOR EVALUATION FORM**

**ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING**

Student: \_\_\_\_\_ Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Seminar Instructor: \_\_\_\_\_

Internship I  Upon Completion      Period Covered: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_  
(check one)

***Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).***

***With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:***

<i>5= Expert/Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

**I. PROFESSIONALISM/ETHICS**

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to seminar leader	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Committed to professional development	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**II. SUPERVISION**

Prepares for supervision	1	2	3	4	5	N/A
Is open and honest in supervision sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**III. HELPING RELATIONSHIPS**

***Micro Counseling Skills***

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

***Counseling Modalities***

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

***Assessment and Diagnostic Skills***

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. OVERALL PERFORMANCE RATING**

**Circle One:**

<i>5 = Expert/Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4 = Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	

**Overall comments:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on your assessment of this student, do you recommend review by the Training Committee? Circle which is appropriate.

Yes

No

If yes, please indicate specifically why:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SIGNATURES**

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

I, \_\_\_\_\_ (name of student), the undersigned have read the above evaluation and have discussed the content with my site supervisor. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor, internship seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Submit Form to: Internship Seminar leader or</b> Dr. Gary Koch, Director of Training, Counselor Education Dept. ARGOSY UNIVERSITY, CHICAGO CAMPUS 225 N. Michigan Ave., Chicago, IL 60601</p> <p>OR Fax form to: 312-777-7748</p>
---

## PRACTICUM/INTERNSHIP SITE SUPERVISOR GRADING CRITERIA

### **5: Expert/Professional Grade**

### **4: Proficient/Advanced**

### **3: Intermediate/Expected**

### **2: Novice/Remediate**

### **1: Unqualified/Failed**

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

#### **5: Expert/Professional Grade:**

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

#### **4: Proficient/Advanced:**

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts thereof in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

### **3: Intermediate/Expected:**

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

### **2: Novice/Remediate:**

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

### **1: Unqualified/Fail:**

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.

## INTERNSHIP SEMINAR LEADER EVALUATION FORM

**ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING**

Student: \_\_\_\_\_ Site: \_\_\_\_\_  
 Site Supervisor: \_\_\_\_\_ Seminar Instructor \_\_\_\_\_  
 Internship I  Upon Completion      Period Covered: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_  
(check one)

**Seminar Leader contact with Site Supervisor**      **Date:** \_\_\_\_\_  
 Content of Discussion: \_\_\_\_\_

***Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).***

***With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:***

<i>5 = Expert/Professional Grade</i>	<i>2 = Novice/Remediate</i>
<i>4 = Proficient/Advanced</i>	<i>1 = Unqualified/Failed</i>
<i>3 = Intermediate/Expected</i>	

**I. PROFESSIONALISM/ETHICS**

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to seminar leader	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Committed to professional development	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

**Comments:** \_\_\_\_\_

---

**II. SEMINAR PARTICIPATION**

Prepares for seminar	1	2	3	4	5	N/A
Is open and honest in seminar sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

**Comments:** \_\_\_\_\_

---

**III. HELPING RELATIONSHIPS**

**Micro Counseling Skills**

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

**Counseling Modalities**

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

**Assessment and Diagnostic Skills**

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

Comments: \_\_\_\_\_  
\_\_\_\_\_

**IV. OVERALL PERFORMANCE RATING**

Circle One:

5 = <i>Expert/Professional Grade</i>	2 = <i>Novice/Remediate</i>
4 = <i>Proficient/Advanced</i>	1 = <i>Unqualified/Failed</i>
3 = <i>Intermediate/Expected</i>	

Overall comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on your assessment of this student, do you recommend review by the Training Committee? Circle one:

Yes

No

If yes, please indicate specifically why:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SIGNATURES**

Seminar Leader: \_\_\_\_\_

Date: \_\_\_\_\_

I, \_\_\_\_\_ (name of student), the undersigned have read the above evaluation and have discussed the content with my individual supervisor. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my internship seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**Submit Form to:** Internship Seminar leader or  
Dr. Gary Koch,  
Director of Training, Counselor Education Dept.  
ARGOSY UNIVERSITY, CHICAGO CAMPUS  
225 N. Michigan Ave., Chicago, IL 60601  
Fax form to: 312-777-7748

OR

## **INTERNSHIP SEMINAR LEADER GRADING CRITERIA**

**5: Expert/Professional Grade**

**4: Proficient/Advanced**

**3: Intermediate/Expected**

**2: Novice/Remediate**

**1: Unqualified/Failed**

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

### **5: Expert/Professional Grade:**

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

### **4: Proficient/Advanced:**

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts there of in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

### **3: Intermediate/Expected:**

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

### **2: Novice/Remediate:**

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

### **1: Unqualified/Fail:**

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.

**INTERNSHIP**  
**STUDENT'S PERCEPTION OF SITE SUPERVISOR**

**ARGOSY UNIVERSITY, Chicago**  
**MA COMMUNITY COUNSELING**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_ **Site Supervisor:** \_\_\_\_\_

**Semester: Fall Year** \_\_\_\_\_ **Period Covered: From** \_\_\_\_\_ **to** \_\_\_\_\_

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

<b>1 = Strongly Agree</b> <b>2 = Agree</b> <b>3 = Disagree</b> <b>4 = Strongly Disagree</b> <b>N/A – Not applicable</b>
---

**TIME/STRUCTURE**

1. \_\_\_\_\_ **Helps me define and structure the goals and objectives for my overall internship experience**
2. \_\_\_\_\_ **Is consistent in providing the agreed-upon supervision time**
3. \_\_\_\_\_ **Is available (or has provided appropriate back-up resources) for consultation between supervision sessions, if needed**
4. \_\_\_\_\_ **Gives time and energy to observing me and/or processing my session tapes**
5. \_\_\_\_\_ **Structures supervision appropriately**

**SUPERVISORY RELATIONSHIP**

6. \_\_\_\_\_ **Helps me recognize and explore the dynamics of supervisor/supervisee relationship**
7. \_\_\_\_\_ **Accepts and respects me as a person**
8. \_\_\_\_\_ **Recognizes when I do something well and encourages the development of my strengths and capabilities**
9. \_\_\_\_\_ **Recognizes and addresses my weaknesses/deficiencies in an appropriate and direct manner**
10. \_\_\_\_\_ **Encourages me to express opinions, questions and concerns about my counseling**
11. \_\_\_\_\_ **Allows me to discuss appropriate personal issues related to my counseling**
12. \_\_\_\_\_ **Allows me to discuss problems I encounter in my internship setting**
13. \_\_\_\_\_ **Conveys competence**
14. \_\_\_\_\_ **Maintains appropriate confidentiality about material discussed in supervisory sessions**
15. \_\_\_\_\_ **Accepts feedback from me about the supervisory process**

**COUNSELING AND RELATED SKILLS**

16. \_\_\_\_\_ **Provides me with the opportunity to adequately discuss any major difficulties I am facing with my clients**
17. \_\_\_\_\_ **Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling**
18. \_\_\_\_\_ **Helps me to understand the implications and dynamics of the counseling approaches I use**
19. \_\_\_\_\_ **Encourages and helps me to conceptualize in new ways about my clients**
20. \_\_\_\_\_ **Encourages me to consider and use new and different counseling techniques when appropriate**
21. \_\_\_\_\_ **Helps me organize relevant case data in planning goals and strategies with my clients**
22. \_\_\_\_\_ **Gives me useful feedback regarding my counseling skills**
23. \_\_\_\_\_ **Helps me define and maintain ethical behavior in counseling and case management**



**INTERNSHIP  
STUDENT'S EVALUATION OF SITE**

**ARGOSY UNIVERSITY, Chicago  
MA COMMUNITY COUNSELING**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Site Name:** \_\_\_\_\_ **Site Supervisor:** \_\_\_\_\_  
**Semester:**      **Fall**   **Year** \_\_\_\_\_      **Period Covered: From** \_\_\_\_\_ **to:** \_\_\_\_\_

Based on the supervision you received from your site supervisor, please rate the following statements accordingly with the scale below:

1 = Very Satisfactory      2 = Satisfactory      3 = Unsatisfactory      4 = Very Unsatisfactory      N/A = Not Applicable
--

- \_\_\_\_\_ **Orientation to site's administrative policies, practices, and procedures**
- \_\_\_\_\_ **Exposure to the various professional roles/functions within the site**
- \_\_\_\_\_ **Orientation to other resources (e.g., referral resources in community)**
- \_\_\_\_\_ **Opportunity to participate in staff's professional events, such as staff meetings, case conferences, professional development activities**
- \_\_\_\_\_ **Quality of informal interaction with, and availability of, staff (other than your site supervisor)**
- \_\_\_\_\_ **Adequacy of physical space, supplies, etc.**
- \_\_\_\_\_ **Ease of audio taping and/or videotaping counseling sessions**
- \_\_\_\_\_ **Adequacy of client population numbers for sufficient appropriate cases**
- \_\_\_\_\_ **Quality of intake interviewing experience**
- \_\_\_\_\_ **Quality of individual counseling experience**
- \_\_\_\_\_ **Quality of group counseling experience**
- \_\_\_\_\_ **Quality of family/couple counseling experience**
- \_\_\_\_\_ **Quality of career counseling experience**
- \_\_\_\_\_ **Quality of consultation experience**
- \_\_\_\_\_ **Quality of psycho-educational activity experience**
- \_\_\_\_\_ **Quality of testing experience (administration and interpretation)**
- \_\_\_\_\_ **OVERALL EVALUATION OF THE SITE**

**Will you recommend the site to other students for their field training? Yes** \_\_\_ **No** \_\_\_\_\_

**If you answer is "No", please specify your reason (s):** \_\_\_\_\_

**Additional comments/suggestions (use additional sheet is necessary):** \_\_\_\_\_

<b>Submit Form to:</b>	<b>Practicum Seminar leader or</b>
	Dr. Gary Koch, Director of Training, Counselor Education Dept. ARGOSY UNIVERSITY, CHICAGO CAMPUS 225 N. Michigan Ave., Chicago, IL 60601 Fax form to: 312-777-7748
OR	

## ***Appendix D - Forms Related to the Preparation for the Clinical Experience (Chapter 4)***

- Practicum Application Process Timeline
- Evaluation Feedback Sheet
- Practicum Intent to Apply Form
- Request for Letter of Recommendation Form
- Procedures and Criteria for the Development of New Sites

**M.A. Professional Counseling  
Training Year 20xx-xx  
Practicum Application Process Timeline**

Tasks/Order of Events	Due Dates	Done	Remarks
<i>November</i>			
Determining Readiness to apply			
Declaration of Intent – Submit the <b><i>Practicum Intent To Apply Form</i></b> to the Training Department	Mid- November		
Preparation for Application Documents: <ul style="list-style-type: none"> <li>• Cover Letter</li> <li>• Curriculum Vitae</li> <li>• Contact at least 3 professors/professionals, &amp; fill out Request Forms to obtain consent for letters of recommendation <ul style="list-style-type: none"> <li>a. _____</li> <li>b. _____</li> <li>c. _____</li> </ul> </li> </ul>			
<i>December</i>			
Review detailed information of sites (application requirements, availability of group experience, and permission of taping, etc.) for MA Counseling – Contact Jonathan Webb, Department Administrator, at (312) 777.7730, or <a href="mailto:jpwebb@argosy.edu">jpwebb@argosy.edu</a> .	Early December		
<i>January</i>			
Submit to Training Department <ul style="list-style-type: none"> <li>• <b><i>The Practicum Placement Request Form</i></b> with site rank orders</li> <li>• A <b><i>curriculum vitae</i></b></li> <li>• A <b><i>brief description of clinical goals and interests</i></b></li> <li>• Professional Development Requirements form</li> </ul>	Mid- January		

Tasks/Order of Events	Due Dates	Done	Remarks
<b>February</b>			
Receive the <b>Eligibility Statement</b> in student mailbox ( <i>a copy of this letter should be included in each application</i> )	Early February		
Receive list of <b>approved sites</b> in student mailboxes	Early February		
<b>Start mailing out application materials</b> to sites. Be sure that you send out all the required materials in a package. Sites most likely will not consider incomplete applications. Uniform Start Date.	Mid-February		
Interviews with sites begin and students can accept an internship. Students must send <b>an acceptance letter to the site</b> after you verbally accept the offer	Mid-February		
<b>April to End of August</b>			
Clearing house process continues of securing practicum positions			
Must send <b>an acceptance letter to the site</b> after you verbally accept the offer	Upon accepting an offer from the site		
Send a <b>copy of the acceptance letter</b> to the Training Coordinator by fax at (312) 777 7748; Or e-mail to <a href="mailto:jpwebb@argosyu.edu">jpwebb@argosyu.edu</a> . Also <b>specify your estimated start day</b> in the letter or in the e-mail.	At the same time you send the acceptance letter to the site		
<b>Complete an Agreement form, submit to Training Coordinator by email or fax</b>	ASAP after Acceptance		
<b>June</b>			
Training session before students start Practicum experience			
Actual Practicums start in July or September			

**GRADE AND EVALUATION FEEDBACK SHEET  
ARGOSY UNIVERSITY, CHICAGO**

**Instructions to Instructors:**

Send e-copies to Student and Steve Wright at [stwright@argosy.edu](mailto:stwright@argosy.edu) upon completion of each course

<b>Student Name</b>	<b>Term</b>
<b>Course Number and Section</b>	<b>Course Title</b>
<b>Grade:</b>	<b>Instructor:</b>
Choose an item.	

*Please rate the degree to which each student has demonstrated the following as applicable in your class. Please comment on all ratings of 1 or 2 with a specific description of the area that needed improvement. In addition, please comment on particular areas of strength.*

**Ratings:** ; 5 = superior; 4 = good; 3 = adequate; 2 = improvement needed; 1 = Remediation needed; ; N/A = not applicable.

<b>A. COURSE CONTENT</b>		<b>COMMENTS</b>
1. Knowledge of Factual and Theoretical Content		
2. Comprehension and integration of Concepts and Theories to clinical situations		
3. Ability to critically evaluate and integrate relevant research literature		
4. Ability to apply course material in the development of personal theory in practice		
5. Incorporation of research findings in best practices		
<b>B. COUNSELING SKILLS and HELPING RELATIONSHIPS</b>		
1. Ability to build and maintain a therapeutic working alliance		
2. Empathy and Sensitivity		
3. Assessment and diagnosis within the context of client's developmental stage, and social and cultural background		
4. Case conceptualization skills		
5. Decision making, treatment planning		
6. Provision of Intervention and treatment		
7. Hypothesis testing and critical thinking		
8. Evaluation of therapy outcome and client progress		
<b>C. PROFESSIONAL IDENTITY</b>		
1. Understanding and application of ACA Code of Ethics		
2. Application of ethical decision –making model		
3. Professional roles and responsibilities		
4. Affiliation with and responsibility to the profession		
5. Understanding of standard of practice		
6. Legal considerations in practice		
<b>D. PROFESSIONALISM &amp; SELF AWARENESS</b>		
1. Responsiveness to feedback/supervision		
2. Commitment/Dedication/Enthusiasm/Curiosity		
3. Self-awareness (personal characteristics, strengths and weaknesses, etc.)		
4. Ability to reflect and to improve		
5. Being an independent self-direct learner		
6. Punctuality and time management		
7. Willingness to consult and to seek advice		
<b>E. DIVERSITY AND SENTIVITY</b>		
1. Awareness of the impact of cultural factors (those of self and the others) in a counseling situations, group settings, supervisory and other working relationships		
2. Respect to differences and Openness to learning about different worldviews		

3. Awareness of and ability to adjust to organizational cultures in different settings		
--	--	--

<b>F. INTERPERSONAL/PROFESSIONAL PRESENTATION/PARTICIPATION</b>		
---	--	--

1. Class Participation (both in-class and online)		
2. Respect for ideas and integrity of others		
3. Interaction with Faculty		
5. Pertinence and relevance of questions and comments		
6. Facilitation of class learning and process		

<b>G. WRITTEN/ORAL PRESENTATION</b>		
-------------------------------------	--	--

1. Written: Organization of ideas & conceptual coherence		
2. Written: Adherence to APA style (grammar, etc.)		
3. Oral: Presentation & conceptual organization of ideas		
4. Ability to formulate & express observations/impressions		

Referral for Student Professional Development Committee review.

Referral for professional writing course (an official referral for writing course form must be completed and submitted to Student Services with this form).

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Argosy University, Chicago

## American School of Professional Psychology

225 N. Michigan Ave., Chicago, IL 60601  
Phone: 312-777-7730 , Fax: 312-777-7748

### PRACTICUM INTENT FORM

#### INSTRUCTIONS:

- Save this form on your computer. Fill out the form and send it as an attachment using your Argosy e-mail account to [jpwebb@argosy.edu](mailto:jpwebb@argosy.edu)
- You must submit this form **electronically**. Your name, **Last Name, First Name must be in the subject line of your e-mail.**
- This is a form that allows you to type in your information in the spaces provided. Type an "X" anywhere there is box.

_____	_____
<b>Student Name (Last, First)</b>	<b>Date of Submission</b>
_____	_____
<b>Year Entered <u>Current</u> Program</b>	<b>Phone Number</b>
_____	_____
<b>Advisor</b>	<b>University E-mail Account</b>
_____	_____
	<b>Other Frequently Use E-mail Address</b>
	_____

I plan to go on practicum during the \_\_\_\_\_ academic year.  
*(Insert academic year)*

I will be seeking the following type of practicum (choose one):

- M.A. Counseling     Ed. D. Counselor Education and Supervision

#### INFORMED CONSENT

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any practicum training site to which I have applied and/or will match. I further agree that, following any practicum match, similar information may be provided by the practicum site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any practicum site and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

\_\_\_\_\_ **Date** \_\_\_\_\_  
*Signature*

## Practicum Applicant Request for Letter of Recommendation

- *This form only applies to requests made to Argosy University Personnel*
- *Use one form per letter request*

Name of Student: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

*I, the undersigned, hereby authorize Professor \_\_\_\_\_ to write a letter of recommendation on my behalf.*

*Please Send Letter by \_\_\_\_\_ (date) to the following:*

1. Student Mailbox   
2. Mail to:   
Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
3. or Student will pick up from faculty on \_\_\_\_\_ (date)

*I waive my right to review this letter of recommendation as indicated by the "x" on the left.*

*I do not waive my right to review this letter of recommendation as indicated by the "x" on the left.*

*I, the undersigned, hereby authorize the release of any and all information related to my academic performance and professional comportment that is relevant to the performance of responsibilities of a clinical psychology practicum student or intern.*

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**This form is due to faculty by November 19, 2007**

Faculty will return this letter to the student by \_\_\_\_\_ (time agreed by student and faculty).

## Procedures and Criteria for the Development of New Sites

One of the major priorities of the Director of Training, CE is the development of appropriate training sites; this activity is ongoing. If a student has a particular interest in either a clinical area or training site that is not available, the student may, with the approval of the DOT-CE, seek to initiate development of an Argosy, Chicago Campus affiliated site. The Clinical Training Department will investigate or approve such sites if approval criteria can be met. Student and faculty in-put in this regard are welcomed.

Any faculty member or student can suggest that a particular agency which would make a good training site. This information is brought to the attention of the DOT-CE or a member of the Training Committee, CE. The potential site is contacted and asked to provide information describing the types of training opportunities the agency would provide to students. This information is reviewed by the Training Committee and, if approved, will receive provisional status. Refer to Appendix D for procedures and criteria for the development of a new site.

### **Criteria for Evaluating Potential Sites**

#### Approach to Training

- The agency should submit a mission statement, which includes the philosophy and general objectives of the agency.
- It is preferable that the site indicate interest in training by approaching Argosy University, Chicago Campus, rather than the student approaching the site.
- The site should have a clearly articulated philosophy of training that is congruent with the training philosophy of Argosy University, Chicago.
- The agency adheres to the *American Counseling Association Code of Ethics*.

#### Experience in Training

- Because of the importance of peer learning, the training site should ideally have at least two practicum students.
- The agency and trainee must communicate the “student status” to the client.
- It is preferable that the site has trained students in the past. Argosy University, Chicago will review the experience the site has had with training counseling students, as well as students in other disciplines (e.g. clinical psychology, social work, etc.).
- The site should have clearly articulated policies and procedures for trainee selection, supervision, didactic and collegial experiences, evaluation and remediation. For supervision, the minimum commitment is one hour of individual and one to one-half hour of group supervision per week. Two hours of weekly individual supervision is required. It is also desirable that the agency provide didactic and collegial experience in the form of seminars, group supervision, case conferences, and workshops.
- The site should be able to provide students with enough client contacts and other professional experiences to fulfill the hour requirement of their respective academic programs. MA Counseling students should be able to attain a total of 700 hours of clinical experiences. Specifically,
  - 100 hours for Practicum which includes a minimum of 40 direct client contact hours, including **both individual and group counseling**, and a minimum of 60 indirect service hours.
  - 600 hours for internship which includes a minimum of 240 direct client contact hours, including individual and/or group counseling, and a minimum of 360 indirect service hours.

## Staff

- The site should have at least two qualified and experience supervisors on staff. Qualifications and credentials of the supervisor(s) include:
  1. The agency should have at least one master's level/licensed counselor on staff (or related licensure, e.g. social work or doctoral level psychologist).
  2. Multi-disciplinary supervision is desirable.
- Argosy University, Chicago will assess supervisors' attitudes toward students and their ability to provide supportive, helpful, discerning supervision and mentoring.
- Supervisors must agree to comply with Argosy University, Chicago's procedures, including student evaluations, audio- or video-taping psychotherapy, and counseling, or psycho-diagnostic sessions for practicum/internship seminars (in accordance with ethical guidelines), and liaison with Seminar Faculty and the DOT-CE.
- Supervisors should endeavor to provide opportunities for the student to observe professional staff in the delivery of clinical services, as well as to be directly observed by professional staff, particularly in the early stages of the practicum placement.

## Treatment Orientation

- Supervisors should be able to articulate their own and the agency's philosophy of treatment, and that statement should meet Argosy University, Chicago's standards.

## Treatment Population

- There must be a sufficient number of clients to provide the trainee(s) with treatment opportunities.
- The population must be appropriate to trainee's level of skill and experience (e.g., sufficiently challenging, but not overwhelming).
- There must be sufficient variation in the treatment population to provide the trainee(s) with a well-rounded experience; **or**
- The treatment population may be appropriate for an experienced trainee seeking advanced or specialized experience.

## Remediation

- If there are deficiencies in any of these areas, supervisory staff must be amenable to working with Argosy University, Chicago's DOT-CE to develop and strengthen the training program.

## ***Appendix E – Forms Related to Application Process and Procedures (Chapter 5)***

- Practicum/Internship Placement Request Form
- Practicum/Internship Agreement Form
- Authorization for Release of Information

## Practicum Placement Request Form

<b>Student Name</b>			<b>Telephone</b>

**\* Submit this form to the Training Department as an EXCEL file via e-mail**

On the spaces below, list up to **15** practicum sites (IN ORDER OF PREFERENCE) to which you wish to apply. Please be sure that the **Site Name and Site ID's** match and are typed accurately. Go to [auconnection.net/chicago](http://auconnection.net/chicago) to obtain the correct Site Name and Site ID's. The Training Department needs to have everyone's request accurate in order to transfer your rank lists into our database. If your Site ID doesn't correspond to the correct Site Name, the Training Department will not be held responsible. ***In addition, also forward us a copy of your updated vitae and a brief (one page) description of your interests and goals.***

We use the following criteria to decide which of your requested sites we will approve:

- 1.) Your rank order of these sites
- 2.) Your "compatibility" with the site as determined by the information contained in your vitae and written training interests or goals.
- 3.) Limits on the number of applications that practicum sites will receive from any one graduate program.

Submit your completed request form to Steve Wright at [jpwebb@argosy.edu](mailto:jpwebb@argosy.edu) using your Argosy e-mail account. Be sure to include **Last Name, First Name** in the Subject area of your e-mail.

**Additional Instructions:**

\*\*\* There should be enough room to type the entire site name in the space provided.

\*\*\* Do not underline, merge, or adjust cells in any way.

\*\*\* If your site name is too long, still type the name in one cell even if it appears to be cut off.

\* This Form is due to the Director of Training, CE no later than Monday, 9 AM January 14, 2009. Late forms will be processed after all others are reviewed.

Rank	Site Name	Site ID		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

## MA Community Counseling Practicum/Internship Agreement Form

Student Name: \_\_\_\_\_  
Practicum Site Name: \_\_\_\_\_  
Site Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_  
Site Supervisor Name: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Phone: (     ) \_\_\_\_\_  
Dates of Agreement: From \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ Hours per week: \_\_\_\_\_  
Time off (Vacation, sick, etc.) \_\_\_\_\_ (please specify)

By signing this Practicum Agreement, the student, the practicum site director, and the Training Director, CE at Argosy University-Chicago commit to abide by these standards of practice and training. Additional policies and procedures, such as those pertaining to remediation, termination and withdrawal from the site maybe found in Argosy University's Master of Arts in Community Counseling Practicum/Internship Manual (available at [http://www.auconnection.net/chicago/chi\\_home.asp](http://www.auconnection.net/chicago/chi_home.asp))

### The Student agrees to the following:

- Abide by the code of ethics as delineated by American Counseling Association, the University, and the site.
- Be on site to meet the minimum number of hours for the practicum year as required by the MA Community Counseling Program: **100 practicum hours** consisting of 40 direct service hours (a minimum of 5 hours of direct group work and 20 hours of individual counseling experience); and 60 indirect hours, which can be achieved through individual and group supervision, didactic training, meetings, consultation, peer supervision, record keeping, case conferences; **and 600 internship hours** starting immediately upon student's successful completion of practicum, including a minimum of 240 direct hour and 360 indirect hours.
- Notify the practicum site director and the Argosy University Training Department about any concerns, problems, or changes in their status as a student or trainee.
- Argosy University and the Practicum site may exchange any information regarding the student's academic performance and professional functioning that is relevant to the evaluation and supervision of the student.

### The Site agrees to the following:

- Provide supervision by a licensed clinician with a Masters or Doctorate degree (e.g. LCPC, clinical psychologist).
- Provide a minimum of 2 hours per week of supervision, at least 1 hour of which must be individual supervision, by a clinician with the above-noted credentials. The other hour(s) may be group supervision with other trainees. Supervision is provided on a consistent basis.
- Provide the number of hours for the practicum year as required by the student's program as stated above.
- Hold confidential all information regarding the student's performance, except for within the training site and for coordination with Argosy University.
- Complete a *Practicum Evaluation Form* and review student's hour log at the end of the practicum. During internship, supervisors will conduct two evaluations, one during the spring semester, and another at the end of the students' internship experience. Students also complete a log of their practicum activities and hours that they review with their supervisors during these evaluation times.
- Provide appropriate space, guidance and opportunities for the student to tape clinical sessions.
- Communicate with Argosy University to coordinate the training of the student.
- Be responsive to diversity with respect to gender, race, ethnicity, sexual orientation, disability, and religion.

### Argosy University agrees to the following:

- Provide malpractice liability insurance to this student. Proof of coverage is available upon request.
- Collaborate with the site to enhance the student's training experience and formulate remediation plans as situations arise.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
(Dr. Gary Koch)  
Argosy University Director of Training, Counselor Education Signature

Date \_\_\_\_\_

Revised July 2007

## AUTHORIZATION FOR RELEASE OF INFORMATION

Argosy University, Chicago  
American School of Professional Psychology  
Department of Counselor Education  
225 N. Michigan Ave., Chicago, IL 60601  
Phone: 312-777-7665      Fax 312-777-7748

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I, the undersigned, \_\_\_\_\_ (Name of Client in Print), authorize

\_\_\_\_\_ (Name of Graduate Student) at \_\_\_\_\_

\_\_\_\_\_ (Name of Training Site) to use information, including but not limited to, case

material and audio/video taping, that s/he obtains regarding my assessment or treatment for educational purposes only in the Department of Counselor Education, Argosy University, Chicago. By signing this form, I understand that:

1. All identifying information in the tapes will be kept confidential.

The professional group will be advised that in the unlikely circumstance that they recognize the identity of the person in the case, they should immediately excuse themselves from the room. Further, they are bound by confidentiality not to reveal what they have heard.

3. I may review this information upon request.

4. This consent is valid for twelve (12) months. However, I may revoke my consent at any time within this twelve-month period.

Refusal to consent to release of my information will not affect my rights to receive treatment.

At the end of the training year, the graduate student named above will destroy all the video/audio tapes by using tape erasers provided by the University Training Department.

My signature below confirms that the above named Graduate Student has explained to me the above policies regarding the use of my information for educational purposes.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

If the client is a minor, the custodial parent/legal guardian must sign this consent form. If the client is at least 12 years of age, but under 18, the client must sign in addition to his/her parent/legal guardian.

\_\_\_\_\_  
Parent/ Guardian Signature

\_\_\_\_\_  
Parent/Guardian Name in Print

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Student Signature

\_\_\_\_\_  
Date

## ***Appendix F – Forms Related to Student Professional & Ethical Responsibilities (Chapter 6)***

- Informed Consent Agreement for Evaluation

# ARGOSY UNIVERSITY

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*Master of Arts in Community Counseling  
Doctorate of Education in Counseling Psychology & Counselor Education & Supervision  
Chicago Campus*

---

## **INFORMED CONSENT AGREEMENT FOR EVALUATION**

The course content and experiential activities involved in the courses offered by the Counselor Education programs are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the programs of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from a variety of sources including faculty, supervisors, peers, and clients. You will be expected to deal with this feedback in a mature and professional manner.

An expectation of the each program's curricula is that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in practice and/or role-play situations. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Counselor Education faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues, to document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a referral will be made to the Student Professional Development Committee (SPDC). This committee will review the performance and behavior of the student and determine an appropriate course of action.

As part of a commitment to excellence in mental health service to others, all students are encouraged to participate in their own personal growth experiences, including personal therapy or counseling.

Please review and complete the following:

*I, \_\_\_\_\_ (student name) have read this Informed Consent Form and the attached Personal and Professional Competencies form, which delineates the program's expectations regarding student behavior. I agree that the faculty of the Community Counseling Program has the right and responsibility to monitor my academic and professional ethical behavior. I also understand that if new procedures, policies, or requirements are incorporated during my tenure in the program, these will also apply to me.*

*I am willing to participate fully in the courses and requirements delineated in the Argosy Academic Catalog and Campus Addendum.*

Signature \_\_\_\_\_

Date \_\_\_\_\_

# ARGOSY UNIVERSITY

---

*Master of Arts in Community Counseling  
Doctorate of Education in Counseling Psychology & Counselor Education & Supervision  
Chicago Campus*

---

## **PERSONAL AND PROFESSIONAL COMPETENCIES**

The personal and professional competencies listed below are those that students are expected to meet throughout their time in the program. Students may be evaluated at any time based on concerns related to these or other relevant competencies.

### **Professional Responsibility and Competence**

- The student conducts self in an ethical manner so as to promote confidence in the counseling profession.
- The student relates to peers, professors, and others in a manner consistent with professional standards.
- The student demonstrates sensitivity to real and perceived differences between themselves and others.
- The student does not exploit or mislead other people during or after professional relationships.
- The student recognizes the boundaries of his/her particular competencies and the limitations of her/his expertise.
- The student takes responsibility for compensating for her/his deficiencies.
- The student has basic technology skills in order to utilize email and internet-based systems when required; the student also has regular access to a computer with an internet connection and finds alternative options if there is a temporary or long-term disruption in this access.
- The student demonstrates adequate writing and speaking skills, and seeks assistance with any deficits identified in these areas that would prevent successful completion of a graduate program.

### **Maturity**

- The student demonstrates appropriate self-control (such as anger control, impulse control) in communications and relationships with faculty, peers, and clients.
- The student demonstrates honesty, fairness, and respect for others.
- The student is aware of her/his own belief systems, values, needs, and limitations and the effect of these on his/her work.
- The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.
- The student demonstrates the ability to express feelings effectively and appropriately.
- The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.
- The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.

### **Integrity**

- The student refrains from making statements that are false, misleading, or deceptive.
- The student respects the fundamental rights, dignity and worth of all people.
- The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.

- The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.
- The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.

– Adapted from University of Virginia Counselor Education Program student forms

## ***Appendix G – Evaluation of CCE (Chapter 7)***

- Counseling Competency Examination Evaluation Form
- Remediation Plan Form

# COUNSELING COMPETENCE EXAMINATION EVALUATION FORM

ARGOSY UNIVERSITY, CHICAGO  
MA COMMUNITY COUNSELING

Student Name: \_\_\_\_\_ Seminar Leader: \_\_\_\_\_

Training Year: \_\_\_\_\_  
Semester Year

## Rating Scale:

- |   |   |
|---|---|
| 6 | Excellent Competence                      |
| 5 | Strong Competence                         |
| 4 | Adequate Competence                       |
| 3 | Slightly Below the Required Competence    |
| 2 | Significant Below the Required Competence |
| 1 | Unacceptable Level of Performance         |

<b><u>GRADING:</u></b>	<b>High Pass</b>	(All items score 5 or higher)
	<b>Pass</b>	(10 or more items score 4 or higher)
	<b>Pass with Revision</b>	(2 to 4 items score below 4)
	<b>Fail</b>	(5 or more items score 3 or below)

Items 1 & 2 correspond to: Assessment of Client

1. Student has provided a comprehensive description of the client, including both relevant behavioral patterns and historical, developmental information. (i.e., development, cognitive, affective, social, biological and medical domains are appropriately addressed.)

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

\_\_\_\_\_

2. Student has integrated relevant issues of diversity including: social, ethnic, racial, cultural, gender, sexual orientation, economic, and disability factors that organize and impact psychological functioning

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_

\_\_\_\_\_

Items 3 & 4 correspond to: Case Formulation & DSM IV Multi-Axial Diagnosis

3. Student has provided a concise case formulation or conceptualization consistent with his/her theoretical orientation and/or discipline (e.g., career counseling) and including an appropriate DSM-IV multi-axial diagnosis, if appropriate.

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Student documents his/her formulation or conceptualization with relevant data from the social history, therapy or counseling sessions, observations, etc.

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Items 5 & 6 correspond to: Treatment Recommendations & Progress Report

5. Student provides an appropriate treatment and/or vocational plan and rationale, specific to the client and the theoretical perspective.

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Student discusses specific interventions or strategies which expand the treatment/vocational plan and facilitate implementation of the plan.

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Items 7 & 8 address Demonstration of Skills

7. Student demonstrates empathic, listening, and communication skills during taped session

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_

**8. Student demonstrates appropriate intervention skills during taped session.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Items 9 & 10 correspond to: Analysis of Counseling Process & Self-Evaluation**

**9. Student can evaluate his/her therapy or counseling skills for the taped session and is able to discuss both therapeutic (effective, useful) and counter-therapeutic (ineffective, not useful) exchanges.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**10. Student can evaluate therapeutic or vocational progress on the case in terms of changes in the client's functioning and can point to interventions and attitudes that have facilitated or hindered the client's overall movement.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**11. Student exhibits good professional writing skills.**

Rating:            1        2        3        4        5        6

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*\*\*Please return this form to the DOT-CE with the other internship documents  
Upon student's completion of their clinical training experience \*\*\*\**

**CONDITIONS FOR CCE REVISION**

1. All revision must be completed and submitted within four weeks after students' reception of the original grading from the seminar leader who will determine the exactly day and time of submission of the revision.
2. If students cannot obtain a passing grade in their first submission of the CCE, they can have only **one chance** to revise the CCE in order to attain a satisfactory grade. Students will get a "Fail" for unsuccessful revision attempts.
3. The seminar leader will need to use the **Remediation Plan** form to specify related remedial work. Both practicum leader and student should have a copy of the form after they both sign the form. Please also attach the form with the Evaluation to the Director of Training-CE at the end of the training year.

**RESULTS AFTER REVISION**

Please indicate the new overall grade of the revised CCE as well as the new numeric grades for each of the revised items.

<b>Items to be Revised</b>	<b>Original Rating</b>	<b>Final Rating</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Final Grade after Revision:**                      High Pass              Pass              Fail

Seminar Leader Signature:  
\_\_\_\_\_

Date: \_\_\_\_\_

## REMEDIATION PLAN

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Task (Comps, CCE, Practicum Portfolio, And Academic Insufficiency): \_\_\_\_\_  
 \_\_\_\_\_

Nature of Problem Areas in Need of Remediation:  
 \_\_\_\_\_  
 \_\_\_\_\_

Remediation Task	Expected Date of Completion	Actual Date of Completion

I have read the evaluation and remediation plan, and agree to comply with the requirements noted above.

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Faculty Signature

\_\_\_\_\_  
 Completion of Remediation -Faculty Signature

\_\_\_\_\_  
 Date

**Copies to:** Academic & Training Files, Student, and Faculty Member

*Revised: June, 2006*

## ***Appendix H – Credentials and Licensure Requirements in Illinois***

- Qualified Mental Health Professional (QMHP) Status
- Licensed Professional Counselors (LPC)
- Licensed Clinical Professional Counselor (LCPC)

### **Attainment of Qualified Mental Health Professional (QMHP) Status**

The QMHP status is often a prerequisite for hire for many mental health centers in the State of Illinois. The category of QMHP is an Illinois Department of Human Services, Office Mental Health Status (59 Illinois Administrative Code, title 59, chapter IV, Part 132). Mental health professionals with master degrees in the appropriate fields need to verify that they have 1,000 supervised clinical hours in order to attain such a status.

Students who are interested in working in state funded mental health facilities in Illinois upon their graduation in the MA counseling program are encouraged to complete a total of 1,000 practicum/internship hours. In doing so, they will automatically attain the status of Qualified Mental Health Professional (QMHP) after they complete their practicum and internship.

## Attainment of Licensure as Professional Counselors in Illinois

Mental health professionals with master degrees in the field of counseling or other related fields may be eligible for two levels of licensure in Illinois: Licensed Professional Counselor (LPC), and Licensed Clinical Professional Counselor (LCPC).

### **The Attainment of LPC Status**

Students are qualified to seek for LPC licensure upon their completion of the MA Community Counseling Program at Argosy, Chicago Campus. To become an LPC in Illinois, mental health professionals need to take and pass an examination called the National Counselor Examination (NCE).

The education and experience qualifications to sit for the NCE exam include:

1. Certification of education from a **master's or doctoral degree** program in counseling, psychology or rehabilitation counseling from a regionally accredited institution, or certification of graduation and a transcript from a similar master's or doctoral degree program approved by the Department; **or**
2. Certification of a **baccalaureate degree** from a college, university or school recognized by the educational governing authority in the jurisdiction in which it is located and **5 years of full time** satisfactory supervised experience as a professional counselor subsequent to the degree. The experience shall meet the requirements listed on the LPC application.

### **The Attainment of the LCPC Status**

A mental health professional must pass the LPC (NCE) exam in order to be eligible to take the LCPC examination, which is called the National Clinical Mental Health Counselor (NCMHC) Exam.

The education and experience qualifications to sit for the NCMHC exam include:

1. **Master's degree** in counseling, rehabilitation counseling or psychology from a regionally accredited institution, or certification of education and an official transcript from a similar master's degree program and the equivalent of **two years of full-time** (one year is defined as 1680 clock hours obtained in no less than 48 weeks) satisfactory supervised employment working as a clinical professional counselor under the direction of a qualified supervisor or 4 years working as a clinical professional counselor independent of the direction of a qualified supervisor subsequent to the master's degree; **or**
2. Certification of education and an official transcript from a **doctoral degree** in counseling, rehabilitation counseling, psychology or similar degree program and **two years of full-time** satisfactory **supervised experience** working as a clinical professional counselor under the direction of a qualified supervisor, or **4 years** working as a clinical professional counselor **independent of the direction of a qualified supervisor**.

Detailed information about both examinations for LPC and LCPC in Illinois can be found in Illinois Department of Financial and Professional Regulation (IDPR) website [www.idfpr.com](http://www.idfpr.com). If you would like to become licensed in a state other than Illinois, you need to contact the state's credentialing agency to gather more information about the process. A list of state credentialing agencies can be found at <http://www.nbcc.org/exams/stateboards.htm>.