

NORTHEASTERN STATE UNIVERSITY

COLLEGE OF EDUCATION

M.S. IN COUNSELING PROGRAM



CLINICAL HANDBOOK

Master of Science in Counseling
Addiction, Clinical Mental Health, and School Counseling
Department of Psychology and Counseling
Graduate College | College of Education
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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! If you find yourself with any questions about your clinical experience(s), please do not hesitate to contact the Clinical Coordinator of the NSU Counseling, Dr. Chelsea Threadgill, at sweat@nsuok.edu.

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 39 hours of core classes and 21 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.

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 Masters-level graduates will possess mastery in the following areas: (a) professional counseling orientation and ethical practice; (b) social and cultural identities and experiences; (c) lifespan development; (d) career development; (e) counseling practice and relationships; (f) group counseling and group work; (g) assessment and diagnostic processes; and (h) research and program evaluation. Each program objective will be measured through student learning outcomes (SLOs) and Key Performance Indicators (KPIs) throughout their program of study coursework.

Faculty

The Department of Counseling is committed to 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.

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 2024 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) active, relevant certifications and/or licenses; (3) a minimum of two years of post-master's 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 individual or triadic 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:

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“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 lifespan;
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;
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

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. School Counseling students may obtain malpractice insurance through membership with American School Counselor Association (www.schoolcounselor.org)

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 CITs 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

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

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.

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NSU Practicum/Internship Recording Counseling and Supervision Session Policy

- Consent must be obtained from any adult client or from the parents/guardians of any minor client/student before recording a counseling session using the NSU Consent Form for Recording.
- Clients/students and their parents/guardians have the right to withdraw consent for recording at any time.
- CIT must inform clients of CIT status.
- CIT must inform clients that taped sessions are part of your required training.
- Practicum/Intern CITs are responsible for destroying ALL recordings of client/student sessions at the end of each term.
- Clients should be informed that tape recordings will be listened to by CIT, CIT's faculty supervisor, and CIT's peers in group supervision.
- When recording a session (video or audio only), please ensure that the device the CIT is utilizing disables cloud features on technology, does not automatically upload the content/files into a “cloud” based account, and that the recording is saved on the local device.
- Make sure to keep all recordings in one place on devices, and do not make copies of recordings to minimize possible breach.
- Appropriate recording devices include laptop computers, digital video cameras, and password protected cell phones.
- Save all recordings to the HIPAA-compliant supervision platform, GoReact. Once uploaded, DELETE all recordings from devices.
- Do not email recordings unless directed to by faculty or supervisor at your site. Even then all parties must understand whether communication platforms meet HIPAA and/or FERPA regulations and standards. If CIT needs to email the video/audio file, please ensure to utilize ONLY your assigned nsuok.edu email.
- For Practicum 2/Internship, CIT will record counseling sessions in accordance with the site agreement, the regulations of the internship site and the site supervisor.
- It is the CIT's responsibility to ensure the recording can be shown on the in-class technology and is audible; if problems arise during the class period, this may result in the presentation being moved to a different class period (if possible).
- All Practicum/Internship sites must permit recording of sessions or offer live supervision and provide a qualified clinical supervisor in order to be approved.
- It is the CIT's responsibility to notify the instructor if there is a problem obtaining recordings.
- Consideration of how records are securely maintained, the environment in which sessions are recorded and reviewed, and how recorded sessions are transported are of utmost importance.
- It is recommended to wear headphones/earbuds when reviewing recorded sessions.
- CITs will review recordings only in a private location to protect privacy.
- Devices with which the CIT records the counseling sessions must be fully encrypted and password protected.
- Note ACA guidelines for client protection, being especially cognizant of issues for securing, transporting, and destroying recorded material. In accordance with Section B.1.c. of the 2014 ACA Code of Ethics and Section A.2 of the 2022 ASCA Code of

Ethics, it is expected that counseling students will at all times maintain the confidentiality of clients.

- CITs must purchase a recording device (that does not have the capabilities of uploading data to a cloud-based server) so as to avoid any potential FERPA, HIPAA, PHI, or confidentiality violations when recording sessions.
- CITs are responsible for maintaining the confidentiality of the client when transporting recordings and failure to do so may result in failing the course.
- If CITs are transporting thumb drives that contain recordings of confidential communications between CIT and clients, it must be encrypted and password protected to safeguard client privacy.
- The security of confidential communications is of the utmost importance and it is the CIT's responsibility to make certain that the clients' privacy is protected.

Concluding Comments

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 (2024)	Activity	SLOs
<i>Common Core for all students:</i>		
(3.A.4.) the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Tapes and Logs	SLO5
*** (3.A.10.) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas – <i>Key Performance Indicator</i>	Tapes and Logs	SLO5
(3.A.11.) self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Supervision Journals	SLO3
(3.A.12.) the purpose of and roles within counseling supervision in the profession	Supervision Journals	SLO3
(3.B.3.) the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Supervision Journals	SLO3
(3.B.6.) the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Supervision Journals	SLO3
(3.B.7.) disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Supervision Journals	SLO3
(3.B.8.) principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Supervision Journals	SLO3
(3.B.10.) guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Tapes and Logs	SLO5
(3.C.13.) effects of crises, disasters, stress, grief, and trauma across the lifespan	Suicide Risk Assessment	SLO2

*** (3.D.2.) approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors – <i>Key Performance Indicator</i>	Case Conceptualization	SLO4
(3.E.1.) theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Tapes and Logs	SLO5
(3.E.2.) critical thinking and reasoning strategies for clinical judgment in the counseling process	Tapes and Logs	SLO5
(3.E.3.) case conceptualization skills using a variety of models and approaches	Case Conceptualization	SLO4
(3.E.4.) consultation models and strategies	Supervision Journals	SLO3
(3.E.5.) application of technology related to counseling	Tapes and Logs	SLO5
(3.E.6.) ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	Supervision Journals	SLO3
(3.E.7.) culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Tapes and Logs	SLO5
*** (3.E.8.) counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships – <i>Key Performance Indicator</i>	Tapes and Logs	SLO5
(3.E.9.) interviewing, attending, and listening skills in the counseling process	Intake Interview	SLO1
(3.E.10.) counseling strategies and techniques used to facilitate the client change process	Tapes and Logs	SLO5
(3.E.11.) strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Case Conceptualization	SLO4
(3.E.12.) goal consensus and collaborative decision-making in the counseling process	Tapes and Logs	SLO5
(3.E.13.) developmentally relevant and culturally sustaining counseling treatment or intervention plans	Intake Interview	SLO1
(3.E.14.) development of measurable outcomes for clients	Intake Interview	SLO1
(3.E.15.) evidence-based counseling strategies and techniques for prevention and intervention	Tapes and Logs	SLO5
(3.E.16.) record-keeping and documentation skills	Tapes and Logs	SLO5
(3.E.19.) suicide prevention and response models and strategies	Suicide Risk Assessment	SLO2
(3.E.20.) crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Suicide Risk Assessment	SLO2
(3.E.21.) processes for developing a personal model of counseling grounded in theory and research	Case Conceptualization	SLO4
(3.G.9.) use of environmental assessments and systematic behavioral observations	Intake Interview	SLO1
(3.G.11.) diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Case Conceptualization	SLO4
(3.G.13.) procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Suicide Risk Assessment	SLO2
<i>Professional Practice</i>		
(4.B.) Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.	Tapes and Logs	SLO5
(4.C.) Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.	Tapes and Logs	SLO5

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(4.D.) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.	Tapes and Logs	SLO5
(4.F.) 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.	Tapes and Logs	SLO5
(4.Q.) Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.	Tapes and Logs	SLO5
(4.R.) Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.	Tapes and Logs	SLO5
(4.S.1.) Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: a counselor education program core or affiliate faculty member	Tapes and Logs	SLO5
(4.T.1. - 4.T.2.) Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1.) a counselor education program faculty member or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	Tapes and Logs	SLO5
<i>Entry-Level Specialized Practice Area for Addiction Counseling students:</i>		
(5.A.12.) strategies for interfacing with the legal system and working with court-referred clients	Tapes and Logs	SLO5
<i>Entry-Level Specialized Practice Area for Clinical Mental Health Counseling students:</i>		
(5.C.1.) etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	Case Conceptualization	SLO4
(5.C.4.) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Case Conceptualization	SLO4
*** (5.C.5.) techniques and interventions for prevention and treatment of a broad range of mental health issues – <i>Key Performance Indicator</i>	Tapes and Logs	SLO5
<i>Entry-Level Specialized Practice Area for School Counseling students:</i>		
(5.H.11.) skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	Tapes and Logs	SLO5
(5.H.12.) skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	Intake Interview	SLO1

Practicum I Agreement for Counselors-in-Training
Required Form

Directions: Counselor-in-training must complete this form and upload a copy of this agreement to your instructor's Blackboard. Then, the form will be given to the NSU Counseling Clinical Coordinator.

1. I have read and understood the American Counseling Association's ethical standards and will practice my counseling following these standards. Any breach of these ethics or 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, 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 professional liability insurance during my practicum.
5. I understand that I will only be issued a passing grade in the practicum class if I demonstrate the minimum level of counseling skill, knowledge, and competence and complete course requirements as required hours.
6. I intend to complete a practicum of 100 hours.

Name of Counselor-in-Training: _____

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 shorter for minors. CITs will contact you some time in September for a pre-screening interview. If interested in being a client, please complete your contact information below.

Name: _____

Gender: _____ Age: _____

Contact Information (phone and email):

Your preference for contact, please indicate which one(s): text email both

I would prefer my CIT to be (please check one): male female gender fluid non-binary trans

I would prefer my sessions to be held (please check one) Face to Face ZOOM Either

If you select Face to Face, which campus are you attending? TQ BA

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

If you received this form from an instructor, please give their name.

Extra credit will be given for participating: yes no

Please return this form to: Dr. Mays mays06@nsuok.edu

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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)

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:

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

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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? _____

Sample Weekly Clinical Log

Student Name:									
Year/Semester:									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total
WEEK OF:									
Intake Interviewing/Assessment									0
Individual Counseling									0
Group Counseling									0
Consultation: Professionals									0
Consultation: Family									0
Test administration									0
Other:									0
DIRECT CONTACT HOURS									0
Attending practicum									0
Individual, dyadic, triadic supervision									0
Group supervision									0
Writing interview summaries									0
Listening to own tapes									0
Listening to tapes of others									0
Record keeping									0
Consulting records									0
Locating clients									0
Orientation to site									0
Other activities (list specifics below)									0
INDIRECT CONTACT HOURS									0
On-site Supervisor's weekly initials									

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Treatment Plan Template

Diagnosis

Presenting Problem

Treatment Goals

Estimated Completion:

Objective #1

Treatment Strategy / Interventions:

Estimated Completion:

Objective #2

Treatment Strategy / Interventions:

Estimated Completion:

Objective #3

Treatment Strategy / Interventions:

Estimated Completion:

Prescribed Frequency of Treatment

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Sample Treatment Plan

Diagnosis

F50.01 Anorexia Nervosa, Restricting type

F33.1 Major Depressive Disorder, Recurrent episode, Moderate

F41.1 Generalized Anxiety Disorder

Presenting Problem

Client presents with difficulties relating to family/relational stressors, significant increase in symptoms of anxiety and panic, depression/isolation and loneliness as well as recurrence of eating disorder symptoms. Client is currently underweight, last weight of 93lbs taken at doctor's office this past month. Client reports she has been actively restricting intake and only eats "maybe 500 calories a day" while continuing to engage in rigorous exercise activity of up to 1 hour per day 5xs per week. Client has marked difficulties managing her emotions and communicating effectively with family members, noting many arguments resulting in panic attacks. Client has noted increase in feelings of depression, isolation, and withdrawing from social group. Client notes anxiety is persistent and symptoms occur daily. Anxiety impacts ability to go out, make friends, complete tasks, and contributes to symptoms of depression.

Treatment Goals

Client will show increased ability to manage symptoms of stress, anxiety, and depression in a healthy manner. Client will discontinue behaviors that contribute to eating disorder including restrictive behaviors, over exercising, and choosing foods based on nutritional content/calories, or healthy eating. Client will report overall improvement in mood and ability to implement positive coping skills to manage symptoms of depression and anxiety. Client will increase positive and healthy communication skills when interacting with family members.

Estimated Completion: 3 Months

Objective #1

Client will process family relationships and draw connections to how her communication skills may contribute to her current level of functioning and increase symptoms of stress and anxiety.

Treatment Strategy / Interventions: Interpersonal Resolutions, Exploration of Relationship Patterns, Exploration of Coping Patterns, Exploration of Emotions, Expressive Arts Intervention

Estimated Completion: 3 Months

Objective #2

Client will utilize DBT and CBT skill to help challenge cognitive distortions that encourage eating disorder behaviors and symptoms. Client will take on cognitive and behavioral challenges related to food and body dysmorphia.

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Treatment Strategy / Interventions: Cognitive Challenging, Cognitive Reframing, DBT

Estimated Completion: 3 Months

Objective #3

Client will implement at least 3 new coping skills weekly in an effort to manage symptoms of anxiety and panic.

Treatment Strategy / Interventions: Supportive Reflection, Mindfulness Training, Exploration of Coping Patterns, Exploration of Emotions, Guided Imagery

Estimated Completion: 3 Months

Prescribed Frequency of Treatment

Twice a Week

**Fitness to Practice
Evaluation Form**

To be completed by NSU Faculty Supervisor at midterm and final of all clinical courses

Student Name:

Student ID:

Evaluator Name:

Date:

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Not observed	Unacceptable		Acceptable		Target
1. Follows ethical and legal considerations.	N	1	2	3	4	5
2. Displays multicultural competence.	N	1	2	3	4	5
3. Open to new ideas.	N	1	2	3	4	5
4. Aware of own impact on others.	N	1	2	3	4	5
5. Responsive, adaptable, and cooperative.	N	1	2	3	4	5
6. Receptive to and uses feedback.	N	1	2	3	4	5
7. Responds to conflict appropriately.	N	1	2	3	4	5
8. Accepts personal responsibility.	N	1	2	3	4	5
9. Expresses feelings effectively and appropriately.	N	1	2	3	4	5
10. Dependable in meeting obligations.	N	1	2	3	4	5
11. Promotes self-care practices.	N	1	2	3	4	5

Competence achieved in each FTP Standard observed? _____ yes _____ no

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and or faculty):

_____ resolved _____ action/remediation plan _____ referred to Faculty
Review Committee _____ Other (explain)

Signatures (acknowledges the student received this evaluation)

Student

Evaluating Faculty

Others in attendance

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.

CACREP Standard (2024)	Activity	SLOs
<i>Common Core for all students:</i>		
(3.A.3.) counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Counseling Session	SLO 1
(3.A.4.) the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that <u>impede</u> access, equity, and success	Counseling Session	SLO 1
*** (3.A.10.) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas – <i>Key Performance Indicator</i>	Counseling Session	SLO 1
(3.A.11.) self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Supervision Journal	SLO 2
(3.A.12.) the purpose of and roles within counseling supervision in the profession	Supervision Journal	SLO 2
(3.B.3.) the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Case Conceptualization	SLO 3
*** (3.B.5.) the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients – <i>Key Performance Indicator</i>	Counseling Session; Case Conceptualization	SLO 1; SLO 3
(3.B.6.) the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Counseling Session; Case Conceptualization	SLO 1; SLO 3

(3.B.7.) disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Counseling Session; Case Conceptualization	SLO 1; SLO 3
(3.B.8.) principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Counseling Session	SLO 1
(3.B.9.) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Counseling Session	SLO 1
(3.B.10.) guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Counseling Session	SLO 1
(3.E.1.) theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Counseling Session	SLO 1
(3.E.2.) critical thinking and reasoning strategies for clinical judgment in the counseling process	Counseling Session	SLO 1
(3.E.3.) case conceptualization skills using a variety of models and approaches	Case Conceptualization	SLO 3
(3.E.4.) consultation models and strategies	Counseling Session	SLO 1
(3.E.5.) application of technology related to counseling	Counseling Session	SLO 1
(3.E.6.) ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	Counseling Session	SLO 1
(3.E.7.) culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Counseling Session	SLO 1
*** (3.E.8.) counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships – <i>Key Performance Indicator</i>	Supervision Journal	SLO 2
(3.E.9.) interviewing, attending, and listening skills in the counseling process	Counseling Session	SLO 1
(3.E.10.) counseling strategies and techniques used to facilitate the client change process	Counseling Session	SLO 1
(3.E.11.) strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Counseling Session	SLO 1
(3.E.12.) goal consensus and collaborative decision-making in the counseling process	Counseling Session	SLO 1
(3.E.13.) developmentally relevant and culturally sustaining counseling treatment or intervention plans	Counseling Session; Case Conceptualization	SLO 1; SLO 3
(3.E.14.) development of measurable outcomes for clients	Case Conceptualization	SLO 3
(3.E.15.) evidence-based counseling strategies and techniques for prevention and intervention	Counseling Session	SLO 1
(3.E.16.) record-keeping and documentation skills	Counseling Session	SLO 1
(3.E.17.) principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Counseling Session	SLO 1
(3.E.19.) suicide prevention and response models and strategies	Counseling Session	SLO 1
(3.E.20.) crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Counseling Session	SLO 1
(3.E.21.) processes for developing a personal model of counseling grounded in theory and research	Supervision Journal	SLO 2
(3.G.9.) use of environmental assessments and systematic behavioral observations	Counseling Session	SLO 1
(3.G.11.) diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Case Conceptualization	SLO 3
(3.G.12.) procedures to identify substance use, addictions, and co-occurring conditions	Counseling Session	SLO 1

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(3.G.13.) procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Counseling Session	SLO 1
(3.G.14.) procedures for assessing clients' experience of trauma	Counseling Session	SLO 1
(3.G.15.) procedures for identifying and reporting signs of abuse and neglect	Counseling Session	SLO 1
*** (3.G.16.) procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders – <i>Key Performance Indicator</i>	Counseling Session	SLO 1
(3.G.17.) procedures for using assessment results for referral and consultation	Counseling Session	SLO 1
<i>Professional Practice</i>		
(4.B.) Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.	Practicum II Packet	SLO 4
(4.C.) Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.	Practicum II Packet	SLO 4
(4.D.) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.	Practicum II Packet	SLO 4
(4.E.) In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	Practicum II Packet	SLO 4
(4.F.) 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.	Practicum II Packet	SLO 4
(4.H.1. - 4.H.3.) Written supervision agreements: (1.) define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship; (2.) include emergency procedures; and (3.) detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.	Practicum II Packet	SLO 4
(4.L.) Students have opportunities to evaluate their experience with the practicum and internship placement process.	Practicum II Packet	SLO 4
(4.M.) Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.	Practicum II Packet	SLO 4
(4.P.1. - 4.P.6.) Fieldwork site supervisors have: (1.) a minimum of a master's degree, preferably in counseling or a related profession; (2.) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; (3.) a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; (4.) relevant training for in-person and/or distance counseling supervision; (5.) relevant training in the technology utilized for supervision; and (6.) knowledge of the program's expectations, requirements, and evaluation procedures for students.	Practicum II Packet	SLO 4
(4.Q.) Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.	Practicum II Packet	SLO 4
(4.R.) Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.	Practicum II Packet	SLO 4
(4.S.1) Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages	Practicum II Packet	SLO 4

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one hour a week and is provided by at least one of the following: a counselor education program core or affiliate faculty member		
(4.T.1. - 4.T.2.) Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1.) a counselor education program faculty member or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	Practicum II Packet	SLO 4
<i>Entry-Level Specialized Practice Area for Addiction Counseling students:</i>		
(5.A.3.) assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Counseling Session	SLO 1
(5.A.5.) abstinence and harm reduction models of addiction recovery	Counseling Session	SLO 1
(5.A.7.) pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention	Counseling Session	SLO 1
(5.A.8.) substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	Counseling Session	SLO 1
(5.A.11.) regulatory processes, continuum of care, and service delivery in addiction counseling	Counseling Session	SLO 1
(5.A.12.) strategies for interfacing with the legal system and working with court-referred clients	Counseling Session	SLO 1
(5.A.13.) third-party reimbursement and other practice and management issues in addictions counseling	Counseling Session	SLO 1
<i>Entry-Level Specialized Practice Area for Clinical Mental Health Counseling students:</i>		
(5.C.1.) etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	Case Conceptualization	SLO 3
(5.C.2.) mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	Case Conceptualization	SLO 3
(5.C.4.) intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Counseling Session	SLO 1
*** (5.C.5.) techniques and interventions for prevention and treatment of a broad range of mental health issues – <i>Key Performance Indicator</i>	Counseling Session	SLO 1
(5.C.6.) strategies for interfacing with the legal system regarding court-referred clients	Counseling Session	SLO 1
(5.C.7.) strategies for interfacing with integrated behavioral healthcare professionals	Counseling Session	SLO 1
(5.C.8.) strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	Counseling Session	SLO 1
(5.C.9.) third-party reimbursement and other practice and management issues in clinical mental health counseling	Counseling Session	SLO 1

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 _____ (semester/year)
for a total of _____ 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. for the NSU Clinical faculty member to provide 90 minutes of weekly group supervision;
2. for the NSU clinical faculty member to facilitate communication between university and site;
3. 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;
4. that the NSU clinical faculty member and/or Clinical Coordinator shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
5. that the NSU clinical faculty member will remain in contact with the site supervisor (through email, call, site visit, or paper documentation) a minimum of four times per semester;
6. that the NSU clinical faculty supervisor is responsible for the assignment of a practicum/internship grade; and
7. 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;

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4. provide individual and/or triadic supervisory experiences that involves examination of CIT work using audio or videotapes, observation, and/or live supervision for 60 minutes weekly;
5. approves the use of audio/video tapes and/or live observations to be viewable by the NSU faculty supervisor on- and/or off-site for evaluation and feedback purposes;
6. to provide written evaluation of CIT based on criteria established by the university program; and
7. 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		
active certifications and/or licenses in the geographic location where the student is placed, <u>preferably in counseling or a related profession</u>		
a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled		
relevant training for in-person and/or distance counseling supervision		
relevant training in the technology utilized for supervision		
knowledge of the program's expectations, requirements, and evaluation procedures for students		

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: _____

Supervisor Application Form

Required form to become an on-site supervisor for the NSU Counseling Program
Must be completed by on-site supervisor and submitted with Supervision Contract

Name: _____

Site Name: _____ Email: _____

Address: _____

Phone Number: _____ Work Number: _____

Employment Address: _____

Highest counseling (or related degree) earned: _____

Institution: _____ Conferral Year: _____

Oklahoma license/certification number: _____ Issue date: _____

Other certifications/licenses held: _____

Do you have two years of professional counseling experience beyond the number of years which were required to qualify for your licensure/certification? _____ yes _____ no

Have you successfully completed a university graduate-level course in counselor supervision?
_____ yes _____ no

Have you completed additional supervisory training (i.e., Continuing Education, Professional Development courses, etc.) to be a qualified supervisor? _____ yes _____ no If “yes”, what kind of training? _____

Have you reviewed the NSU Counseling Site Supervisor Training PowerPoint to understand the expectations, requirements, and evaluation procedures for NSU Counseling students?

_____ yes _____ no

- *If no, you are required to complete this training prior to being approved to serve as a site supervisor. The training can be received by emailing Dr. Cheri Mays, Clinical Coordinator, at mays06@nsuok.edu.*

Are you currently under investigation or have you had disciplinary action taken against you by any professional organization, registering/certifying/licensing body, or legal agency for civil, criminal, or professional misconduct? _____ yes _____ no

I attest to the accuracy of all information provided above.

Signature: _____ Date: _____

Examples of Direct & Indirect Services for Addiction Counselors-in-Training

Twelve Core Functions of the Alcohol and Other Drug Abuse Counselor

Optional Handout for AC Site Supervisor

– To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –

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 an 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.

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Examples of Direct & Indirect Services for Clinical Mental Health Counselors-in-Training
Optional Handout for CMHC Site Supervisors

- To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –
- 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.

Sample Weekly Clinical Log

Student Name:									
Year/Semester:									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total
WEEK OF:									
Intake Interviewing/Assessment									0
Individual Counseling									0
Group Counseling									0
Consultation: Professionals									0
Consultation: Family									0
Test administration									0
Other:									0
DIRECT CONTACT HOURS									0
Attending practicum									0
Individual, dyadic, triadic supervision									0
Group supervision									0
Writing interview summaries									0
Listening to own tapes									0
Listening to tapes of others									0
Record keeping									0
Consulting records									0
Locating clients									0
Orientation to site									0
Other activities (list specifics below)									0
INDIRECT CONTACT HOURS									0
On-site Supervisor's weekly initials									

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 and Internships 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)

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)

**Fitness to Practice
Evaluation Form**

To be completed by NSU Faculty Supervisor at midterm and final of all clinical courses

Student Name:

Student ID:

Evaluator Name:

Date:

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Not observed	Unacceptable		Acceptable		Target
1. Follows ethical and legal considerations.	N	1	2	3	4	5
2. Displays multicultural competence.	N	1	2	3	4	5
3. Open to new ideas.	N	1	2	3	4	5
4. Aware of own impact on others.	N	1	2	3	4	5
5. Responsive, adaptable, and cooperative.	N	1	2	3	4	5
6. Receptive to and uses feedback.	N	1	2	3	4	5
7. Responds to conflict appropriately.	N	1	2	3	4	5
8. Accepts personal responsibility.	N	1	2	3	4	5
9. Expresses feelings effectively and appropriately.	N	1	2	3	4	5
10. Dependable in meeting obligations.	N	1	2	3	4	5
11. Promotes self-care practices.	N	1	2	3	4	5

Competence achieved in each FTP Standard observed? _____ yes _____ no

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and or faculty):

_____ resolved _____ action/remediation plan _____ referred to Faculty
Review Committee _____ Other (explain)

Signatures (acknowledges the student received this evaluation)

Student

Evaluating Faculty

Others in attendance

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

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13. The counseling program at NSU provides the skills I need to be a successful counselor.	1	2	3	4	5
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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 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 (2024)	Activity	SLOs
<i>Common Core for all students:</i>		
(3.E.17.) principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Counseling Tapes	SLO1
(3.G.15.) procedures for identifying and reporting signs of abuse and neglect	Counseling Tapes	SLO1
*** (3.G.16.) procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders – <i>Key Performance Indicator</i>	Counseling Tapes	SLO1
<i>Professional Practice</i>		
(4.B.) Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.	Prac 2 Packet	SLO3
(4.C.) Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.	Counseling Tapes	SLO1
(4.D.) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.	Counseling Tapes	SLO1
(4.E.) In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	Prac 2 Packet	SLO3
(4.F.) 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.	Prac 2 Packet	SLO3
(4.H.1. - 4.H.3.) Written supervision agreements: (1.) define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship; (2.) include emergency procedures;	Prac 2 Packet	SLO3

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and (3.) detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.		
(4.L.) Students have opportunities to evaluate their experience with the practicum and internship placement process.	Prac 2 Packet	SLO3
(4.M.) Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.	Prac 2 Packet	SLO3
(4.P.1. - 4.P.6.) Fieldwork site supervisors have: (1.) a minimum of a master's degree, preferably in counseling or a related profession; (2.) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; (3.) a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; (4.) relevant training for in-person and/or distance counseling supervision; (5.) relevant training in the technology utilized for supervision; and (6.) knowledge of the program's expectations, requirements, and evaluation procedures for students.	Prac 2 Packet	SLO3
(4.Q.) Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.	Prac 2 Packet	SLO3
(4.R.) Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.	Prac 2 Packet	SLO3
(4.S.1) Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: a counselor education program core or affiliate faculty member	Prac 2 Packet	SLO3
(4.T.1. - 4.T.2.) Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1.) a counselor education program faculty member or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	Prac 2 Packet	SLO3
<i>Entry-Level Specialized Practice Area for School Counseling students:</i>		
(5.H.1.) models of school counseling programs	Supervision Journal	SLO2
(5.H.4.) development of school counseling program mission statements and objectives	Counseling tapes	SLO1
(5.H.5.) design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	Counseling tapes	SLO1
*** (5.H.6.) school counselor roles as leaders, advocates, and systems change agents in PK-12 schools – <i>Key Performance Indicator</i>	Supervision Journal	SLO2
(5.H.8.) advocacy for comprehensive school counseling programs and associated school counselor roles	Supervision Journal	SLO2
(5.H.9.) school counselor roles and responsibilities in relation to the school crisis and management plans	Supervision Journal	SLO2
(5.H.10.) school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	Supervision Journal	SLO2
(5.H.11.) skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	Supervision Journal	SLO2
(5.H.12.) skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	Supervision Journal	SLO2
(5.H.13.) strategies for implementing and coordinating school-based interventions	Supervision Journal	SLO2
(5.H.14.) techniques of social-emotional and trauma-informed counseling in school settings	Supervision Journal	SLO2

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(5.H.15.) evidence-based and culturally sustaining interventions to promote academic development	Supervision Journal	SLO2
(5.H.16.) approaches to increase promotion and graduation rates	Supervision Journal	SLO2
(5.H.17.) interventions to promote postsecondary and career readiness	Counseling tapes	SLO1
(5.H.18.) strategies to facilitate school and postsecondary transitions	Supervision Journal	SLO2
(5.H.19.) strategies to promote equity in student achievement and access to postsecondary education opportunities	Supervision Journal	SLO2

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. for the NSU Clinical faculty member to provide 90 minutes of weekly group supervision;
2. for the NSU clinical faculty member to facilitate communication between university and site;
3. 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;
4. that the NSU clinical faculty member and/or Clinical Coordinator shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
5. that the NSU clinical faculty member will remain in contact with the site supervisor (through email, call, site visit, or paper documentation) a minimum of four times per semester;
6. that the NSU clinical faculty supervisor is responsible for the assignment of a practicum/internship grade; and
7. 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. provide individual and/or triadic supervisory experiences that involves examination

of CIT work using audio or videotapes, observation, and/or live supervision for 60 minutes weekly;

5. approves the use of audio/video tapes and/or live observations to be viewable by the NSU faculty supervisor on- and/or off-site for evaluation and feedback purposes;
6. to provide written evaluation of CIT based on criteria established by the university program; and
7. 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		
active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession		
a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled		
relevant training for in-person and/or distance counseling supervision		
relevant training in the technology utilized for supervision		
knowledge of the program's expectations, requirements, and evaluation procedures for students		

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 _____

Supervisor Application Form

Required form to become an on-site supervisor for the NSU Counseling Program
Must be completed by on-site supervisor and submitted with Supervision Contract

Name: _____

Site Name: _____ Email: _____

Address: _____

Phone Number: _____ Work Number: _____

Employment Address: _____

Highest counseling (or related degree) earned: _____

Institution: _____ Conferral Year: _____

Oklahoma license/certification number: _____ Issue date: _____

Other certifications/licenses held: _____

Do you have two years of professional counseling experience beyond the number of years which were required to qualify for your licensure/certification? _____ yes _____ no

Have you successfully completed a university graduate-level course in counselor supervision?
_____ yes _____ no

Have you completed additional supervisory training (i.e., Continuing Education, Professional Development courses, etc.) to be a qualified supervisor? _____ yes _____ no If “yes”, what kind of training? _____

Have you reviewed the NSU Counseling Site Supervisor Training PowerPoint to understand the expectations, requirements, and evaluation procedures for NSU Counseling students?

_____ yes _____ no

- *If no, you are required to complete this training prior to being approved to serve as a site supervisor. The training can be received by emailing Dr. Cheri Mays, Clinical Coordinator, at mays06@nsuok.edu.*

Are you currently under investigation or have you had disciplinary action taken against you by any professional organization, registering/certifying/licensing body, or legal agency for civil, criminal, or professional misconduct? _____ yes _____ no

I attest to the accuracy of all information provided above.

Signature: _____ Date: _____

Examples of Direct & Indirect Services for School Counselors-in-Training
Optional Handout for Site Supervisors

– To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –

Appropriate Duties	Inappropriate Duties
Advisement and appraisal for academic 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
Orientation, coordination, and academic advising for new students	Sending students home who are not appropriately dressed
Consulting with teachers about building classroom connections, effective classroom management, and the role of noncognitive factors in student success	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
Protecting student records and information per state and federal regulations	Keeping clerical records
Consulting with the school principal to identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing short-term individual and small-group counseling services to students	Providing long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, 504 meetings, student study teams, and school attendance review boards	Coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review board
Analyzing disaggregated school wide and school counseling program data	Serving as a data entry clerk

Sample Weekly Clinical Log

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Total
WEEK OF:									
Individual Counseling									0
Small Group Counseling									0
Classroom Lesson									0
Small Group/Individual Instruction									0
Consultation									0
Assessment/Appraisal									0
Other: (describe below)									0
DIRECT CONTACT HOURS:									0
Individual/Triadic Supervision									0
Group Supervision / Attending Class									0
Report Writing / Case Conceptualization									0
Staffing / Case Conferences									0
Advocacy Activities									0
Professional Development									0
Tape Review / Preparation Activities									0
Orientation to site / Shadowing									0
Other: (describe below)									0
INDIRECT CONTACT HOURS									0
On-site Supervisor's weekly initials									
TOTAL DIRECT CONTACT HOURS FOR THE SEMESTER									0
TOTAL INDIRECT CONTACT HOURS FOR THE SEMESTER									0
Student Signature:									Date:
On-Site Supervisor Signature:									Date:

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 view 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 and Internships during which experienced faculty supervises them. The 2022 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 2022 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 2022 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)

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)

- _____ 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_____

**Fitness to Practice
Evaluation Form**

To be completed by NSU Faculty Supervisor at midterm and final of all clinical courses

Student Name:

Student ID:

Evaluator Name:

Date:

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Not observed	Unacceptable		Acceptable		Target
1. Follows ethical and legal considerations.	N	1	2	3	4	5
2. Displays multicultural competence.	N	1	2	3	4	5
3. Open to new ideas.	N	1	2	3	4	5
4. Aware of own impact on others.	N	1	2	3	4	5
5. Responsive, adaptable, and cooperative.	N	1	2	3	4	5
6. Receptive to and uses feedback.	N	1	2	3	4	5
7. Responds to conflict appropriately.	N	1	2	3	4	5
8. Accepts personal responsibility.	N	1	2	3	4	5
9. Expresses feelings effectively and appropriately.	N	1	2	3	4	5
10. Dependable in meeting obligations.	N	1	2	3	4	5
11. Promotes self-care practices.	N	1	2	3	4	5

Competence achieved in each FTP Standard observed? _____ yes _____ no

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and or faculty):

_____ resolved _____ action/remediation plan _____ referred to Faculty
Review Committee _____ Other (explain)

Signatures (acknowledges the student received this evaluation)

Student

Evaluating Faculty

Others in attendance

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

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13. The counseling program at NSU provides the skills I need to be a successful counselor.	1	2	3	4	5
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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 a 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).

CACREP Standard (2024)	Activity	SLOs
<i>Common Core for all students:</i>		
(3.E.17.) principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Legal/Ethical Issue Scenario	SLO2
(3.E.18.) classification, effects, and indications of commonly prescribed psychopharmacological medications	Legal/Ethical Issue Scenario	SLO2
(3.F.1.) theoretical foundations of group counseling and group work	Legal/Ethical Issue Scenario	SLO2
(3.F.2.) dynamics associated with group process and development	Legal/Ethical Issue Scenario	SLO2
*** (3.F.3.) therapeutic factors of group work and how they contribute to group effectiveness – <i>Key Performance Indicator</i>	Legal/Ethical Issue Scenario	SLO2
(3.F.4.) characteristics and functions of effective group leaders	Legal/Ethical Issue Scenario	SLO2
(3.F.5.) approaches to group formation, including recruiting, screening, and selecting members	Legal/Ethical Issue Scenario	SLO2

(3.F.6.) application of technology related to group counseling and group work	Legal/Ethical Issue Scenario	SLO2
(3.F.7.) types of groups, settings, and other considerations that affect conducting groups	Legal/Ethical Issue Scenario	SLO2
(3.F.8.) culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Legal/Ethical Issue Scenario	SLO2
<i>Professional Practice:</i>		
(4.B.) Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.	Intern Packet	SLO1
(4.C.) Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.	Intern Packet	SLO1
(4.D.) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.	Intern Packet	SLO1
(4.E.) In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	Intern Packet	SLO1
(4.F.) 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.	Intern Packet	SLO1
(4.H.1. - 4.H.3.) Written supervision agreements: (1.) define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship; (2.) include emergency procedures; and (3.) detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.	Intern Packet	SLO1
(4.L.) Students have opportunities to evaluate their experience with the practicum and internship placement process.	Intern Packet	SLO1
(4.M.) Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.	Intern Packet	SLO1
(4.P.1. - 4.P.6.) Fieldwork site supervisors have: (1.) a minimum of a master's degree, preferably in counseling or a related profession; (2.) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; (3.) a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; (4.) relevant training for in-person and/or distance counseling supervision; (5.) relevant training in the technology utilized for supervision; and (6.) knowledge of the program's expectations, requirements, and evaluation procedures for students.	Intern Packet	SLO1
(4.U.) After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.	Intern Packet	SLO1
(4.V.) Internship students complete a minimum of 240 hours of direct service with actual clients.	Intern Packet	SLO1
(4.W.1. - 4.W.3.) Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1.) a counselor education program faculty member, or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3.) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	Intern Packet	SLO1
(4.X.1. - 4.X.2.) Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is	Intern Packet	SLO1

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provided by at least one of the following: (1.) a counselor education program faculty member or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.		
<i>Entry-Level Specialized Practice Area for Addiction Counseling students:</i>		
*** (5.A.6.) evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery – <i>Key Performance Indicator</i>	Legal/Ethical Issue Scenario	SLO2
(5.A.7.) pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention	Legal/Ethical Issue Scenario	SLO2
<i>Entry-Level Specialized Practice Area for Clinical Mental Health Counseling students:</i>		
(5.C.3.) legislation, government policy, and regulatory processes relevant to clinical mental health counseling	Legal/Ethical Issue Scenario	SLO2

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 _____ (semester/year)
for a total of _____ 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. for the NSU Clinical faculty member to provide 90 minutes of weekly group supervision;
2. for the NSU clinical faculty member to facilitate communication between university and site;
3. 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;
4. that the NSU clinical faculty member and/or Clinical Coordinator shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
5. that the NSU clinical faculty member will remain in contact with the site supervisor (through email, call, site visit, or paper documentation) a minimum of four times per semester;
6. that the NSU clinical faculty supervisor is responsible for the assignment of a practicum/internship grade; and
7. 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. provide individual and/or triadic supervisory experiences that involves examination of CIT work using audio or videotapes, observation, and/or live supervision for 60 minutes weekly;
5. approves the use of audio/video tapes and/or live observations to be viewable by the

NSU faculty supervisor on- and/or off-site for evaluation and feedback purposes;

6. to provide written evaluation of CIT based on criteria established by the university program; and
7. 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		
active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession		
a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled		
relevant training for in-person and/or distance counseling supervision		
relevant training in the technology utilized for supervision		
knowledge of the program's expectations, requirements, and evaluation procedures for students		

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 _____

Supervisor Application Form

Required form to become an on-site supervisor for the NSU Counseling Program
Must be completed by on-site supervisor and submitted with Supervision Contract

Name: _____

Site Name: _____ Email: _____

Address: _____

Phone Number: _____ Work Number: _____

Employment Address: _____

Highest counseling (or related degree) earned: _____

Institution: _____ Conferral Year: _____

Oklahoma license/certification number: _____ Issue date: _____

Other certifications/licenses held: _____

Do you have two years of professional counseling experience beyond the number of years which were required to qualify for your licensure/certification? _____ yes _____ no

Have you successfully completed a university graduate-level course in counselor supervision?
_____ yes _____ no

Have you completed additional supervisory training (i.e., Continuing Education, Professional Development courses, etc.) to be a qualified supervisor? _____ yes _____ no If “yes”, what kind of training? _____

Have you reviewed the NSU Counseling Site Supervisor Training PowerPoint to understand the expectations, requirements, and evaluation procedures for NSU Counseling students?

_____ yes _____ no

- *If no, you are required to complete this training prior to being approved to serve as a site supervisor. The training can be received by emailing Dr. Cheri Mays, Clinical Coordinator, at mays06@nsuok.edu.*

Are you currently under investigation or have you had disciplinary action taken against you by any professional organization, registering/certifying/licensing body, or legal agency for civil, criminal, or professional misconduct? _____ yes _____ no

I attest to the accuracy of all information provided above.

Signature: _____ Date: _____

Examples of Direct & Indirect Services for Addiction Counselors-in-Training

Twelve Core Functions of the Alcohol and Other Drug Abuse Counselor

Optional Handout for AC Site Supervisor

– To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –

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 an 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.

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Examples of Direct & Indirect Services for Clinical Mental Health Counselors-in-Training
Optional Handout for CMHC Site Supervisors

– To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –

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.

Sample Weekly Clinical Log

Student Name:									
Year/Semester:									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Total
WEEK OF:									
Intake Interviewing/Assessment									0
Individual Counseling									0
Group Counseling									0
Consultation: Professionals									0
Consultation: Family									0
Test administration									0
Other:									0
DIRECT CONTACT HOURS									0
Attending practicum									0
Individual, dyadic, triadic supervision									0
Group supervision									0
Writing interview summaries									0
Listening to own tapes									0
Listening to tapes of others									0
Record keeping									0
Consulting records									0
Locating clients									0
Orientation to site									0
Other activities (list specifics below)									0
INDIRECT CONTACT HOURS									0
On-site Supervisor's weekly initials									

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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 and Internships 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)

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.

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)

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)

**Fitness to Practice
Evaluation Form**

To be completed by NSU Faculty Supervisor at midterm and final of all clinical courses

Student Name:

Student ID:

Evaluator Name:

Date:

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Not observed	Unacceptable		Acceptable		Target
1. Follows ethical and legal considerations.	N	1	2	3	4	5
2. Displays multicultural competence.	N	1	2	3	4	5
3. Open to new ideas.	N	1	2	3	4	5
4. Aware of own impact on others.	N	1	2	3	4	5
5. Responsive, adaptable, and cooperative.	N	1	2	3	4	5
6. Receptive to and uses feedback.	N	1	2	3	4	5
7. Responds to conflict appropriately.	N	1	2	3	4	5
8. Accepts personal responsibility.	N	1	2	3	4	5
9. Expresses feelings effectively and appropriately.	N	1	2	3	4	5
10. Dependable in meeting obligations.	N	1	2	3	4	5
11. Promotes self-care practices.	N	1	2	3	4	5

Competence achieved in each FTP Standard observed? _____ yes _____ no

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and or faculty):

_____ resolved _____ action/remediation plan _____ referred to Faculty
Review Committee _____ Other (explain)

Signatures (acknowledges the student received this evaluation)

Student

Evaluating Faculty

Others in attendance

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

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13. The counseling program at NSU provides the skills I need to be a successful counselor.	1	2	3	4	5
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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 (2024)	Activity	SLOs
<i>Common Core for all students:</i>		
(3.E.17.) principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Legal/Ethical Issues Scenario	SLO 2
(3.E.18.) classification, effects, and indications of commonly prescribed psychopharmacological medications	Legal/Ethical Issues Scenario	SLO 2
(3.F.1.) theoretical foundations of group counseling and group work	Group Counseling Data Project	SLO 3
(3.F.2.) dynamics associated with group process and development	Group Counseling Data Project	SLO 3
*** (3.F.3.) therapeutic factors of group work and how they contribute to group effectiveness – <i>Key Performance Indicator</i>	Group Counseling Data Project	SLO 3
(3.F.4.) characteristics and functions of effective group leaders	Group Counseling Data Project	SLO 3
(3.F.5.) approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Data Project	SLO 3
(3.F.6.) application of technology related to group counseling and group work	Group Counseling Data Project	SLO 3
(3.F.7.) types of groups, settings, and other considerations that affect conducting groups	Group Counseling Data Project	SLO 3
(3.F.8.) culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Group Counseling Data Project	SLO 3
<i>Professional Practice:</i>		
(4.B.) Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.	Internship Packet	SLO 1
(4.C.) Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.	Internship Packet; Counseling Tapes	SLO 1; SLO 4

(4.D.) Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.	Internship Packet	SLO 1
(4.E.) In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	Internship Packet	SLO 1
(4.F.) 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.	Internship Packet	SLO 1
(4.H.1. - 4.H.3.) Written supervision agreements: (1.) define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship; (2.) include emergency procedures; and (3.) detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.	Internship Packet	SLO 1
(4.L.) Students have opportunities to evaluate their experience with the practicum and internship placement process.	Internship Packet	SLO 1
(4.M.) Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.	Internship Packet	SLO 1
(4.P.1. - 4.P.6.) Fieldwork site supervisors have: (1.) a minimum of a master's degree, preferably in counseling or a related profession; (2.) active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; (3.) a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; (4.) relevant training for in-person and/or distance counseling supervision; (5.) relevant training in the technology utilized for supervision; and (6.) knowledge of the program's expectations, requirements, and evaluation procedures for students.	Internship Packet	SLO 1
(4.U.) After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.	Internship Packet; Counseling Tapes	SLO 1; SLO 4
(4.V.) Internship students complete a minimum of 240 hours of direct service with actual clients.	Internship Packet; Counseling Tapes	SLO 1; SLO 4
(4.W.1. - 4.W.3.) Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1.) a counselor education program faculty member, or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3.) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	Internship Packet	SLO 1
(4.X.1. - 4.X.2.) Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1.) a counselor education program faculty member or (2.) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.	Internship Packet	SLO 1
<i>Entry-Level Specialized Practice Area for School Counseling students:</i>		
(5.H.1.) models of school counseling programs	Internship Packet; Counseling Tapes	SLO 1; SLO 4
(5.H.4.) development of school counseling program mission statements and objectives	Legal/Ethical Issues Scenario	SLO 2

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(5.H.5.) design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	Legal/Ethical Issues Scenario	SLO 2
(5.H.7.) qualities and styles of effective leadership in schools	Legal/Ethical Issues Scenario	SLO 2
(5.H.8.) advocacy for comprehensive school counseling programs and associated school counselor roles	Legal/Ethical Issues Scenario	SLO 2
(5.H.9.) school counselor roles and responsibilities in relation to the school crisis and management plans	Legal/Ethical Issues Scenario	SLO 2
(5.H.10.) school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	Legal/Ethical Issues Scenario	SLO 2
(5.H.12.) skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	Legal/Ethical Issues Scenario	SLO 2
(5.H.13.) strategies for implementing and coordinating school-based interventions	Group Counseling Data Project	SLO 3
(5.H.14.) techniques of social-emotional and trauma-informed counseling in school settings	Legal/Ethical Issues Scenario	SLO 2
(5.H.15.) evidence-based and culturally sustaining interventions to promote academic development	Legal/Ethical Issues Scenario	SLO 2
(5.H.16.) approaches to increase promotion and graduation rates	Legal/Ethical Issues Scenario	SLO 2
(5.H.17.) interventions to promote postsecondary and career readiness	Legal/Ethical Issues Scenario	SLO 2
(5.H.18.) strategies to facilitate school and postsecondary transitions	Legal/Ethical Issues Scenario	SLO 2
(5.H.19.) strategies to promote equity in student achievement and access to postsecondary education opportunities	Legal/Ethical Issues Scenario	SLO 2

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. for the NSU Clinical faculty member to provide 90 minutes of weekly group supervision;
2. for the NSU clinical faculty member to facilitate communication between university and site;
3. 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;
4. that the NSU clinical faculty member and/or Clinical Coordinator shall be available for consultation with both site supervisors and CITs and shall be immediately contacted should any problem occur;
5. that the NSU clinical faculty member will remain in contact with the site supervisor (through email, call, site visit, or paper documentation) a minimum of four times per semester;
6. that the NSU clinical faculty supervisor is responsible for the assignment of a practicum/internship grade; and
7. 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. provide individual and/or triadic supervisory experiences that involves examination of CIT work using audio or videotapes, observation, and/or live supervision for 60 minutes weekly;
- 5. approves the use of audio/video tapes and/or live observations to be viewable by the NSU faculty supervisor on- and/or off-site for evaluation and feedback purposes;
- 6. to provide written evaluation of CIT based on criteria established by the university program; and
- 7. 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		
active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession		
a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled		
relevant training for in-person and/or distance counseling supervision		
relevant training in the technology utilized for supervision		
knowledge of the program's expectations, requirements, and evaluation procedures for students		

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 _____

Supervisor Application Form

Required form to become an on-site supervisor for the NSU Counseling Program
Must be completed by on-site supervisor and submitted with Supervision Contract

Name: _____

Site Name: _____ Email: _____

Address: _____

Phone Number: _____ Work Number: _____

Employment Address: _____

Highest counseling (or related degree) earned: _____

Institution: _____ Conferral Year: _____

Oklahoma license/certification number: _____ Issue date: _____

Other certifications/licenses held: _____

Do you have two years of professional counseling experience beyond the number of years which were required to qualify for your licensure/certification? _____ yes _____ no

Have you successfully completed a university graduate-level course in counselor supervision?
_____ yes _____ no

Have you completed additional supervisory training (i.e., Continuing Education, Professional Development courses, etc.) to be a qualified supervisor? _____ yes _____ no If “yes”, what kind of training? _____

Have you reviewed the NSU Counseling Site Supervisor Training PowerPoint to understand the expectations, requirements, and evaluation procedures for NSU Counseling students?

_____ yes _____ no

- *If no, you are required to complete this training prior to being approved to serve as a site supervisor. The training can be received by emailing Dr. Cheri Mays, Clinical Coordinator, at mays06@nsuok.edu.*

Are you currently under investigation or have you had disciplinary action taken against you by any professional organization, registering/certifying/licensing body, or legal agency for civil, criminal, or professional misconduct? _____ yes _____ no

I attest to the accuracy of all information provided above.

Signature: _____ Date: _____

Examples of Direct Services for School Counselors-in-Training
Optional Handout for Site Supervisors

– To determine which activity falls under direct or indirect hours, please refer to the weekly clinical log –

Appropriate Duties	Inappropriate Duties
Advisement and appraisal for academic 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
Orientation, coordination, and academic advising for new students	Sending students home who are not appropriately dressed
Consulting with teachers about building classroom connections, effective classroom management, and the role of noncognitive factors in student success	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
Protecting student records and information per state and federal regulations	Keeping clerical records
Consulting with the school principal to identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing short-term individual and small-group counseling services to students	Providing long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, 504 meetings, student study teams, and school attendance review boards	Coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review board
Analyzing disaggregated school wide and school counseling program data	Serving as a data entry clerk

Sample Weekly Clinical Log

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Total
WEEK OF:									
Individual Counseling									0
Small Group Counseling									0
Classroom Lesson									0
Small Group/Individual Instruction									0
Consultation									0
Assessment/Appraisal									0
Other: (describe below)									0
DIRECT CONTACT HOURS:									0
Individual/Triadic Supervision									0
Group Supervision / Attending Class									0
Report Writing / Case Conceptualization									0
Staffing / Case Conferences									0
Advocacy Activities									0
Professional Development									0
Tape Review / Preparation Activities									0
Orientation to site / Shadowing									0
Other: (describe below)									0
INDIRECT CONTACT HOURS:									0
On-site Supervisor's weekly initials									
TOTAL DIRECT CONTACT HOURS FOR THE SEMESTER									0
TOTAL INDIRECT CONTACT HOURS FOR THE SEMESTER									0
Student Signature:									Date:
On-Site Supervisor Signature:									Date:

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 and Internships during which experienced faculty supervises them. The 2022 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 2022 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 2022 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)

- _____ 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_____

**Fitness to Practice
Evaluation Form**

To be completed by NSU Faculty Supervisor at midterm and final of all clinical courses

Student Name:

Student ID:

Evaluator Name:

Date:

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

Standard	Not observed	Unacceptable		Acceptable		Target
1. Follows ethical and legal considerations.	N	1	2	3	4	5
2. Displays multicultural competence.	N	1	2	3	4	5
3. Open to new ideas.	N	1	2	3	4	5
4. Aware of own impact on others.	N	1	2	3	4	5
5. Responsive, adaptable, and cooperative.	N	1	2	3	4	5
6. Receptive to and uses feedback.	N	1	2	3	4	5
7. Responds to conflict appropriately.	N	1	2	3	4	5
8. Accepts personal responsibility.	N	1	2	3	4	5
9. Expresses feelings effectively and appropriately.	N	1	2	3	4	5
10. Dependable in meeting obligations.	N	1	2	3	4	5
11. Promotes self-care practices.	N	1	2	3	4	5

Competence achieved in each FTP Standard observed? _____ yes _____ no

If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (describe responsibility of student and or faculty):

_____ resolved _____ action/remediation plan _____ referred to Faculty
Review Committee _____ Other (explain)

Signatures (acknowledges the student received this evaluation)

Student

Evaluating Faculty

Others in attendance

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

preparedness for all students.					
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 professionals 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 Strongly Disagree (SD)	2 Disagree (D)	3 Not Sure (N)	4 Agree (A)	5 Strongly Agree (SA)
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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 need to be a successful counselor.	1	2	3	4	5
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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 Alumni Survey using the scale below:

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