

**NORTHEASTERN STATE UNIVERSITY
COLLEGE OF EDUCATION**

M.S. in Counseling Program



Clinical Handbook

Master's of Science in Counseling: Addiction Counseling, Clinical Mental Health
Counseling, School Counseling Office of Psychology and Counseling
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Introduction

Welcome and congratulations on your acceptance into the Northeastern State University (NSU) Psychology and Counseling Department graduate training program. Transitioning to graduate study and training to become a professional counselor is an exciting and unique opportunity. Graduate training is in every sense of the term a transition along a professional developmental path. It is also a demanding endeavor. The training faculty in Psychology and Counseling Department have developed this clinical handbook to assist you in your transition to the program and to provide you with a document that sets out guidelines for the graduate clinical training component of the counseling program. If you familiarize yourself with this handbook, your progression through the clinical training will be more manageable.

Although not designed to be a stand-alone guide (we encourage you to consult with faculty throughout your training), the clinical handbook provides the counselor-in-training (CIT) with a "map" to plan coursework and clinical experiences. Training to become a counselor regardless of program emphasis (Clinical Mental Health Counseling, Addiction Counseling, or School Counseling) involves dynamic processes that while grounded in course work, go beyond academic performance. Adequate progression through professional counselor training is driven by completion of coursework (in sequence), the appropriate evolution of professional identity and associated behaviors, as well as counseling competencies. These experiences depend upon mastery of material in coursework (theory, intervention, counseling relationship dynamics, etc.). Professional development as a counselor involves the application of knowledge, skill, and style to training experiences.

Faculty wish to emphasize at the outset that the culture of professional counselor training at NSU is a dynamic and challenging undertaking. Working and serving others as a substance abuse, school, or professional counselor is a rewarding and exciting career. It also is very much dependent upon students' engagement and development as a professional counselor based on their training. The rigors and demands of training and development can be greatly facilitated by your familiarizing yourself with this manual. You are encouraged to utilize this handbook to orient to the clinical experiences within the counseling program and to meet necessary CIT responsibilities towards successful and timely completion of course work and training events.

We sincerely look forward to mentoring your training and invite you to engage and benefit from the rich training in professional counseling offered here at NSU!

Graduate Program Accreditation

NSU's Master of Science in Counseling achieved accreditation by the Council of Accreditation of Counseling and Related Educational Programs (CACREP) and works to maintain an accredited status in the years to come. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's programs in Counselor Education and doctoral programs in Counselor Education and Supervision. Achieving CACREP accreditation demonstrates NSU's commitment to the enhancement of the program's reputation, the desire to attract highly qualified students seeking enrollment in CACREP programs, increasing faculty productivity in areas such as research, publication, and service, and demonstrates a commitment to meeting the highest academic standards.

The program offers a 60-hour M.S. in Counseling program with 3 emphasis areas (Clinical Mental Health Counseling, Addiction Counseling, and School Counseling). Students **(subsequently referred to as Counselors-in-Training –CITs)** complete 42 hours of core classes and 18 hours of emphasis-specific courses. The counseling program prepares CITs for a counseling career or for further advanced study. The program familiarizes CITs with the use of scientific thought and principles as applied to the practice of professional counseling. This rigorous and unique program includes a 100 hour supervised practicum and a 600 clock hour supervised internship experience. This program meets or exceeds the educational requirements for becoming a Licensed Professional Counselor (LPC), a Licensed Alcohol and Drug Counselor, or a Certified School Counselor (pK-12) in Oklahoma.

For additional information on licensing and certification, please click on the associated links below:

[State Board of Behavioral Health – for CMHC emphasis](#)

[Oklahoma Board of Licensed Drug and Alcohol Counselors – for AC emphasis](#)

[Oklahoma State Department of Education – for SC emphasis](#)

Program Mission Statement

The NSU counseling program is dedicated to positively influencing the regional and global impact of the counseling field through professional stewardship. This commitment will be achieved through the recruitment and retention of diverse professionals who demonstrate a willingness to engage in personal struggle, tolerate ambiguity, seek feedback, and grow alongside all counselors-in-training (CITs) and viewpoints.

The faculty seek to create a culture of learning where CITs feel supported to deconstruct preconceived ideas of the self and the world in which they live leading to a knowledgeable, skillful, and ethical counseling practice. These experiences will be facilitated through open-minded discourse with differentiated learning experiences.

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Throughout the course of the program CITs will be challenged to apply their knowledge, skills, and dispositions to promote social justice and ethical conduct, thus enhancing self-actualization and sound mental health in self, clients, and systems they encounter.

The culmination of the program will result in counselors focused on self and client betterment who emerge as dedicated change agents, positively impacting the greater society in which they will serve.

Program Goals

We believe that a well-prepared counselor is actively involved and committed to the process of intentional growth that promotes pro-social autonomy, lifelong learning, as well as ethical and professional behavior. Further, we strive to prepare student knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations. We strive to foster CIT growth within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, and creation and integration of knowledge are celebrated.

Program Objectives

Our graduates will possess expertise in the following areas: (a) human growth and development, (b) helping relationships (individual and group), (c) appraisal or assessment techniques, (d) counseling theories, (e) counseling methods or techniques (individual and group), (f) research, (g) lifestyle and career development, (h) social, cultural, and family issues, and (i) professional orientation.

Faculty

The Department of Counseling is committed in providing cutting edge clinical and educational experiences. Faculty members are involved in all levels of leadership and are well-represented locally, across the state, nation, and internationally.

Administrative Staff Members

The Department of Psychology and Counseling's administrative staff is committed to providing essential support to students, faculty, and community members. Our staff members are critical components in meeting the department's vision, mission, and objectives.

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NSU Counseling Program – Clinical Expectations

Clinical course work in the Master's of Science in Counseling program is designed to enhance your knowledge of, skill level with, and competence in counseling. Courses designed to address clinical skills include 2 semesters (6 credit hours) of Practicum I and Practicum II as well as Internship (600 clock hours). The sequence of clinical course work is designed to address specific developmental tasks and competence levels. CITs will work with volunteer clients/students and receive supervised feedback on campus with NSU clinical faculty during portions of Practicum I. CITs are required to secure off campus clinical sites during Practicum II and Internship.

CITs are required to complete two semesters of Practicum instruction (I and II). During this time, CITs must complete supervised practicum experiences that total a minimum of 100 clock hours (of which at least 40 clock hours are direct services). Practicum CITs will participate in a minimum of one (1) hour per week of individual and/or triadic supervision with an approved supervisor and an average of 1.5 hours per week of group supervision (class). CITs are expected to demonstrate development of program-appropriate audio/video recordings for use in supervision of interaction with clients/students. Formal evaluation for CIT performance will occur throughout the course(s).

Practicum II and Internship will require CITs to secure an appropriate clinical/school site to complete the requirements for these courses. CITs will be apprised of information pertaining to Practicum II and Internship during the semester prior to enrollment, with a Practicum & Internship Fair being held in Fall semesters. Clinical/school training sites include human service organizations as well as school districts that provide counseling services in the northeastern part of the state. Organizations provide individual, group, and family counseling as well as assistance, support, information, and advocacy for clients, families, and other service providers. School sites will provide individual, group, and school counseling core curriculum to pk-12 students as well as other American School Counselor Association (ASCA) appropriate duties, including consultation services.

CITs can contact the clinical coordinator or clinical instructor to help procure an approved site for Practicum II and Internship. A site must be approved by the counseling program prior to beginning a practicum or internship experience.

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Program faculty members serving as individual or group practicum/internship instructors meet and exceed expectations in CIT preparation and relevant professional experience as well as exceed expectations in maintaining appropriate credentials/licensure and/or demonstrate competence in counseling and supervision.

Site Supervisor Qualifications

According to the 2016 CACREP standards, minimum site supervisor qualifications include: Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Site Supervisor Responsibilities

Site supervisors will be responsible for providing each CIT with: (a) clinical job description/duties; (b) client assignments for counseling experiences; (c) individual and group counseling activities; (d) weekly supervision schedule (i.e., minimum of one hour, face-to-face); (e) opportunities for student/trainee professional development; (f) interim report and final evaluation process; and (g) consultation process with NSU clinical supervisor(s).

University Supervisor Responsibilities

NSU's clinical supervisor(s) shall be responsible for providing each CIT with information relating to the: (a) consultation process with CITs' site supervisors; (b) desirable practicum and internship experiences; (c) site visits with CITs' clinical site; (d) communication with site supervisors; (e) consultation with CITs; (f) weekly, university-based group supervision sessions (i.e., 1 ½ hours per week ; (g) final grade assignment.

Home Visits

While completing practicum and internship experiences, it is expected that CIT safety comes first. Therefore, CITs are not permitted to make any home visits during their practicum/internship experiences. CITs must, at all times, have immediate access to their clinical site supervisor, the site supervisor's representative, or a professional colleague for consultation and support when at their field sites; therefore, CITs may not work alone at their field sites.

Professionalism

CITs should consult with their clinical site supervisor, follow the clinical site dress code, and conduct themselves in a professional manner at all times. Also, CIT professional demeanor should be consistent with the current ethical guidelines of ACA and for school counselors-in-

training, ASCA ethical guidelines. This expectation is consistent with the requirement of development of a professional identity.

Documentation

CITs will complete and submit all required academic and clinical/school site documentation in a timely and efficient manner. CITs' practicum and internship documentation will be used to verify information for the department's records and reviews, as well as state licensure and/or certification. Documentation can be found by clicking on the associated clinical experiences in the Table of Contents of this document.

Confidentiality

CITs will be responsible for maintaining the confidentiality of all information related to their clinical site clients/students. CITs also adhere to the following expectations: (a) CITs understand and follow the legal and ethical confidentiality practices of their clinical/school site; (b) CITs maintain their practicum/internship documentation and tape recordings in a secure and professional manner, consistent with the current ethical guidelines of ACA; (c) CITs will not use any client/student identifying information (e.g. full name, social security number, etc.) in any practicum or internship documentation (e.g., tapes, notes, tape critiques, fax, email, etc.). The exception to this policy/procedure is the client's consent form(s); and (d) CITs will utilize appropriate coding procedures when documenting any practicum or internship documentation (e.g., tapes, notes, tape critiques, fax, e-mail, etc.).

Respect for Clients

The practice of counseling is both client focused and client driven. CITs will treat all clients with respect, in accordance with the current ethical guidelines of ACA. CITs may not refer a client or refuse to counsel a client without supervisor agreement.

Additionally, upon entry into the counseling program, CITs signed the Training Commitment Form. Important information from that signed form are reiterated within this training manual, as the importance of these expectations cannot be overstated.

From the Training Commitment Form: In order to best prepare you for the coming semesters, we want to introduce several standards that are outlined by the American Counseling Association Code of Ethics. These standards are those by which professional counselors abide; therefore, they are the standards we adhere to in our training program.

The following is an excerpt from the ACA Code of Ethics Preamble (2014) and specifies the type of commitment that we expect from students who are admitted into our program: "Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;

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3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.”

Additionally, students are asked to commit to fulfilling the Code of Ethics, which includes this standard:

“A.4.b. Personal Values. Counselors are aware of – and avoid imposing – their own values, attitudes, beliefs, and behaviors [onto clients]. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.”

We continuously evaluate students throughout the course of their programs to ensure they are abiding by the ACA Code of Ethics and enacting professional dispositions (i.e., are collaborative, ethical, professional, reflective, self-directed & critical thinkers). This is a requirement of our accreditation organization (Council for Accreditation of Counseling & Related Educational Programs or CACREP). In some cases, students who are not enacting one or more dispositions are placed on a remediation plan to address their deficiencies. In rare cases, students who fail to enact one or more dispositions at an acceptable level are dismissed from the program.

Crisis Procedures

CITs will know, understand, and be able to implement the appropriate crisis procedures (e.g. suicide, violent behavior, aggression, etc.) at their clinical or school site by conducting him or herself in the following ways: (a) CITs will notify their clinical/school site supervisor immediately of any client/student (i.e., actual or potential) crisis situation, and will work in conjunction with faculty to ensure client/student wellbeing; (b) CITs will notify their practicum/internship faculty instructor in the event of a client crisis (actual or potential); and (c) CITs will notify their clinical instructor, the Clinical Coordinator and the Department Chair in the event of a client’s death (e.g., suicide, homicide, etc.).

Background Checks & Criminal Records

CITs are advised that NSU requires background checks of all master’s students. Furthermore, CITs should be advised some clinical or school sites may administer criminal background checks. Consequently, clinical or school sites may deny clinical placement if the CIT fails to submit this background check or does not meet the clinical sites background criteria.

To learn more, please review the [Oklahoma Licensed Professional Counselors rules and regulations](#).

Malpractice Insurance

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Northeastern State University does not provide malpractice insurance for practicum and internship students. Students must purchase malpractice insurance through the American Counseling Association (www.counseling.org) or through a provider sponsored by the American Mental Health Counselors Association at www.amhca.org. The fees for the malpractice insurance are covered in the American Counseling Association dues.

Ethical and Legal Guidelines

CITs and faculty of the Counseling Program at Northeastern State University adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. CITs in the school counseling emphasis further adhere to the American School Counseling Association (ASCA) Code of Ethics. CITs may not begin their Practicum or Internship placement unless they have completed prerequisite courses, including Professionalism and Ethics. It is the CIT's responsibility to have read and become familiar with ethical standards and practice standards set forth by the ACA. Furthermore, it is expected that ethical concerns will arise during the course of a practicum. Such concerns should be brought to the site supervisor and group supervision class for discussion and recommendations. Failure to adhere to the Ethical Principles and Practice Guidelines and state laws governing the professional behavior and activities of counselors may result in disciplinary action or expulsion from the Counseling program.

CITs are also expected to be aware of, and to adhere to, the policies and procedures of the agency in which they are working.

Policy Regarding Suspected Client/Student Abuse

CITs are expected to contact their site-supervisor immediately when he or she suspects that an individual with whom they have a professional relationship may be a victim of child/elder abuse. Additionally, they are to contact their clinical instructor within 24 hours to alert the faculty of their concerns. A decision to report the abuse will be made by the site supervisor, in collaboration with the University faculty. Practicum and internship CITs may be required to report suspected abuse, but CITs are not to do so without the express knowledge and supervision of the site-supervisor and/or the course instructor. Under no circumstances may a CIT initiate a report of abuse without the knowledge of the site-supervisor or agency representative.

CIT Responsibility to Notify Clinical Faculty of Disciplinary Action

In the event that a CIT is identified as a person to be investigated for suspected child/elder abuse, or if there is any disciplinary action taken against the CIT by the placement site, the CIT MUST notify the Clinical Faculty with whom they receive supervision within 24 hours. Failure to do so may result in automatic withdrawal from the practicum or internship course.

Site Supervisor Concerns Regarding CITs

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There are several options for a site supervisor who is concerned that a CIT is not meeting minimal expectations of counseling competence, is practicing in a manner that may be harmful to clients/students, or whose presence at the agency/school is detrimental to the goals and objectives of the site. If possible, the following procedures should be followed:

- Develop specific solutions to identified problems encountered by the CIT, and develop a remedial plan to be agreed upon by the CIT and site supervisor. Such remedial plans might include participating in additional in-services or site trainings, obtaining additional knowledge through reading/video observations, receiving additional supervision, etc.
- A copy of the remedial plan is to be given to the clinical instructor and the Psychology & Counseling Department Chair.
- If a remedial plan cannot be worked out between the CIT and the site supervisor, the clinical instructor will be contacted.
- The Psychology and Counseling Department Chair and/or the clinical instructor will meet with the CIT and the site supervisor to attempt to resolve the issue.

If the problems are not able to be mediated to the satisfaction of the site supervisor, the University faculty, or the CIT, then the CIT will need to obtain an alternative site. In some cases, the remedial work identified during the process above will be required of the CIT in order to complete the practicum/internship even if the CIT must select an alternative placement.

CIT Concerns Regarding the Site Supervisor

If the CIT has concerns regarding the site supervisor, the CIT should meet with the site supervisor to discuss these concerns and work toward a resolution of the problem. If a resolution cannot be achieved, then the CIT should contact the internship/practicum course instructor. The course instructor or faculty representative of the Counseling Program will meet with the site supervisor and the CIT to attempt to resolve the conflict. If an agreement cannot be made regarding the resolution of the conflict, the CIT may select an alternative placement.

Importantly, if the CIT is concerned about potential ethical or legal violations by the site supervisor or the agency, he or she should bring these concerns to the course instructor before going directly to the site supervisor.

CIT Concerns Regarding University Supervisors

If the CIT has concerns regarding the clinical instructor or a graduate supervisor, the CIT should meet with the course instructor/supervisor to discuss these concerns and work toward a resolution of the problem. If a resolution cannot be achieved, then the CIT should contact the Clinical Coordinator, Department Head, Program Chair, or other faculty representative identified by Psychology and Counseling Department Chair to meet with the Supervisor and the CIT to attempt to resolve the conflict. The Psychology and Counseling Department Head is ultimately responsible for making final decisions regarding the resolution of conflicts that might arise between CITs and faculty, graduate supervisors, or supervising interns. If the CIT is concerned about potential ethical or legal violations by a University Supervisor or faculty, he or she should bring these concerns to the Psychology and Counseling Department Head.

Getting the Most from the Clinical Experience

The practicum and internship experiences are the cornerstone of counselor training. In order to get the most from your clinical experiences, CITs will have to be open to learning from many people who will be supervising, observing, and commenting on their effectiveness as a counselor.

CITs who are open to learning from their clients, their peers, supervisors, and clinical instructors will get the most from the practicum and internship experiences. However, “being open” often means accepting and reflecting on the comments and constructive critiques of one’s counseling abilities and personal attributes.

Becoming an effective counselor requires a commitment to self-exploration and personal development. All counselors have biases, values, beliefs, attitudes, and feelings that may interfere with the ability to be fully present and available to our clients. Many of these personal attributes have been shaped by personal experiences and temperaments. Often times, we do not think about how we affect or are affected by others. Becoming an effective counselor requires that you begin to identify and track these potential barriers to counseling more deliberately. This process is a large part of the focus of supervision. The program faculty encourage all CITs to take advantage of the opportunity to have work reviewed by supervisors and by peers. Some of what CITs will hear and/or experiences in supervision will challenge the personal and professional self. Be willing to accept feedback from others and carefully consider the implications of this feedback for personal and professional development.

The Counseling program at Northeastern State University strongly encourages CITs to experience counseling first hand. CITs are encouraged to seek out personal counseling in their own community. If you like, you can also participate in free confidential counseling from the Northeastern State University HawkReach Counseling Center (918-444-2042). During your practicum and internship experiences you will be expected to comport yourself to professional standards. Your placement site will expect you to function as though you were an employee of that agency or school, so it is incumbent upon you to respect the policies and procedures set forth by that agency or school. Always dress professionally and interact with clients/students, coworkers, administrators, and the public according to professional and ethical standards. Maintain a positive attitude and demonstrate your willingness to meet the highest standards set forth by the agency/school in which you are working.

It is essential that you come prepared for all your meetings with site supervisors and group supervision. In addition to having your required paperwork completed, you should also have a case formulation and relevant clinical questions formed for each case you are presenting in supervision. The preparation you do prior to supervision will teach you how to develop hypotheses and a deeper understanding of the theoretical framework that should guide your counseling practice throughout your career.

Frequently Asked Questions

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May I complete my practicum or internship at my work?

CITs may use their regular employment as a clinical placement site under the following conditions: (a) CITs must perform clinical duties that are different from duties performed on the basis of a bachelor's degree; and (b) CITs must complete all required practicum/internship paperwork and have the site approved by the university clinical coordinator.

How many hours do I complete in practicum?

CITs are to complete 100 total hours between Practicum I and II, with 40 of those hours being direct service and 60 of those hours being indirect services. The majority of these hours are accrued in Practicum II during an off-site clinical placement.

How many hours do I complete in internship?

CITs are to complete 600 total hours in Internship, with 240 of those hours being direct service and 360 of those hours being indirect services.

Will I have to quit my job to complete practicum and internship?

Many CITs are able to work while also completing their clinical experiences (practicum and internship). Especially for Internship in which a large number of direct hours are being accrued, in some situations, CITs may need to reduce their employment to part-time to accrue their direct hours. With that said, practicum is completed over two semesters as is internship. Because of this extended length of time to accrue hours, many students (if not most students) are able to continue working while completing their clinical experiences.

What if I do not finish my clinical hours in the allotted time frame?

In the situation that a CIT does not finish his or her hours during practicum or internship, they may receive an "incomplete" grade (I) and will then be required to return in an upcoming semester to complete their hours. Students have no more than one year to complete their hours, thus reversing the incomplete grade

Can I pick my clinical faculty for practicum and internship?

The NSU clinical faculty are assigned to the sections that they teach. While students may enroll in (thus also self-selecting supervision partnerships) by a certain faculty, their assignment to that faculty is not guaranteed. The NSU faculty reserve the right to add, delete, or collapse sections of clinical courses, while also maintaining the appropriate student-to-faculty ratio as determined by CACREP.

Concluding Comments

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Northeastern State University understands that CITs completing their practicum and internship courses are very busy and sometimes are quite anxious about beginning their clinical work as counselors. Site supervisors and placement sites also have many obligations to fulfill. The Counseling program appreciates the hard work of CITs, placement sites, supervisors, and faculty in their efforts to create a positive and effective learning experience. While this handbook is intended to facilitate and guide the field placement activities, it is expected that questions will arise about issues that are not covered in this handbook. It is also expected that new ideas and innovative strategies will emerge that would improve the field placement experience. Please do not hesitate to offer your comments or questions. We may be able to use your insights in future revisions of this Handbook.

Practicum I (COUN 5603)

Perquisites Needed:

Permission required. Student must be fully admitted to the Master’s of Science in Counseling degree program and may not be on academic probation. Prerequisite: COUN 5413, and must receive a “B” or better.

Catalog Description:

The practicum is the beginning of the student’s supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. Students will begin their 40 direct counseling hours in Practicum I and will complete the remaining clock hours during Practicum II. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a faculty member. Note: Permission required. Student must be fully admitted to the Master’s of Science in Counseling degree program and may not be on academic probation. Prerequisite: COUN 5413, and must receive a “B” or better.

CACREP Standard
Common Core for all students:
a. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c)
b. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)
c. strategies for personal and professional self-evaluation and implications for practice (IIF1k)
d. the role of counseling supervision in the profession (IIF1m)
e. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (IIF2d)
f. effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g)
g. a general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h)
h. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b)
i. theories and models of counseling (IIF5a)
j. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (IIF5d)
k. counselor characteristics and behaviors that influence the counseling process (IIF5f)
l. essential interviewing, counseling, and case conceptualization skills (IIF5g)
m. developmentally relevant counseling treatment or intervention plans (IIF5h)
n. suicide prevention models and strategies (IIF5i)
o. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m)
p. processes for aiding students in developing a personal model of counseling (IIF5n)
q. methods of effectively preparing for and conducting initial assessment meetings (IIF7b)
r. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c)
s. procedures for identifying trauma and abuse and for reporting abuse (IIF7d)
t. use of assessments for diagnostic and intervention planning purposes (IIF7e)
Standards for Clinical Mental Health Counseling (CMHC) track
1. theories and models related to clinical mental health counseling (CMHC:1b)

2. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC:1c)
3. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC:2c)
4. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CMHC:2d)
5. impact of crisis and trauma on individuals with mental health diagnoses (CMHC:2f)
6. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:2m)
7. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC:3a)
8. techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:3b)
Standards for Addiction Counseling (AC) track
1. theories and models of addiction related to substance use as well as behavioral and process addictions (AC:1b)
2. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (AC:1d)
3. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (AC:2i)
4. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (AC:2m)
5. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (AC:3a)
6. assessment of biopsychosocial and spiritual history relevant to addiction (AC:3b)
Standards for School Counseling (SC) track
1. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC:2g)
2. community resources and referral sources (SC:2k)
3. techniques of personal/social counseling in school settings (SC:3f)
4. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC:3h)

Practicum Agreement for Counselors-in-Training
Required Form

Directions: The Counselor-in-Training is to complete this form and submit a copy of this agreement to the Practicum instructor. Then, the form will be given to the NSU Counseling Clinical Coordinator.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum and a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules standards, and practice of the practicum site as well as NSU policy(s), NSU Code of Conduct, and local, state and federal law.
3. I understand that my responsibilities include keeping my practicum supervisor(s) informed regarding my practicum experiences.
4. I understand that I must maintain my professional liability insurance during the time of my practicum.
5. I understand that I will not be issued a passing grade in the practicum class unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required hours.
6. I intend to complete a practicum of 100 hours.

Counselor-in-Training Signature: _____

Date: _____

Contact Information (phone and email): _____

Volunteer Client Request Form
Required Form

Counselors-in-training (CITs) at Northeastern State University will be completing a course titled “Practicum” in which they will be conducting free counseling sessions with volunteer clients/students (adults, adolescents, or children with parental consent) while under supervision of a Practicum instructor. CITs in this course are pursuing a master’s in counseling which meets the educational requirements for licensure or certification in the state of Oklahoma. If you are considering being a volunteer client, please read the following:

- Volunteers cannot be currently participating in counseling with another professional.
- Volunteers may receive multiple sessions (depending upon desire & availability) with a CIT. Volunteers will be treated with respect and dignity.
- Volunteers need to bring a problem or concern to the CIT that is not severe. More severe problems need to be handled by a professional. Those diagnosed with a chronic mental disorder will not be appropriate for these sessions due to the limited training of the CIT.
- Volunteers are aware that sessions are being audio and/or video recorded and that the recorded sessions will be played in Practicum class among other CITs for learning purposes. Confidentiality (your right to privacy) will be respected. Videos & other associated documentation will be destroyed at the end of the semester.
- Volunteers are not evaluated; only the CIT is evaluated.
- Volunteers can decide to withdraw as a volunteer at any time and/or for any reason without penalty (please discuss with counselor-in-training).

Counseling sessions typically last 50 minutes for adults and may be shorter for minors. If interested, please complete your contact information below.

Name: _____ Gender: M F Age: _____

Contact Information (phone and email): _____

I would prefer my CIT to be (please check one) ____ male ____ female

Please indicate who the counseling would be for: ____ self, ____ child, or ____ adolescent

Please return this form to either the counselor-in-training or professor.

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Consent Form for Recording
Northeastern State University, M.S. in Counseling Program
Required Form

Your counselor is a counselor-in-training (CIT) who has completed most of the required coursework for a graduate degree in counseling at the Northeastern State University (NSU), including coursework and training required by national standards to be prepared to provide counseling services. The NSU graduate program in Counseling's faculty and students adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice.

Such standards require CITs to participate in training Practicums during which experienced faculty supervises them. The 2014 ACA Code of Ethics requires that persons receiving services from counseling students are aware that the students are being supervised. CITs receive supervision by more experienced counselors at the NSU graduate counselor training program. In keeping with the 2014 ACA Code of Ethics, all records of counselor services provided are considered confidential professional information. There may be a rare exception to this policy such as if a participant should express intent to harm himself or herself or someone else, or if the CIT is ordered to court or required by law to disclose information, as in child abuse or child custody cases.

CITs are required to demonstrate their skill in interactions with clients by providing supervisors work samples in the form of recordings of counseling sessions. CITs may request permission to record counseling sessions with audio or video equipment. These recordings are intended to enhance their professional training and improve the services you receive. If you agree to be recorded (audio or video), these recordings are also considered to be confidential information and will be protected by the CIT and the CIT's supervisor in keeping with the 2014 ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

I, the undersigned, hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this CIT. In addition, I do _____/ do not _____(Check one) grant permission to allow these counseling sessions to be taped.

(Signature of Client)

(Signature of Parent/Guardian)

(Signature of Counselor-in-Training)

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Intake Form
Optional Form

Name _____

Phone number _____ Date of Birth _____

Occupation _____ Full time _____ Part time _____

Presenting problem or current situation which you would like to discuss with the counselor-in-training: _____

Sex: Male ___ Female ___ Transgendered _____

Race: White ___ Black ___ Asian ___ Hispanic ___ Native American ___ Other _____

Religious Affiliation (if any) _____

Relationship status _____

Treatment History

Are you currently receiving counseling services? Yes ___ No _____

Are you currently taking medications for your mood, psychological condition, or medical condition? Yes ___ No ___ If yes, please name the medications:

Have you ever considered causing harm to yourself? Yes ___ No _____

Are you currently suicidal? Yes ___ No ___ If yes, please explain

Do you drink alcohol? Yes ___ No ___ If yes, please indicate type, frequency, and quantity of drinking:

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Have you ever taken prescription medication not prescribed to you? Yes ___ No ____ If yes, please describe the type and frequency of use:

Family History (General):

Relative	Name	Living? Yes/No	Age (or age at death)	Occupation	Quality of Relationship
Father					
Mother					
Sister(s)					
Brother(s)					
Other significant person(s)					

Personal Considerations

My strengths are _____

My weaknesses are _____

In difficult times, who (and/or what) are you most likely to turn to for support? _____

Is there anything else you think I should know about you at this time? _____

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Practicum I Log
Required Form

Students Name:					
Supervisor Name:					
Semester Student Began Practicum:					
Week Date	Group Supervision Hours	Individual/Triadic Supervision	Direct Hours	Indirect	TOTAL # of Hours

Practicum II for CMHC/AC (COUN 5733/COUN 5673)

Prerequisites Needed:

Student must be fully admitted to the degree program and may not be on academic probation. Prerequisite: COUN 5413, COUN 5603, and departmental permission. Must receive a “B” or better.

Catalog Description:

The practicum is a continuation of the student’s supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student’s growth and development as a counselor. Note: Student must be fully admitted to the degree program and may not be on academic probation. Prerequisite: COUN 5413, COUN 5603, and departmental permission. Must receive a “B” or better.

CAIREP Standard
Common Core for all students:
a. The role of counseling supervision in the profession (IIF1m);
b. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);
c. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s view of others (IIF2d);
d. A general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h);
e. Essential interviewing, counseling, and case conceptualization skills (IIF5g);
f. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i);
g. Theories and models of counseling (IIF5a),
h. Theories, models, and strategies for understanding and practicing consultation (IIF5c);
i. Counselor characteristics and behaviors that influence the counseling process (IIF5f);
j. Evidence-based counseling strategies and techniques for prevention and intervention (IIF5j);
k. Processes for aiding students in developing a personal model of counseling (IIF5n);
l. Methods of effectively preparing for and conducting initial assessment meetings (IIF7b);
m. Use of assessments for diagnostic and intervention planning purposes (IIF7e).
n. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (IIIA)
o. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients (IIB)
p. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship (IIIC)
q. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (IIID)

r.	In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (IIIE)
s.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (IIIF)
t.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (IIIG)
u.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (IIIH)
v.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (IIII)
w.	Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (IIIP);
x.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (IIR);
Standards for Clinical Mental Health Counseling (CMHC) track	
9.	Legal and ethical considerations specific to clinical mental health counseling (CMHC:2l);
10.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC:2c);
11.	Diagnostic process including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CMHC:2d);
12.	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC:1c);
13.	Theories and models related to clinical mental health counseling (CMHC:1b);
14.	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:2b);
15.	Impact of crisis and trauma on individuals with mental health diagnoses (CMHC:2f);
16.	Impact of biological and neurological mechanisms on mental health (CMHC:2g);
17.	Cultural factors relevant to clinical mental health counseling (CMHC:2j);
18.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:2m);
19.	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC:3a);
20.	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:3b).
Standards for Addiction Counseling (AC)	
1.	theories and models of addiction related to substance use as well as behavioral and process addictions (AC:1b)
2.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (AC:1d)

3. record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (AC:2m)
4. assessment of biopsychosocial and spiritual history relevant to addiction (AC:3b)
5. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (AC:2i)

NSU Practicum II/Internship Site Supervision Contract for CMHC/AC
Required Form: This form is for Practicum II or Internship (please circle one)

This agreement is made on _____ by and between _____
(Date) (Field site)
and **Northeastern State University** and _____.
(Counselor-in-training's
name)

This agreement will be effective for a period during _____ for a total of
(semester/year)
_____ number of hours.

Address of Agency: _____

Telephone of Agency: _____

Name and title of Supervisor: _____

Telephone/e-mail of Supervisor: _____

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum and/or internship experience in the field of Clinical Mental Health or Addiction Counseling.

The university program agrees

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the counselor-in-training (CIT) that he or she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
4. that the university supervisor is responsible for the assignment of a practicum/internship grade; and
5. that the CIT will have documentation of current professional liability insurance.

The practicum/internship site agrees

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the CIT;
2. to provide opportunities for the CIT to engage in a variety of counseling activities under supervision and for evaluating the CIT's performance (suggested counseling experiences included in the "Practicum/Internship Activities" section);
3. to provide the CIT with adequate work space, telephone, office supplies, and staff to conduct professional activities;

4. to provide supervisory conduct that involves examination of CIT work using audio or videotapes, observation, and/or live supervision;
5. to provide written evaluation of CIT based on criteria established by the university program; and
6. to inform the practicum instructor of any problematic behaviors and work toward an acceptable solution.

Site Supervisor Qualifications

CACREP Approved Criteria for On-Site Supervisors Site supervisors have:	Site-Supervisor Initials	Instructor Initials
a minimum of a master’s degree, preferably in counseling, or a related profession;		
relevant certifications and/or licenses;		
a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;		
knowledge of the program’s expectations, requirements, and evaluation procedures for students; and		
relevant training in counseling supervision.		

Within the specified time frame, _____ (site supervisor) will be the primary practicum/internship site supervisor. The training activities will be provided for the CIT in sufficient amounts to allow an adequate evaluation of the CIT’s level of competence in each activity. _____ (NSU faculty name) will be the faculty liaison with whom the CIT and practicum/internship site supervisor will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities

The program requires completion of a supervised *practicum* in the CIT’s designated program area of 100 clock hours. For practicum, at least 40 clock hours of direct service must be completed which can include but is not limited to individual counseling and group counseling experiences. The program also requires completion of a supervised *internship* in the CIT’s designated program area with accrual of 600 clock hours, with 240 clock hours being direct service. It is the CIT’s responsibility to maintain a time log documenting the hours performed. The CIT’s agrees to regular meetings with their practicum/internship instructor to ensure satisfactory progress.

Following the approval of the practicum/internship arrangements by the Clinical Coordinator, all parties will be given a copy of this document.

Site Supervisor: _____ Date: _____

Counselor-in-Training: _____ Date: _____

Clinical Faculty: _____ Date: _____

Twelve Core Functions of the Alcohol and Other Drug Abuse Counselor
Optional Handout for AC Site Supervisor

1. **Screening:** The process by which a client is determined appropriate and eligible for admission to a particular program.
2. **Intake:** The administrative and initial assessment procedures for admission to a program.
3. **Orientation:** Describing to the client the general nature and goals of the program.
4. **Assessment:** Those procedures by which a counselor/program identifies and evaluates and individual's strengths, weaknesses, problems, and needs for the development of the treatment plan.
5. **Treatment Planning:** The process by which the counselor and the client identify and rank problems needing resolution, establish agreed upon immediate and long-term goals, and decide on the treatment methods and resources to be used.
6. **Counseling:** The utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions, and decision making.
7. **Case Management:** Activities intended to bring services, agencies, resources, or people together within a planned framework of action toward the achievement of established goals.
8. **Crisis Intervention:** Those services that respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.
9. **Client Education:** Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.
10. **Referral:** The identification of client's needs that cannot be met by the counselor or agency and assisting the client to use the support systems and community resources available.
11. **Reports and Record Keeping:** Charting the results of the assessment and treatment plan; writing reports, progress notes, discharge summaries, and other client related data.
12. **Consultation:** Relating with counselors and other professionals in regard to client treatment to assure comprehensive quality care for the client.

Appropriate Duties for Clinical Mental Health Counselors-in-Training
Optional Handout for CMHC Site Supervisors

1. Individual counseling for personal, emotional, social, or relational concerns.
2. Individual counseling for career/occupational concerns.
3. Group counseling or co-leading group.
4. Intake interviewing and/or taking psychosocial history information.
5. Testing administration, analysis, and interpretation of results.
6. Report writing and record keeping.
7. Consultation, referrals, professional team collaboration.
8. Psychoeducational activities, parent conferences, and outreach services.
9. Individual supervision.
10. Group or peer supervision.
11. Case conferences or staff meetings.

Consent Form for Recording
Northeastern State University, M.S. in Counseling Program
Required Form

Your counselor is a counselor-in-training (CIT) who has completed most of the required coursework for a graduate degree in counseling at the Northeastern State University (NSU), including coursework and training required by national standards to be prepared to provide counseling services. The NSU graduate program in Counseling's faculty and students adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice.

Such standards require CITs to participate in training Practicums during which experienced faculty supervises them. The 2014 ACA Code of Ethics requires that persons receiving services from counseling students are aware that the students are being supervised. CITs receive supervision by more experienced counselors at the NSU graduate counselor training program. In keeping with the 2014 ACA Code of Ethics, all records of counselor services provided are considered confidential professional information. There may be a rare exception to this policy such as if a participant should express intent to harm himself or herself or someone else, or if the CIT is ordered to court or required by law to disclose information, as in child abuse or child custody cases.

CITs are required to demonstrate their skill in interactions with clients by providing supervisors work samples in the form of recordings of counseling sessions. CITs may request permission to record counseling sessions with audio or video equipment. These recordings are intended to enhance their professional training and improve the services you receive. If you agree to be recorded (audio or video), these recordings are also considered to be confidential information and will be protected by the CIT and the CIT's supervisor in keeping with the 2014 ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

I, the undersigned, hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this CIT. In addition, I do _____/ do not _____(Check one) grant permission to allow these counseling sessions to be taped.

(Signature of Client)

(Signature of Parent/Guardian)

(Signature of Counselor-in-Training)

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Midterm and Final Evaluation for Addiction Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Counselor-in-Training Name: _____

On-Supervisor Name: _____

Many factors influence the effectiveness of Alcohol and other Drug Abuse Counseling. The professional alcohol and drug counselor must demonstrate competencies in the Twelve Core Functions and their Global Criteria. Although the core functions may overlap, they represent a specific identity. Please evaluate the CIT in as many areas as are applicable to his/her actual experiences using the following scales.

1	2	3	4	5
Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory

___ Exhibits skills in screening and determining appropriateness and eligibility for admission to particular program.

___ Exhibits skills in intake and the administrative and initial assessment procedures for admission to a program.

___ Exhibits skills in orientation and describing to the client the general nature and goals of the program.

___ Exhibits skills in assessment and identifies and evaluates and individual's strengths, weaknesses, problems, and needs for the development of the treatment plan.

___ Demonstrates knowledge in treatment planning and identifies and ranks problems needing resolution, establish agreed upon immediate and long-term goals, and decide on the treatment methods and resources to be used.

___ Demonstrates knowledge and skills in the role and function of counseling to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions, and decision making.

___ Utilizes case management skills to identify services, agencies, resources, or people, within a planned framework of action, toward the achievement of established goals.

___ Demonstrates knowledge in crisis intervention services that respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.

___ Demonstrates knowledge in client education concerning alcohol and other drug abuse and the available services and resources.

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___ Identifies and utilizes referral process for the purposes of assisting the client to use the support systems and community resources available.

___ Demonstrates knowledge in reports and record keeping such as charting the results of the assessment and treatment plan; writing reports, progress notes, discharge summaries, and other client related data.

___ Identifies and utilizes consultation with counselors and other professionals in regard to client treatment to assure comprehensive quality care for the client.

Please use the space provided for additional comments:

(Site Supervisor Signature)

(Date)

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Midterm and Final Evaluation for Clinical Mental Health Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Counselor-in-Training Name: _____

On-Supervisor Name: _____

Many factors influence the effectiveness of a professional counselor. Listed below are several which have been identified as particularly important. Please evaluate the CIT in as many areas as we are applicable to his/her actual experiences using the following scale.

1	2	3	4	5
Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory

- ___ Demonstrates knowledge of the role and function of a professional counselor.
- ___ Demonstrates knowledge of and adheres to the agency's policies and procedures.
- ___ Exhibits a professional attitude and possess the requisite personal maturity necessary.
- ___ Identifies and utilizes community resources for consultation/ referral purposes.
- ___ Exhibits skills in providing group counseling activities and interventions.
- ___ Exhibits skills in providing individual counseling activities and interventions.
- ___ Exhibits skills in communication/consultation with other professional staff.
- ___ Exhibits skills in research/ evaluation and assessment/diagnostic activities.
- ___ Demonstrates knowledge related to professional; standards and ethical/legal responsibilities.
- ___ Demonstrates knowledge of and exhibits skills in working with diverse populations.
- ___ Demonstrates knowledge about human (child) developmental/ educational processes.

Please use the space provided for additional comments:

(Site Supervisor Signature)

(Date)

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CIT Experience Surveys

The following three surveys are to be completed by Practicum II and Internship students at the end of each clinical training semester. No identifying information is needed.

Graduation Semester _____ (ex: Fall 2018)

Emphasis _____ (ex: SC, CMHC, AC)

Practicum II or Internship (select one)

Please rate all of the items in the CIT Experience Surveys using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

Survey 1: Student Perception of Learning

	SD	D	N	A	SA
1. This master's program has prepared me for the real world of counseling.	1	2	3	4	5
2. I understand the theory behind the counseling process.	1	2	3	4	5
3. I know how to apply techniques to assist various types of clients/students.	1	2	3	4	5
4. I can use the DSM-5.	1	2	3	4	5
5. I will be able to apply the things I have learned in my counseling classes to my job.	1	2	3	4	5
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	1	2	3	4	5
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	1	2	3	4	5
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	1	2	3	4	5
10. This degree will help me reach my professional career goals.	1	2	3	4	5
11. I am a more congruent person because of the things I have learned in my counseling courses.	1	2	3	4	5
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	1	2	3	4	5
13. The counseling program at NSU provides the skills I	1	2	3	4	5

need to be a successful counselor.					
------------------------------------	--	--	--	--	--

Survey 2: Advising Survey

	SD	D	N	A	SA
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	1	2	3	4	5
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	1	2	3	4	5
3. My advisor is available and accessible to answer any questions I have about my counseling program.	1	2	3	4	5
4. I know where to find help about administrative issues such as academic policies, Fitness to Practice policies and procedures, and application processes for graduation.	1	2	3	4	5
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	1	2	3	4	5

Survey 3: Site and Supervision Evaluation

This survey provides evaluation information specifically about your training site and supervision experiences.

	SD	D	N	A	SA
1. I am satisfied with the amount of on-site supervision I received.	1	2	3	4	5
2. I am satisfied with the quality and usefulness of on-site supervision.	1	2	3	4	5
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	1	2	3	4	5
4. My internship experience was relevant to my career goals.	1	2	3	4	5
5. I am satisfied with my exposure to and on-site supervisor's communication of school/agency goals.	1	2	3	4	5
6. I am satisfied with my exposure to and on-site supervisor's communication of school/agency procedures.	1	2	3	4	5
7. I am satisfied with my exposure to professional roles and functions within the school/agency.	1	2	3	4	5
8. I am satisfied with my exposure to information about community resources.	1	2	3	4	5
9. I am satisfied with my overall experience at my internship site.	1	2	3	4	5
For CMHC/AC students, please answer the following additional questions:	1	2	3	4	5

10. I am satisfied with my screening experiences.	1	2	3	4	5
11. I am satisfied with my intake experiences.	1	2	3	4	5
12. I am satisfied with my orientation experiences.	1	2	3	4	5
13. I am satisfied with my assessment experiences.	1	2	3	4	5
14. I am satisfied with my treatment planning experiences.	1	2	3	4	5
15. I am satisfied with my counseling experiences.	1	2	3	4	5
16. I am satisfied with my case management experiences.	1	2	3	4	5
17. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
18. I am satisfied with my client education experiences.	1	2	3	4	5
19. I am satisfied with my referral experiences.	1	2	3	4	5
20. I am satisfied with my record keeping experiences.	1	2	3	4	5
21. I am satisfied with my consultation experiences.	1	2	3	4	5
For SC students, please answer the following additional questions:					
22. I am satisfied with my core curriculum experiences.	1	2	3	4	5
23. I am satisfied with my small group counseling experiences.	1	2	3	4	5
24. I am satisfied with my individual counseling experiences.	1	2	3	4	5
25. I am satisfied with my consultation experiences.	1	2	3	4	5
26. I am satisfied with my assessment and student support experiences.	1	2	3	4	5
27. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
28. I am satisfied with my collaboration with administration/personnel experiences.	1	2	3	4	5
29. I am satisfied with my data experiences.	1	2	3	4	5
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	1	2	3	4	5
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	1	2	3	4	5

Please use the space below to offer any additional information:

Practicum II for SC (COUN 5643)

Prerequisites Needed:

Note: Student must be fully admitted to the degree program and may not be on academic probation. Prerequisite: COUN 5413, COUN 5603 and departmental permission. Must receive a “B” or better in this course to advance to Internship in School Counseling.

Catalog Description:

The practicum is a continuation of the student’s supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in a school setting. The purpose of the field experience is to provide an opportunity to practice school counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a faculty member. The student is required to arrange an appropriate practicum in an approved setting. While engaged in a practicum, an appropriately certified school counselor will directly supervise the student. The faculty, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences that contribute to the student’s growth and development as a counselor. Note: Student must be fully admitted to the degree program and may not be on academic probation. Prerequisite: COUN 5413, COUN 5603 and departmental permission. Must receive a “B” or better.

CACREP Standard
Common Core for all students:
impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (IIF2d)
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)
general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h)
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i)
processes for identifying and using career, vocational, educational, occupational and labor market information resources, technology, and information systems (IIF4c)
strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (IIF4g)
ethical and culturally relevant strategies for addressing career development (IIF4j)
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m)
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c)
procedures for identifying trauma and abuse and for reporting abuse (IIF7d)
use of assessments relevant to academic/educational, career, personal, and social development (IIF7i)
identification of evidence-based counseling practices (IIF8b)
needs assessments (IIF8c)
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (IIIA)
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients (IIIB)
Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship (IIIC)

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (IIID)
In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (IIIE)
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks (IIIF)
Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (IIIG)
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (IIIH)
Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (IIII)
Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (IIIP);
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (IIIR);
Standards for School Counseling (SC) track
models of school counseling programs (SC:1b)
school counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC:2a)
school counselor roles in relation to college and career readiness (SC:2c)
school counselor roles in school leadership and multidisciplinary teams (SC:2d)
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC:2e)
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (SC:2b)
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC:2g)
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (SC:2i)
professional organizations, preparation standards, and credentials relevant to the practice of school counseling (SC:2l)
legislation and government policy relevant to school counseling (SC:2m)
legal and ethical considerations specific to school counseling (SC:2n)
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (SC:3c)
interventions to promote academic development (SC:3d)
use of developmentally appropriate career counseling interventions and assessments (SC:3e)
techniques of personal/social counseling in school settings (SC:3f)
strategies to facilitate school and postsecondary transitions (SC:3g)
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC:3h)
approaches to increase promotion and graduation rates (SC:3i)
interventions to promote college and career readiness (SC:3j)
strategies to promote equity in student achievement and college access (SC:3k)
techniques to foster collaboration and teamwork within schools (SC:3l)

NSU Practicum II/Internship Site Supervision Contract for SC

Required Form: This form is for Practicum II or Internship (please circle one)

This agreement is made on _____ by and between _____
(Date) (Field site)
and **Northeastern State University** and _____.
(Counselor-in-training's name)

This agreement will be effective for a period during _____ for a total of _____
(semester/year)
_____ number of hours.

Address of School: _____

Telephone of School: _____

Name and title of Supervisor: _____

Telephone/e-mail of Supervisor: _____

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum and/or internship experience in the field of School Counseling.

The university program agrees

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the counselor-in-training (CIT) that he or she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
4. that the university supervisor is responsible for the assignment of a practicum/internship grade; and
5. that the CIT will have documentation of current professional liability insurance.

The practicum/internship site agrees

6. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the CIT;
7. to provide opportunities for the CIT to engage in a variety of counseling activities under supervision and for evaluating the CIT's performance (suggested counseling experiences included in the "Practicum/Internship Activities" section);
8. to provide the CIT with adequate work space, telephone, office supplies, and staff to conduct professional activities;

9. to provide supervisory conduct that involves examination of CIT work using audio or videotapes, observation, and/or live supervision;
10. to provide written evaluation of CIT based on criteria established by the university program; and
11. to inform the practicum instructor of any problematic behaviors and work toward an acceptable solution.

Site Supervisor Qualifications

CACREP Approved Criteria for On-Site Supervisors Site supervisors have:	Site-Supervisor Initials	Instructor Initials
a minimum of a master’s degree, preferably in counseling, or a related profession;		
relevant certifications and/or licenses;		
a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;		
knowledge of the program’s expectations, requirements, and evaluation procedures for students; and		
relevant training in counseling supervision.		

Within the specified time frame, _____ (site supervisor) will be the primary practicum/internship site supervisor. The training activities will be provided for the CIT in sufficient amounts to allow an adequate evaluation of the CIT’s level of competence in each activity. _____ (NSU faculty name) will be the faculty liaison with whom the CIT and practicum/internship site supervisor will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities

The program requires completion of a supervised *practicum* in the CIT’s designated program area of 100 clock hours. For practicum, at least 40 clock hours of direct service must be completed which can include but is not limited to individual and/or group counseling, school counseling core curriculum, and/or consultation. The program also requires completion of a supervised *internship* in the CIT’s designated program area with accrual of 600 clock hours, with 240 clock hours being direct service. It is the CIT’s responsibility to maintain a time log documenting the hours performed. The CIT’s agrees to regular meetings with their practicum/internship instructor to ensure satisfactory progress.

Following the approval of the practicum/internship arrangements by the Clinical Coordinator, all parties will be given a copy of this document.

Site Supervisor: _____ Date: _____

Counselor-in-Training: _____ Date: _____

Clinical Faculty: _____ Date: _____

Appropriate and Inappropriate Duties for SC
Optional Handout for Site Supervisors

Appropriate Duties	Inappropriate Duties
Individual student academic program planning	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude, and achievement tests	Coordinating cognitive, aptitude, and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending students home who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classroom or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, student study teams, and school attendance review boards	Coordinating schoolwide individual education plans, student study teams, and school attendance review board
Analyzing disaggregated data	Serving as a data entry clerk

School Counseling Consent and Taping Form
Required Form

Date _____

Dear Parent/Guardian,

This semester, I am supervising a school counselor-in-training from Northeastern State University. I believe that your student might benefit from brief counseling to address academic achievement or social/emotional development.

The graduate student, _____ (name), has completed the majority of his/her graduate program training and will be supervised by both me and a graduate faculty member at Northeastern State University. The graduate student will not see your student for more than three sessions and will call you at the end of the third session to make a recommendation about continued counseling or interventions that you might consider at home.

The graduate student would like to tape these sessions for learning purposes only. The tapes will be destroyed once the graduate student and faculty member what them. Your signature at the bottom of this form indicates your agreement with both the short-term counseling and permission to tape.

Sincerely,

Supervising School Counselor

Parent/Guardian Print Name

Date

Parent/Guardian Signature

Consent Form for Recording
Northeastern State University, M.S. in Counseling Program
Required Form

To the Parent/Guardian:

Your counselor is a school counselor-in-training (CIT) who has completed most of the required coursework for a graduate degree in counseling at the Northeastern State University (NSU), including coursework and training required by national standards to be prepared to provide comprehensive school counseling services. The NSU graduate program in Counseling's faculty and students adhere to the American Counseling Association (ACA) Code of Ethics and Standards as well as the American School Counselor Association (ASCA) Code of Ethics.

Such standards require CITs to participate in training Practicums during which experienced faculty supervises them. The 2016 ASCA Code of Ethics requires that persons receiving services from counseling students are aware that the students are being supervised. School CITs receive supervision by more experienced counselors at the NSU graduate counselor training program. In keeping with the 2016 ASCA Code of Ethics, all records of counselor services provided are considered confidential professional information. There may be a rare exception to this policy such as if a participant should express intent to harm himself or herself or someone else, or if the CIT is ordered to court or required by law to disclose information, as in child abuse or child custody cases.

CITs are required to demonstrate their skill in interactions with students by providing supervisors work samples in the form of recordings of school counseling curriculum, small group work with students, or individual planning. School CITs may request permission to record these sessions with audio or video equipment. These recordings are intended to enhance their professional training and improve the services your student receives. If you agree for your child to be recorded (audio or video), these recordings are also considered to be confidential information and will be protected by the CIT and the CIT's supervisor in keeping with the 2016 ASCA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

I, the undersigned, hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this CIT. In addition, I do _____/ do not _____(check one) grant permission to allow these sessions to be taped.

(Signature of Student)

(Signature of Parent/Guardian)

(Signature of Counselor-in-Training)

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Midterm and Final Evaluation for School Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Name of Counselor-in-Training _____

Name of Supervisor _____

Many factors influence the effectiveness of a school counselor. Listed below are several which have been identified as particularly important. Following each disposition and skill, you will find the Northeastern State University Conceptual Framework indicator and Oklahoma state competency for school counselors being assessed. Please evaluate the counselor candidate in as many areas as are applicable to his/her actual experiences using the following scale.

Rate the counselor candidate on each of these factors on a scale from 1-5 with 5 being the highest score:

Dispositions:

- _____ 1. Ability to be *empathic* toward the client. (Developers of Human Potential III.1; III.4/ OK Competency 1; Competency 5)
- _____ 2. Ability to maintain a *professional* helping relationship with the client. (Educational Leaders II.1; II.7/ OK Competency 4)
- _____ 3. Ability to demonstrate *warmth* to the client. (Developers of Human Potential III.5/ OK Competency 1; Competency 5)
- _____ 4. Ability to demonstrate a *non-judgmental* stance to the client's issue(s). (Developers of Human Potential III.4; Educational Leaders II.1/ OK Competency 3)
- _____ 5. Ability to *respect* the client's ability to work toward betterment of his or her own issue. (Developers of Human Potential III.3; III.6/ OK Competency 1; Competency 2)
- _____ 6. Ability to *utilize constructive criticism* from instructor and peers. (Teaching Scholars I.3; Educational Leaders II.1; II.6/ OK Competency 10)

Rate the counselor candidate on each of these factors on a scale from 1-5 with 5 being the highest score:

Skills:

- _____ 1. Demonstrates knowledge of the role and function of the school counselor. (Teaching Scholars I.1/ OK Competency 5)
- _____ 2. Demonstrates knowledge of and adheres to the school/agency's policies and procedures. (Teaching Scholars I.10/ OK Competency 9; Competency 10)

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- _____ 3. Exhibits a professional attitude and possesses personal maturity. (Educational Leaders I.1/ OK Competency 4; Competency 10).
- _____ 4. Identifies and utilizes community and school resources for consultation/referral purposes. (Teaching Scholars I.10; Educational Leaders II.4/ OK Competency 8; Competency 9)
- _____ 5. Exhibits skills in providing group/classroom guidance activities and interventions. (Teaching Scholars I.1; I.2; I.4; Developers of Human Potential III.7/ OK Competency 5).
- _____ 6. Exhibits skills in providing individual guidance activities and interventions. (Teaching Scholars I.1; /OK Competency 1; Competency 2; Competency 5).
- _____ 7. Exhibits skills in communication/consultation with other professional education staff. (Teaching Scholars I.3; Educational Leaders II.4/ OK Competency 8; Competency 9)
- _____ 8. Exhibits skills in research/evaluation and assessment activities. (Teaching Scholars I.10/ OK Competency 7)
- _____ 9. Demonstrates knowledge related to professional standards and ethical/legal Responsibilities. (Educational Leaders II.1/ OK Competency 10)
- _____ 10. Demonstrates knowledge of and exhibits skills in working with diverse populations. (Teaching Scholars I.5; Educational Leaders II.7; Developers of Human Potential III.5; III.6/ OK Competency 3)
- _____ 11. Demonstrates knowledge about human (child) developmental/educational processes. (Teaching Scholars I.1; I.5; Developers of Human Potential III.1; III.5/ OK Competency 1; Competency 6)

Please feel free to comment upon your experiences in supervising this counselor-in-training below and on his/her readiness to serve as a school counselor.

Signature of Supervisor _____ Date _____

CIT Experience Surveys

The following three surveys are to be completed by Practicum II and Internship students at the end of each clinical training semester. No identifying information is needed.

Current Semester _____ (ex: Fall 2018)

Emphasis _____ (ex: SC, CMHC, AC)

Practicum II or Internship (select one)

Please rate all of the items in the CIT Experience Surveys using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

Survey 1: Student Perception of Learning

	SD	D	N	A	SA
1. This master's program has prepared me for the real world of counseling.	1	2	3	4	5
2. I understand the theory behind the counseling process.	1	2	3	4	5
3. I know how to apply techniques to assist various types of clients/students.	1	2	3	4	5
4. I can use the DSM-5.	1	2	3	4	5
5. I will be able to apply the things I have learned in my counseling classes to my job.	1	2	3	4	5
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	1	2	3	4	5
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	1	2	3	4	5
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	1	2	3	4	5
10. This degree will help me reach my professional career goals.	1	2	3	4	5
11. I am a more congruent person because of the things I have learned in my counseling courses.	1	2	3	4	5
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	1	2	3	4	5
13. The counseling program at NSU provides the skills I	1	2	3	4	5

need to be a successful counselor.					
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Survey 2: Advising Survey

	SD	D	N	A	SA
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	1	2	3	4	5
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	1	2	3	4	5
3. My advisor is available and accessible to answer any questions I have about my counseling program.	1	2	3	4	5
4. I know where to find help about administrative issues such as academic policies, Fitness to Practice policies and procedures, and application processes for graduation.	1	2	3	4	5
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	1	2	3	4	5

Survey 3: Site and Supervision Evaluation

This survey provides evaluation information specifically about your training site and supervision experiences.

	SD	D	N	A	SA
1. I am satisfied with the amount of on-site supervision I received.	1	2	3	4	5
2. I am satisfied with the quality and usefulness of on-site supervision.	1	2	3	4	5
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	1	2	3	4	5
4. My practicum/internship experience was relevant to my career goals.	1	2	3	4	5
5. I am satisfied with my exposure to and on-site supervisor's communication of school/agency goals.	1	2	3	4	5
6. I am satisfied with my exposure to and on-site supervisor's communication of school/agency procedures.	1	2	3	4	5
7. I am satisfied with my exposure to professional roles and functions within the school/agency.	1	2	3	4	5
8. I am satisfied with my exposure to information about community resources.	1	2	3	4	5
9. I am satisfied with my overall experience at my practicum/internship site.	1	2	3	4	5
For CMHC/AC students, please answer the following additional questions:	1	2	3	4	5

10. I am satisfied with my screening experiences.	1	2	3	4	5
11. I am satisfied with my intake experiences.	1	2	3	4	5
12. I am satisfied with my orientation experiences.	1	2	3	4	5
13. I am satisfied with my assessment experiences.	1	2	3	4	5
14. I am satisfied with my treatment planning experiences.	1	2	3	4	5
15. I am satisfied with my counseling experiences.	1	2	3	4	5
16. I am satisfied with my case management experiences.	1	2	3	4	5
17. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
18. I am satisfied with my client education experiences.	1	2	3	4	5
19. I am satisfied with my referral experiences.	1	2	3	4	5
20. I am satisfied with my record keeping experiences.	1	2	3	4	5
21. I am satisfied with my consultation experiences.	1	2	3	4	5
For SC students, please answer the following additional questions:					
22. I am satisfied with my core curriculum experiences.	1	2	3	4	5
23. I am satisfied with my small group counseling experiences.	1	2	3	4	5
24. I am satisfied with my individual counseling experiences.	1	2	3	4	5
25. I am satisfied with my consultation experiences.	1	2	3	4	5
26. I am satisfied with my assessment and student support experiences.	1	2	3	4	5
27. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
28. I am satisfied with my collaboration with administration/personnel experiences.	1	2	3	4	5
29. I am satisfied with my data experiences.	1	2	3	4	5
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	1	2	3	4	5
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	1	2	3	4	5

Please use the space below to offer any additional information:

Internship for CMHC/AC (COUN 5801-5806/COUN 5821-5826)

Prerequisites Needed:

COUN 5413, 5603, 5733. This course is only available to degree seeking students. Permission of the Clinical Mental Health/Addiction Counseling Internship Coordinator and/or departmental approval is required. (600 total clock hours required).

Catalog Description for CMHC:

(1-6 hours). This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Prerequisite: COUN 5413, 5603, 5733. This course is only available to degree seeking students. Permission of the Clinical Mental Health Counseling Internship Coordinator and/or departmental approval is required. (600 total clock hours required).

Catalog Description for AC:

(1-6 hours). Supervised counseling field experience in mental health agency. Students will counsel clients with substance abuse and addiction issues. Supervised by on-site, licensed mental health professional or licensed alcohol and drug counselor with at least a master's degree in counseling. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Prerequisite: COUN 5413, 5753, 5673. This course is only available to degree seeking students. Permission of the Addiction Counseling Internship Coordinator and/or departmental approval is required. (600 total clock hours required).

CAEP Standard
Common Core for all students:
a. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)
b. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);
c. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (IIIA);
d. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (IIIB);
e. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (IIIC);
f. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (IIID);
g. In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (IIIE);

h. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (IIIJ);
i. Internship students complete at least 240 clock hours of direct service (IIIK);
j. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (IIIL);
k. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (IIIM);
l. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (IIIP);
m. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (IIIR);
Standards for Clinical Mental Health Counseling (CMHC) track
5. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC:3A);
6. techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:3B);
7. strategies for interfacing with the legal system regarding court-referred clients (CHMC:3C);
8. strategies for interfacing with integrated behavioral health care professionals (CMHC:3D);
9. strategies to advocate for persons with mental health issues (CMHC:3E).
Standards for Addiction Counseling (AC) track
10. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (AC:3a)
11. assessment of biopsychosocial and spiritual history relevant to addiction (AC:3b)
12. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (AC:3c)
13. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery (AC:3g)
14. strategies for interfacing with the legal system and working with court referred clients (AC:3h)

NSU Practicum II/Internship Site Supervision Contract for CMHC/AC
Required Form: This form is for Practicum II or Internship (please circle one)

This agreement is made on _____ by and between _____
(Date) (Field site)
and **Northeastern State University** and _____.
(Counselor-in-training's name)

This agreement will be effective for a period during _____ for a total of _____
(semester/year)
_____ number of hours.

Address of Agency: _____

Telephone of Agency: _____

Name and title of Supervisor: _____

Telephone/e-mail of Supervisor: _____

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum and/or internship experience in the field of Clinical Mental Health or Addiction Counseling.

The university program agrees

6. to assign a university faculty liaison to facilitate communication between university and site;
7. to notify the counselor-in-training (CIT) that he or she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
8. that the faculty liaison shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
9. that the university supervisor is responsible for the assignment of a practicum/internship grade; and
10. that the CIT will have documentation of current professional liability insurance.

The practicum/internship site agrees

7. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the CIT;
8. to provide opportunities for the CIT to engage in a variety of counseling activities under supervision and for evaluating the CIT's performance (suggested counseling experiences included in the "Practicum/Internship Activities" section);
9. to provide the CIT with adequate work space, telephone, office supplies, and staff to conduct professional activities;

10. to provide supervisory conduct that involves examination of CIT work using audio or videotapes, observation, and/or live supervision;
11. to provide written evaluation of CIT based on criteria established by the university program; and
12. to inform the practicum instructor of any problematic behaviors and work toward an acceptable solution.

Site Supervisor Qualifications

CACREP Approved Criteria for On-Site Supervisors Site supervisors have:	Site-Supervisor Initials	Instructor Initials
a minimum of a master’s degree, preferably in counseling, or a related profession;		
relevant certifications and/or licenses;		
a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;		
knowledge of the program’s expectations, requirements, and evaluation procedures for students; and		
relevant training in counseling supervision.		

Within the specified time frame, _____ (site supervisor) will be the primary practicum/internship site supervisor. The training activities will be provided for the CIT in sufficient amounts to allow an adequate evaluation of the CIT’s level of competence in each activity. _____ (NSU faculty name) will be the faculty liaison with whom the CIT and practicum/internship site supervisor will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities

The program requires completion of a supervised *practicum* in the CIT’s designated program area of 100 clock hours. For practicum, at least 40 clock hours of direct service must be completed which can include but is not limited to individual counseling and group counseling experiences. The program also requires completion of a supervised *internship* in the CIT’s designated program area with accrual of 600 clock hours, with 240 clock hours being direct service. It is the CIT’s responsibility to maintain a time log documenting the hours performed. The CIT’s agrees to regular meetings with their practicum/internship instructor to ensure satisfactory progress.

Following the approval of the practicum/internship arrangements by the Clinical Coordinator, all parties will be given a copy of this document.

Site Supervisor: _____ Date: _____

Counselor-in-Training: _____ Date: _____

Clinical Faculty: _____ Date: _____

Twelve Core Functions of the Alcohol and Other Drug Abuse Counselor
Optional Handout for AC Site Supervisor

13. Screening: The process by which a client is determined appropriate and eligible for admission to a particular program.
14. Intake: The administrative and initial assessment procedures for admission to a program.
15. Orientation: Describing to the client the general nature and goals of the program.
16. Assessment: Those procedures by which a counselor/program identifies and evaluates and individual's strengths, weaknesses, problems, and needs for the development of the treatment plan.
17. Treatment Planning: The process by which the counselor and the client identify and rank problems needing resolution, establish agreed upon immediate and long-term goals, and decide on the treatment methods and resources to be used.
18. Counseling: The utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions, and decision making.
19. Case Management: Activities intended to bring services, agencies, resources, or people together within a planned framework of action toward the achievement of established goals.
20. Crisis Intervention: Those services that respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.
21. Client Education: Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.
22. Referral: The identification of client's needs that cannot be met by the counselor or agency and assisting the client to use the support systems and community resources available.
23. Reports and Record Keeping: Charting the results of the assessment and treatment plan; writing reports, progress notes, discharge summaries, and other client related data.
24. Consultation: Relating with counselors and other professionals in regard to client treatment to assure comprehensive quality care for the client.

Appropriate Duties for Clinical Mental Health Counselors-in-Training
Optional Handout for CMHC Site Supervisors

12. Individual counseling for personal, emotional, social, or relational concerns.
13. Individual counseling for career/occupational concerns.
14. Group counseling or co-leading group.
15. Intake interviewing and/or taking psychosocial history information.
16. Testing administration, analysis, and interpretation of results.
17. Report writing and record keeping.
18. Consultation, referrals, professional team collaboration.
19. Psychoeducational activities, parent conferences, and outreach services.
20. Individual supervision.
21. Group or peer supervision.
22. Case conferences or staff meetings.

Midterm and Final Evaluation for Addiction Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Counselor-in-Training Name: _____

On-Supervisor Name: _____

Many factors influence the effectiveness of Alcohol and other Drug Abuse Counseling. The professional alcohol and drug counselor must demonstrate competencies in the Twelve Core Functions and their Global Criteria. Although the core functions may overlap, they represent a specific identity. Please evaluate the CIT in as many areas as are applicable to his/her actual experiences using the following scales.

1	2	3	4	5
Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory

___ Exhibits skills in screening and determining appropriateness and eligibility for admission to particular program.

___ Exhibits skills in intake and the administrative and initial assessment procedures for admission to a program.

___ Exhibits skills in orientation and describing to the client the general nature and goals of the program.

___ Exhibits skills in assessment and identifies and evaluates and individual's strengths, weaknesses, problems, and needs for the development of the treatment plan.

___ Demonstrates knowledge in treatment planning and identifies and ranks problems needing resolution, establish agreed upon immediate and long-term goals, and decide on the treatment methods and resources to be used.

___ Demonstrates knowledge and skills in the role and function of counseling to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions, and decision making.

___ Utilizes case management skills to identify services, agencies, resources, or people, within a planned framework of action, toward the achievement of established goals.

___ Demonstrates knowledge in crisis intervention services that respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.

___ Demonstrates knowledge in client education concerning alcohol and other drug abuse and the available services and resources.

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___ Identifies and utilizes referral process for the purposes of assisting the client to use the support systems and community resources available.

___ Demonstrates knowledge in reports and record keeping such as charting the results of the assessment and treatment plan; writing reports, progress notes, discharge summaries, and other client related data.

___ Identifies and utilizes consultation with counselors and other professionals in regard to client treatment to assure comprehensive quality care for the client.

Please use the space provided for additional comments:

(Site Supervisor Signature)

(Date)

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Midterm and Final Evaluation for Clinical Mental Health Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Counselor-in-Training Name: _____

On-Supervisor Name: _____

Many factors influence the effectiveness of a professional counselor. Listed below are several which have been identified as particularly important. Please evaluate the CIT in as many areas as we are applicable to his/her actual experiences using the following scale.

1	2	3	4	5
Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory

- ___ Demonstrates knowledge of the role and function of a professional counselor.
- ___ Demonstrates knowledge of and adheres to the agency's policies and procedures.
- ___ Exhibit's a professional attitude and possess the requisite personal maturity necessary.
- ___ Identifies and utilizes community resources for consultation/ referral purposes.
- ___ Exhibits skills in providing group counseling activities and interventions.
- ___ Exhibits skills in providing individual counseling activities and interventions.
- ___ Exhibits skills in communication/consultation with other professional staff.
- ___ Exhibits skills in research/ evaluation and assessment/diagnostic activities.
- ___ Demonstrates knowledge related to professional; standards and ethical/legal responsibilities.
- ___ Demonstrates knowledge of and exhibits skills in working with diverse populations.
- ___ Demonstrates knowledge about human (child) developmental/ educational processes.

Please use the space provided for additional comments:

(Site Supervisor Signature)

(Date)

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Exit Surveys for On-Site AC/CMHC Supervisors

The following two surveys are to be completed by internship on-site supervisors at the end of the internship experience (prior to graduation). Counselor-in-training will submit the surveys with their final internship log. No identifying information is needed.

Please rate all of the items in the Exit Survey using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

Survey 1: Perception of Supervisee Competence

	SD	D	N	A	SA
1. This master's program has prepared my supervisee for the real world of counseling.	1	2	3	4	5
2. My supervisee understands the theory behind the counseling process.	1	2	3	4	5
3. My supervisee knows how to apply techniques to assist various types of clients.	1	2	3	4	5
4. My supervisee can use the DSM 5 to understand client presenting mental health concerns and make appropriate referrals.	1	2	3	4	5
5. My supervisee can apply the things learned in their counseling classes to their job.	1	2	3	4	5
6. My supervisee is prepared to work with clients in an individual and group settings.	1	2	3	4	5
7. My supervisee is able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. My supervisee has garnered sufficient knowledge from his/her counseling classes to work with all types of clients.	1	2	3	4	5
9. My supervisee can apply principles of diversity to various counseling populations because of classes he/she took for this degree.	1	2	3	4	5
10. This degree will help my supervisee set his/her professional career goals.	1	2	3	4	5
11. My supervisee is a more congruent person because of the things they learned in their counseling courses.	1	2	3	4	5
12. The counseling program at NSU provides the educational and experiential experiences students need to be successful counselors.	1	2	3	4	5
13. The counseling program at NSU provides students with the skills needed to be successful counselors.	1	2	3	4	5

Survey 2: Perception of Employee Competence

If you or your site have hired an NSU counseling graduate, please also complete the following form.

	SD	D	N	A	SA
1. The NSU master's program has prepared my employee for the real world of counseling.	1	2	3	4	5
2. NSU counseling graduates understand the theory behind the counseling process.	1	2	3	4	5
3. NSU counseling graduates know how to apply techniques to assist various types of clients.	1	2	3	4	5
4. NSU counseling graduates can apply concepts of the DSM 5 to understand client presenting concerns.	1	2	3	4	5
5. NSU counseling graduates can apply the things learned in their counseling classes to their job.	1	2	3	4	5
6. NSU counseling graduates are prepared to work with clients in an individual and group settings.	1	2	3	4	5
7. NSU counseling graduates are able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. I believe NSU counseling graduates have sufficient knowledge to work with all types of clients.	1	2	3	4	5
9. NSU counseling graduates can apply principles of diversity to various counseling populations.	1	2	3	4	5
10. NSU counseling graduates have set their professional career goals.	1	2	3	4	5
11. NSU counseling graduates seem to be more congruent persons because of the things they learned in their counseling courses.	1	2	3	4	5

Please use the empty space to provide any other information:

CIT Experience Surveys

The following three surveys are to be completed by Practicum II and Internship students at the end of each clinical training semester. No identifying information is needed.

Current Semester _____ (ex: Fall 2018)

Emphasis _____ (ex: SC, CMHC, AC)

Practicum II or Internship (select one)

Please rate all of the items in the CIT Experience Surveys using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

Survey 1: Student Perception of Learning

	SD	D	N	A	SA
1. This master's program has prepared me for the real world of counseling.	1	2	3	4	5
2. I understand the theory behind the counseling process.	1	2	3	4	5
3. I know how to apply techniques to assist various types of clients/students.	1	2	3	4	5
4. I can use the DSM-5.	1	2	3	4	5
5. I will be able to apply the things I have learned in my counseling classes to my job.	1	2	3	4	5
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	1	2	3	4	5
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	1	2	3	4	5
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	1	2	3	4	5
10. This degree will help me reach my professional career goals.	1	2	3	4	5
11. I am a more congruent person because of the things I have learned in my counseling courses.	1	2	3	4	5
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	1	2	3	4	5
13. The counseling program at NSU provides the skills I	1	2	3	4	5

need to be a successful counselor.					
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Survey 2: Advising Survey

	SD	D	N	A	SA
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	1	2	3	4	5
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	1	2	3	4	5
3. My advisor is available and accessible to answer any questions I have about my counseling program.	1	2	3	4	5
4. I know where to find help about administrative issues such as academic policies, Fitness to Practice policies and procedures, and application processes for graduation.	1	2	3	4	5
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	1	2	3	4	5

Survey 3: Site and Supervision Evaluation

This survey provides evaluation information specifically about your training site and supervision experiences.

	SD	D	N	A	SA
1. I am satisfied with the amount of on-site supervision I received.	1	2	3	4	5
2. I am satisfied with the quality and usefulness of on-site supervision.	1	2	3	4	5
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	1	2	3	4	5
4. My practicum/internship experience was relevant to my career goals.	1	2	3	4	5
5. I am satisfied with my exposure to and on-site supervisor's communication of school/agency goals.	1	2	3	4	5
6. I am satisfied with my exposure to and on-site supervisor's communication of school/agency procedures.	1	2	3	4	5
7. I am satisfied with my exposure to professional roles and functions within the school/agency.	1	2	3	4	5
8. I am satisfied with my exposure to information about community resources.	1	2	3	4	5
9. I am satisfied with my overall experience at my practicum/internship site.	1	2	3	4	5
For CMHC/AC students, please answer the following additional questions:	1	2	3	4	5

10. I am satisfied with my screening experiences.	1	2	3	4	5
11. I am satisfied with my intake experiences.	1	2	3	4	5
12. I am satisfied with my orientation experiences.	1	2	3	4	5
13. I am satisfied with my assessment experiences.	1	2	3	4	5
14. I am satisfied with my treatment planning experiences.	1	2	3	4	5
15. I am satisfied with my counseling experiences.	1	2	3	4	5
16. I am satisfied with my case management experiences.	1	2	3	4	5
17. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
18. I am satisfied with my client education experiences.	1	2	3	4	5
19. I am satisfied with my referral experiences.	1	2	3	4	5
20. I am satisfied with my record keeping experiences.	1	2	3	4	5
21. I am satisfied with my consultation experiences.	1	2	3	4	5
For SC students, please answer the following additional questions:					
22. I am satisfied with my core curriculum experiences.	1	2	3	4	5
23. I am satisfied with my small group counseling experiences.	1	2	3	4	5
24. I am satisfied with my individual counseling experiences.	1	2	3	4	5
25. I am satisfied with my consultation experiences.	1	2	3	4	5
26. I am satisfied with my assessment and student support experiences.	1	2	3	4	5
27. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
28. I am satisfied with my collaboration with administration/personnel experiences.	1	2	3	4	5
29. I am satisfied with my data experiences.	1	2	3	4	5
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	1	2	3	4	5
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	1	2	3	4	5

Please use the space below to offer any additional information:

Internship for SC (COUN 5841-5846)

Prerequisites Needed:

Prerequisite: COUN 5413, 5713, 5643. This course is only available to degree seeking students. Permission of the School Counseling Internship Coordinator and/or departmental approval is required. (600 total clock hours required)

Catalog Description:

(1-6 hours). Experience providing counseling services under the supervision of a Standard Certified School Counselor within the Pre-K to 12th grade range. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of a faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Note: A combination of campus and school setting activities. Prerequisite: COUN 5413, 5713, 5643. This course is only available to degree seeking students. Permission of the School Counseling Internship Coordinator and/or departmental approval is required. (600 total clock hours required)

CACREP Standard
Common Core for all students:
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b)
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c)
the role and process of the professional counselor advocating on behalf of the profession (IIF1d)
advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (IIF1e)
technology's impact on the counseling profession (IIF1j)
strategies for personal and professional self-evaluation and implications for practice (IIF1k)
the effects of power and privilege for counselors and clients (IIF2e)
help-seeking behaviors of diverse clients (IIF2f)
the impact of spiritual beliefs on clients' and counselors' worldviews (IIF2g)
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)
theories of learning (IIF3b)
systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)
effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g)
a general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h)
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i)
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (IIF4c)
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e)
methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i)
ethical and culturally relevant strategies for addressing career development (IIF4j)

essential interviewing, counseling, and case conceptualization skills (IIF5g)
developmentally relevant counseling treatment or intervention plans (IIF5h)
development of measurable outcomes for clients (IIF5i)
strategies to promote client understanding of and access to a variety of community-based resources (IIF5k)
types of groups and other considerations that affect conducting groups in varied settings (IIF6f)
use of assessments for diagnostic and intervention planning purposes (IIF7e)
evaluation of counseling interventions and programs (IIF8e)
ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (IIF8j)
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (IIIA);
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (IIIB);
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (IIIC);
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (IIID);
In addition to the development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (IIIE);
After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (IIJ);
Internship students complete at least 240 clock hours of direct service (IIK);
Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (IIIL);
Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (IIIM);
Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (IIIP);
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (IIIR);
Standards for School Counseling (SC) track
school counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC:2a)
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (SC:2b)
school counselor roles in relation to college and career readiness (SC:2c)
school counselor roles in school leadership and multidisciplinary teams (SC:2d)
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC:2e)
competencies to advocate for school counseling roles (SC:2f)
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC:2g)
common medications that affect learning, behavior, and mood in children and adolescents (SC:2h)
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (SC:2i)
qualities and styles of effective leadership in schools (SC:2j)
community resources and referral sources (SC:2k)
design and evaluation of school counseling programs (SC:3b)

core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (SC:3c)
interventions to promote academic development (SC:3d)
use of developmentally appropriate career counseling interventions and assessments (SC:3e)
techniques of personal/social counseling in school settings (SC:3f)
strategies to facilitate school and postsecondary transitions (SC:3g)
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC:3h)
approaches to increase promotion and graduation rates (SC:3i)
interventions to promote college and career readiness (SC:3j)
strategies to promote equity in student achievement and college access (SC:3k)
techniques to foster collaboration and teamwork within schools (SC:3l)
strategies for implementing and coordinating peer intervention programs (SC:3m)
use of accountability data to inform decision making (SC:3n)
use of data to advocate for programs and students (SC:3o)

NSU Practicum II/Internship Site Supervision Contract for SC

Required Form: This form is for Practicum II or Internship (please circle one)

This agreement is made on _____ by and between _____
(Date) (Field site)
and **Northeastern State University** and _____.
(Counselor-in-training's name)

This agreement will be effective for a period during _____ for a total of _____
(semester/year)
_____ number of hours.

Address of School: _____

Telephone of School: _____

Name and title of Supervisor: _____

Telephone/e-mail of Supervisor: _____

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a practicum and/or internship experience in the field of School Counseling.

The university program agrees

12. to assign a university faculty liaison to facilitate communication between university and site;
13. to notify the counselor-in-training (CIT) that he or she must adhere to the administrative policies, rules, standards, schedules and practices of the site;
14. that the faculty liaison shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
15. that the university supervisor is responsible for the assignment of a practicum/internship grade; and
16. that the CIT will have documentation of current professional liability insurance.

The practicum/internship site agrees

17. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the CIT;
18. to provide opportunities for the CIT to engage in a variety of counseling activities under supervision and for evaluating the CIT's performance (suggested counseling experiences included in the "Practicum/Internship Activities" section);
19. to provide the CIT with adequate work space, telephone, office supplies, and staff to conduct professional activities;

20. to provide supervisory conduct that involves examination of CIT work using audio or videotapes, observation, and/or live supervision;
21. to provide written evaluation of CIT based on criteria established by the university program; and
22. to inform the practicum instructor of any problematic behaviors and work toward an acceptable solution.

Site Supervisor Qualifications

CACREP Approved Criteria for On-Site Supervisors Site supervisors have:	Site-Supervisor Initials	Instructor Initials
a minimum of a master’s degree, preferably in counseling, or a related profession;		
relevant certifications and/or licenses;		
a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;		
knowledge of the program’s expectations, requirements, and evaluation procedures for students; and		
relevant training in counseling supervision.		

Within the specified time frame, _____ (site supervisor) will be the primary practicum/internship site supervisor. The training activities will be provided for the CIT in sufficient amounts to allow an adequate evaluation of the CIT’s level of competence in each activity. _____ (NSU faculty name) will be the faculty liaison with whom the CIT and practicum/internship site supervisor will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities

The program requires completion of a supervised *practicum* in the CIT’s designated program area of 100 clock hours. For practicum, at least 40 clock hours of direct service must be completed which can include but is not limited to individual and/or group counseling, school counseling core curriculum, and/or consultation. The program also requires completion of a supervised *internship* in the CIT’s designated program area with accrual of 600 clock hours, with 240 clock hours being direct service. It is the CIT’s responsibility to maintain a time log documenting the hours performed. The CIT’s agrees to regular meetings with their practicum/internship instructor to ensure satisfactory progress.

Following the approval of the practicum/internship arrangements by the Clinical Coordinator, all parties will be given a copy of this document.

Site Supervisor: _____ Date: _____

Counselor-in-Training: _____ Date: _____

Clinical Faculty: _____ Date _____

Appropriate and Inappropriate Duties for SC
Optional Handout for Site Supervisors

Appropriate Duties	Inappropriate Duties
Individual student academic program planning	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude, and achievement tests	Coordinating cognitive, aptitude, and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending students home who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classroom or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, student study teams, and school attendance review boards	Coordinating schoolwide individual education plans, student study teams, and school attendance review board
Analyzing disaggregated data	Serving as a data entry clerk

School Counseling Consent and Taping Form
Required Form

Date _____

Dear Parent/Guardian,

This semester, I am supervising a school counselor-in-training from Northeastern State University. I believe that your student might benefit from brief counseling to address academic achievement or social/emotional development.

The graduate student, _____ (name), has completed the majority of his/her graduate program training and will be supervised by both me and a graduate faculty member at Northeastern State University. The graduate student will not see your student for more than three sessions and will call you at the end of the third session to make a recommendation about continued counseling or interventions that you might consider at home.

The graduate student would like to tape these sessions for learning purposes only. The tapes will be destroyed once the graduate student and faculty member what them. Your signature at the bottom of this form indicates your agreement with both the short-term counseling and permission to tape.

Sincerely,

Supervising School Counselor

Parent/Guardian Print Name

Date

Parent/Guardian Signature

Consent Form for Recording
Northeastern State University, M.S. in Counseling Program
Required Form

To the Parent/Guardian:

Your counselor is a school counselor-in-training (CIT) who has completed most of the required coursework for a graduate degree in counseling at the Northeastern State University (NSU), including coursework and training required by national standards to be prepared to provide comprehensive school counseling services. The NSU graduate program in Counseling's faculty and students adhere to the American Counseling Association (ACA) Code of Ethics and Standards as well as the American School Counselor Association (ASCA) Code of Ethics.

Such standards require CITs to participate in training Practicums during which experienced faculty supervises them. The 2016 ASCA Code of Ethics requires that persons receiving services from counseling students are aware that the students are being supervised. School CITs receive supervision by more experienced counselors at the NSU graduate counselor training program. In keeping with the 2016 ASCA Code of Ethics, all records of counselor services provided are considered confidential professional information. There may be a rare exception to this policy such as if a participant should express intent to harm himself or herself or someone else, or if the CIT is ordered to court or required by law to disclose information, as in child abuse or child custody cases.

CITs are required to demonstrate their skill in interactions with students by providing supervisors work samples in the form of recordings of school counseling curriculum, small group work with students, or individual planning. School CITs may request permission to record these sessions with audio or video equipment. These recordings are intended to enhance their professional training and improve the services your student receives. If you agree for your child to be recorded (audio or video), these recordings are also considered to be confidential information and will be protected by the CIT and the CIT's supervisor in keeping with the 2016 ASCA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

I, the undersigned, hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this CIT. In addition, I do _____/ do not _____(check one) grant permission to allow these sessions to be taped.

(Signature of Student)

(Signature of Parent/Guardian)

(Signature of Counselor-in-Training)

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Midterm and Final Evaluation for School Counseling CITs

Required Form: To be completed at midterm and finals of Practicum II and Internship Semesters

Name of Counselor-in-Training _____

Name of Supervisor _____

Many factors influence the effectiveness of a school counselor. Listed below are several which have been identified as particularly important. Following each disposition and skill, you will find the Northeastern State University Conceptual Framework indicator and Oklahoma state competency for school counselors being assessed. Please evaluate the counselor candidate in as many areas as are applicable to his/her actual experiences using the following scale.

Rate the counselor candidate on each of these factors on a scale from 1-5 with 5 being the highest score:

Dispositions:

- _____ 1. Ability to be *empathic* toward the client. (Developers of Human Potential III.1; III.4/ OK Competency 1; Competency 5)
- _____ 2. Ability to maintain a *professional* helping relationship with the client. (Educational Leaders II.1; II.7/ OK Competency 4)
- _____ 3. Ability to demonstrate *warmth* to the client. (Developers of Human Potential III.5/ OK Competency 1; Competency 5)
- _____ 4. Ability to demonstrate a *non-judgmental* stance to the client's issue(s). (Developers of Human Potential III.4; Educational Leaders II.1/ OK Competency 3)
- _____ 5. Ability to *respect* the client's ability to work toward betterment of his or her own issue. (Developers of Human Potential III.3; III.6/ OK Competency 1; Competency 2)
- _____ 6. Ability to *utilize constructive criticism* from instructor and peers. (Teaching Scholars I.3; Educational Leaders II.1; II.6/ OK Competency 10)

Rate the counselor candidate on each of these factors on a scale from 1-5 with 5 being the highest score:

Skills:

- _____ 1. Demonstrates knowledge of the role and function of the school counselor. (Teaching Scholars I.1/ OK Competency 5)
- _____ 2. Demonstrates knowledge of and adheres to the school/agency's policies and procedures. (Teaching Scholars I.10/ OK Competency 9; Competency 10)

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- _____ 3. Exhibits a professional attitude and possesses personal maturity. (Educational Leaders I.1/ OK Competency 4; Competency 10).
- _____ 4. Identifies and utilizes community and school resources for consultation/referral purposes. (Teaching Scholars I.10; Educational Leaders II.4/ OK Competency 8; Competency 9)
- _____ 5. Exhibits skills in providing group/classroom guidance activities and interventions. (Teaching Scholars I.1; I.2; I.4; Developers of Human Potential III.7/ OK Competency 5).
- _____ 6. Exhibits skills in providing individual guidance activities and interventions. (Teaching Scholars I.1; /OK Competency 1; Competency 2; Competency 5).
- _____ 7. Exhibits skills in communication/consultation with other professional education staff. (Teaching Scholars I.3; Educational Leaders II.4/ OK Competency 8; Competency 9)
- _____ 8. Exhibits skills in research/evaluation and assessment activities. (Teaching Scholars I.10/ OK Competency 7)
- _____ 9. Demonstrates knowledge related to professional standards and ethical/legal Responsibilities. (Educational Leaders II.1/ OK Competency 10)
- _____ 10. Demonstrates knowledge of and exhibits skills in working with diverse populations. (Teaching Scholars I.5; Educational Leaders II.7; Developers of Human Potential III.5; III.6/ OK Competency 3)
- _____ 11. Demonstrates knowledge about human (child) developmental/educational processes. (Teaching Scholars I.1; I.5; Developers of Human Potential III.1; III.5/ OK Competency 1; Competency 6)

Please feel free to comment upon your experiences in supervising this counselor-in-training below and on his/her readiness to serve as a school counselor.

Signature of Supervisor _____ Date _____

Exit Surveys for On-Site SC Supervisors

The following two surveys are to be completed by internship on-site supervisors at the end of the internship experience (prior to graduation). Counselor-in-training will submit the surveys with their final internship log. No identifying information is needed.

Please rate all of the items in the Exit Survey using the scale below:

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
(SD)	(D)	(N)	(A)	(SA)

Survey 1: Perception of Supervisee Competence

The practicum/internship students that I have supervised demonstrate the knowledge, skills, and dispositions to:	SD	D	N	A	SA
1. increase students' social/emotional development and career preparedness.	1	2	3	4	5
2. advocate for school policies programs, and services that are equitable and responsive to cultural differences among students.	1	2	3	4	5
3. advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	1	2	3	4	5
4. coordinate a school to career transition plan for each student.	1	2	3	4	5
5. provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.	1	2	3	4	5
6. use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	1	2	3	4	5
7. provide individual and group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	1	2	3	4	5
8. provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	1	2	3	4	5
9. assess student needs and make appropriate referrals to school and/or community resources.	1	2	3	4	5
10. collaborate with other professional in the development of staff training, family support, and appropriate community initiatives that address student needs.	1	2	3	4	5

11. The counseling program at NSU provides the educational and experiential experiences students need to be successful school counselors.	1	2	3	4	5
12. The counseling program at NSU provides students with the skills needed to be successful school counselors.	1	2	3	4	5

Survey 2: Perception of Employee Competence

If you or your site have hired an NSU counseling graduate, please also complete the following form.

	SD	D	N	A	SA
1. The NSU master’s program has increased students’ social/emotional development.	1	2	3	4	5
2. The NSU master’s program has increased students’ career preparedness.	1	2	3	4	5
3. NSU school counseling graduates can advocate for school policies programs, and services that are equitable and responsive to cultural differences among students.	1	2	3	4	5
4. NSU school counseling graduates can advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	1	2	3	4	5
5. NSU school counseling graduates can coordinate a school to career transition plan for each student.	1	2	3	4	5
6. NSU school counseling graduates can provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.	1	2	3	4	5
7. NSU school counseling graduates can use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	1	2	3	4	5
8. NSU school counseling graduates can provide individual counseling that promotes academic success, social/emotional development, and career preparedness for all students.	1	2	3	4	5
9. NSU school counseling graduates can provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	1	2	3	4	5
10. NSU school counseling graduates can provide group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	1	2	3	4	5

11. NSU school counseling graduates can assess student needs and make appropriate referrals to school and/or community resources.	1	2	3	4	5
12. NSU school counseling graduates can make appropriate referrals to school and/or community resources.	1	2	3	4	5
13. NSU school counseling graduates can collaborate with other professional in the development of staff training, family support, and appropriate community initiatives that address student needs.	1	2	3	4	5

Please use the space below to provide any additional information:

CIT Experience Surveys

The following three surveys are to be completed by Practicum II and Internship students at the end of each clinical training semester. No identifying information is needed.

Current Semester _____ (ex: Fall 2018)

Emphasis _____ (ex: SC, CMHC, AC)

Practicum II or Internship (select one)

Please rate all of the items in the CIT Experience Surveys using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

Survey 1: Student Perception of Learning

	SD	D	N	A	SA
1. This master's program has prepared me for the real world of counseling.	1	2	3	4	5
2. I understand the theory behind the counseling process.	1	2	3	4	5
3. I know how to apply techniques to assist various types of clients/students.	1	2	3	4	5
4. I can use the DSM-5.	1	2	3	4	5
5. I will be able to apply the things I have learned in my counseling classes to my job.	1	2	3	4	5
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	1	2	3	4	5
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	1	2	3	4	5
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	1	2	3	4	5
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	1	2	3	4	5
10. This degree will help me reach my professional career goals.	1	2	3	4	5
11. I am a more congruent person because of the things I have learned in my counseling courses.	1	2	3	4	5
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	1	2	3	4	5
13. The counseling program at NSU provides the skills I	1	2	3	4	5

need to be a successful counselor.					
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Survey 2: Advising Survey

	SD	D	N	A	SA
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	1	2	3	4	5
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	1	2	3	4	5
3. My advisor is available and accessible to answer any questions I have about my counseling program.	1	2	3	4	5
4. I know where to find help about administrative issues such as academic policies, Fitness to Practice policies and procedures, and application processes for graduation.	1	2	3	4	5
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	1	2	3	4	5

Survey 3: Site and Supervision Evaluation

This survey provides evaluation information specifically about your training site and supervision experiences.

	SD	D	N	A	SA
1. I am satisfied with the amount of on-site supervision I received.	1	2	3	4	5
2. I am satisfied with the quality and usefulness of on-site supervision.	1	2	3	4	5
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	1	2	3	4	5
4. My practicum/internship experience was relevant to my career goals.	1	2	3	4	5
5. I am satisfied with my exposure to and on-site supervisor's communication of school/agency goals.	1	2	3	4	5
6. I am satisfied with my exposure to and on-site supervisor's communication of school/agency procedures.	1	2	3	4	5
7. I am satisfied with my exposure to professional roles and functions within the school/agency.	1	2	3	4	5
8. I am satisfied with my exposure to information about community resources.	1	2	3	4	5
9. I am satisfied with my overall experience at my practicum/internship site.	1	2	3	4	5
For CMHC/AC students, please answer the following additional questions:	1	2	3	4	5

10. I am satisfied with my screening experiences.	1	2	3	4	5
11. I am satisfied with my intake experiences.	1	2	3	4	5
12. I am satisfied with my orientation experiences.	1	2	3	4	5
13. I am satisfied with my assessment experiences.	1	2	3	4	5
14. I am satisfied with my treatment planning experiences.	1	2	3	4	5
15. I am satisfied with my counseling experiences.	1	2	3	4	5
16. I am satisfied with my case management experiences.	1	2	3	4	5
17. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
18. I am satisfied with my client education experiences.	1	2	3	4	5
19. I am satisfied with my referral experiences.	1	2	3	4	5
20. I am satisfied with my record keeping experiences.	1	2	3	4	5
21. I am satisfied with my consultation experiences.	1	2	3	4	5
For SC students, please answer the following additional questions:					
22. I am satisfied with my core curriculum experiences.	1	2	3	4	5
23. I am satisfied with my small group counseling experiences.	1	2	3	4	5
24. I am satisfied with my individual counseling experiences.	1	2	3	4	5
25. I am satisfied with my consultation experiences.	1	2	3	4	5
26. I am satisfied with my assessment and student support experiences.	1	2	3	4	5
27. I am satisfied with my crisis intervention experiences.	1	2	3	4	5
28. I am satisfied with my collaboration with administration/personnel experiences.	1	2	3	4	5
29. I am satisfied with my data experiences.	1	2	3	4	5
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	1	2	3	4	5
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	1	2	3	4	5

Please use the space below to offer any additional information:

Alumni Survey

I was a student in the _____ emphasis area (CMHC/AC/SC).

I graduated in _____ (Semester/year).

Please rate all of the items in the Exit Survey using the scale below:

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)

	SD	D	N	A	SA
1. As a result of my training experiences, I feel prepared in my role as a counselor.	1	2	3	4	5
2. My practicum training met my needs.	1	2	3	4	5
3. My internship training met my needs.	1	2	3	4	5
4. My advising experiences my needs.	1	2	3	4	5
5. I was able to find employment in a helping profession following completion of the M.S. in Counseling program.	1	2	3	4	5
6. I would recommend NSU's Counseling program to others.	1	2	3	4	5
I feel prepared in the following training areas:					
1. Professional counseling orientation and ethical practice	1	2	3	4	5
2. Social and cultural diversity	1	2	3	4	5
3. Human Growth and Development	1	2	3	4	5
4. Career Development	1	2	3	4	5
5. Counseling and helping relations	1	2	3	4	5
6. Group counseling and group work	1	2	3	4	5
7. Assessment and testing	1	2	3	4	5
8. Research and program evaluation	1	2	3	4	5

Strengths in NSU's Counseling Program are:

Areas for improvement in NSU's Counseling Program are: