



Clinical Mental Health Counseling Program

Clinical Experience Handbook

2021-2022

A Guide to:
GCOU 650 Supervised Practicum
GCOU 651 Supervised Internship

A Handbook for Students, Faculty, and Supervisors

Clinical Mental Health Counseling Program
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The Clinical Experience Handbook

This Clinical Experience Handbook is designed to provide the information needed to complete GCOU 650 Supervised Practicum and GCOU 651 Supervised Internship. It defines and reviews the following: objectives, policies, procedures, and the documentation required for Practicum and Internship. Students and site supervisors will sign a contract that outlines rights and responsibilities. Graduate counseling students enrolled in Practicum and Internship will be referred to as **“counselors-in-training”**.

Questions or concerns about the contents of this handbook may be addressed to Dr. Willow: willow004@gannon.edu. *The Clinical Mental Health Counseling Faculty reserves the right to change the terms of the handbook.*

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Clinical Mental Health Counseling Program Mission Statement

The mission of Gannon University's Clinical Mental Health Counseling Program is to educate and train students to become professional counselors who are committed to the wellness of individuals, families, groups, and the greater community. The philosophy of the program focuses on the development of the competencies required of professional counselors. The program objectives are (a) enhancing students' knowledge of counseling theory and concepts; (b) providing skills and training requisite of generalist entry-level counseling practitioners; (c) developing multicultural competencies; (d) promoting the development of sound legal and ethical decision-making skills; and (e) preparing individuals for national certification and professional licensure. Although students typically are drawn from the regional area, applicants with diverse backgrounds and from outside the region are encouraged to apply. Students are guided to embody and contribute to the spirit of diversity to which the program and profession are committed.

Purpose of the Clinical Experience

The purpose of the clinical experience is to provide Clinical Mental Health Counseling students with structured and supervised counseling opportunities in order to develop effective counseling skills and competencies. The Clinical Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The clinical experiences have been designed to comply with national certification standards set forth by CACREP and the National Board for Certified Counselors (NBCC) as well as the standards for licensure set forth by the Pennsylvania Board of Social Workers, Marriage and Family Therapists, and Professional Counselors.

Faculty Supervision in Practicum & Internship

Practicum faculty supervisors will provide a minimum of 1.5 hours of group supervision weekly. Faculty supervisors may provide supplemental individual supervision as needed to meet the developmental needs of students. Internship faculty supervisors will conduct two-hour group supervision sessions weekly. Practicum and internship supervision will focus on the development of the students' counseling skills, processing ability, and counselor identity. Client cases will be reviewed using audio recordings of counseling sessions or live observation.

Site Supervisor Supervision in Practicum & Internship

Site supervisors will provide a minimum of one hour individual or triadic clinical supervision weekly that will focus on counselor-in-training skill development and client welfare. Additional consultation will be scheduled when deemed necessary by the supervisor or requested by the supervisee. Site supervisors are approved by the clinical experience coordinator and participate in training and continuing education provided by Gannon faculty. Site supervisor credentials need to include:

- Licensed Professional Counselor (LPC) credential or other mental health practitioner credential
- at least a master's degree in counseling or equivalent related degree;
- at least two years counseling experience;
- training or experience in counselor supervision;
- familiarity with the practicum and internship expectations of the Clinical Mental Health Counseling Program.

Faculty Consultation with Site Supervisors

Faculty supervisors will maintain consistent standards for consultation with clinical site supervisors. Faculty will conduct at least one site visit in conjunction with the site supervisor and the counselor-in-training. Ideally this will occur before mid-term. As pandemic circumstances change, remote technology may be substituted for in person visits. In addition, faculty will maintain regular contact by phone or email, at least four times per term. In turn, site supervisors will be encouraged to contact faculty when needed. Interface with site supervisors will also occur on occasions when it is necessary for the faculty supervisor to review recordings on-site.

Pre-practicum Work Experience

Pre-practicum work experience is recommended as an aspect of the graduate learning experience. Students are expected to gain developmental professional experience working with clients in a mental health, health care, or social service setting. This type of experiential learning provides opportunities to integrate counselor knowledge, enhance helping skills, and develop personal and professional awareness. Furthermore, the practicum placement process includes the endorsement of faculty and the site supervisor. Pre-practicum employment history becomes “value-added” when students seek to secure the approval of supervisors for selected sites. Ultimately, a range of professional experiences contributes to career development and future employment.

In accordance with the program’s student review and retention policy, the program director and faculty advisor may enforce a directive for pre-practicum employment. The recommended standard is a minimum of 100 hours of entry level employment or volunteer service in an appropriate mental health, social service, or health care setting.

Background Checks

Clearances needed are (as per Pennsylvania Act 33 and Act 34): Pennsylvania Child Abuse History, Pennsylvania State Police Criminal Record Check, and FBI Fingerprint Check. These are due in the second year summer session in preparation for the practicum and internship the following Fall and Spring semesters. *PLEASE NOTE: These are in addition to the clearances submitted for admission to the Clinical Mental Health Counseling Program. Students will not be cleared to begin practicum unless the clearances are submitted by the due date with the clinical experience coordinator.*

Act 33:

<https://epatch.state.pa.us/Home.jsp>

Act 34:

<https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/default.aspx>

FBI Fingerprint clearance:

<https://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/FBI-Fingerprinting.aspx>

Professional Liability Insurance

Students are required to purchase and maintain professional liability insurance throughout their supervised clinical experience. Faculty strongly recommend student membership in the American Counseling Association (<http://www.counseling.org>) which offers complimentary student professional liability insurance. Counselors-in-training are required to submit proof of liability insurance in the second year summer session in preparation for the practicum and internship the following Fall and Spring semesters.

Guidelines for Recording and Record Keeping

Practicum and internship students will record at least two counseling sessions which will then be reviewed during the group class or at the clinical site with the faculty supervisor. Recording devices are available to borrow from the department office. Cell phones and computers are not acceptable recording devices. When not in use, it is the student's responsibility to keep the recording in a secure and confidential location. At the end of each semester, the student is responsible for erasing/deleting all recordings. In some instances where audio recording is not permitted, live observation by either the Site Supervisor or Faculty Supervisor may be implemented with prior approval. Where clinical site policies differ, they should be discussed with both faculty and site supervisors.

Expectations for Ethical and Professional Behavior

Counselors-in-training are expected to be familiar with and follow the procedures of GCOU 650 Supervised Practicum and GCOU 651 Supervised Internship, as well as the clinical site rules and regulations. Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. It is the responsibility of the counselor-in-training to develop professional habits of responsibility, accountability, personal appearance, social media presentation, and self-management. It is the responsibility of site and faculty supervisors to assist with these aspects of professional identity. All students are required to follow the Social Networking Policy (Appendix N, p. 41) and abide by the social media policy of their agency or placement.

The practicum experience requires dedication, willingness to attempt new techniques, willingness to accept and work to integrate feedback and to experience the responsibilities of professional counseling. Counselors-in-training are expected to seek out supervision with faculty and site-supervisors to benefit the counselor/client therapeutic relationship. As articulated in the 2014 ACA Code of Ethics, students are expected to demonstrate a willingness and openness to work in an affirming way with all clients, regardless of clinical issues, client identity, or value differences. Counselors-in-training should refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others (F.8 Student Responsibilities). Students whose performance is likely to be impeded due to unmet competencies may be required to remediate and demonstrate competency prior to advancement in the program. Counselors-in-training may be dismissed from the CMHC program if they are terminated by their clinical site and/or if their level of competency does not meet minimum standards.

Student Retention in Practicum & Internship

Counselors-in-training are required to review the Retention and Student Review Policy in the Clinical Mental Health Counseling Program Student Handbook.

Prior to practicum, all students will be reviewed by the Clinical Mental Health Counseling program faculty. Students are expected to behave in a responsible and professional manner while functioning in practicum and internship. Failure to conform one's behavior to acceptable standards of practice shall be considered cause for dismissal from practicum/internship or the program. Cause for dismissal from either Practicum or Internship shall consist of, but not be limited to:

1. Any activity that is prohibited under the ethical standards and practices of the American Counseling Association (ACA). Students should obtain these standards and practices and thoroughly read them.
2. Malicious disrespect toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
3. The use of fraud or deceit to obtain admission to the department, a course, a practicum or an internship.
4. Soliciting or accepting a personal fee, monetary gift, or other form of remuneration or compensation for counseling or other services while functioning as a practicum or internship student.
5. Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a threat to the welfare or safety of potential or actual clients.
6. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
7. Conviction of an offense that is a felony.
8. Conviction of an offense involving moral turpitude.
9. Conviction for a misdemeanor offense committed during the practice of any counseling activity.
10. Any behavior, activity, procedure, or practice that is prohibited under the Counselor Licensure laws of the Commonwealth of Pennsylvania.

The counseling profession demands the highest level of individual integrity as well as demonstration of professional expertise in developing knowledge and skills appropriate to effective counseling. Program faculty regularly review students' academic performance as well as monitor students' professional behavior. Students who do not demonstrate the qualities and skills associated with effective counseling may be advised to delay or to withdraw from enrollment in practicum or internship. Students may be advised to complete a remediation plan to address specific deficiencies. Students advised to withdraw from the program shall be offered assistance in identifying an area of study or specialization that is more suited or appropriate to their talents and skills.

Due process: Students who wish to appeal remediation decisions made by the department are encouraged to follow the guidelines outlined in the most recent edition of *The Gannon University Graduate Catalog and the Gannon University Student Handbook*.

CLINICAL MENTAL HEALTH COUNSELING GCOU 650 SUPERVISED PRACTICUM

Purpose and objectives of Practicum

Clinical Mental Health Counseling students will complete their practicum at a community mental health agency or similar institution that provides mental health counseling. The practicum clinical experience provides the counselor-in-training with the opportunity to engage in the practice of counseling under the supervision of Clinical Mental Health Counseling program faculty and clinical site supervisors. Students are expected to demonstrate the basic competencies of professional counselors.

The main objective of Practicum is to provide graduate counseling students with closely supervised and highly structured clinical experiences to facilitate development of professional counselors-in-training. Practicum requires dedication, a willingness to attempt new techniques, willingness to accept feedback and experience the responsibilities of professional counseling. Counselors-in-training are closely supervised and receive specific practical training in individual and group counseling with clients/students.

Required practicum hours total approximately 140, including:

- (a) at least 40 direct hours,
- (b) 60 indirect hours,
- (c) course group supervision (about 20 hours)
- (d) clinical site supervision (about 20 hours)

Preparing For Practicum

Prerequisites for Fall Practicum: To be eligible to register for Practicum (GCOU 650), students:

- Must be in good standing in the program;
- Have prior experience working within a helping profession;
- Must have completed or be concurrently enrolled in GCOU 690 Seminar in Counseling;
- Must have completed or be concurrently enrolled in the FOUNDATIONS, CORE I, and CORE II courses.

Step-by-Step Procedures:

1. **Attend Practicum / Internship Orientation** prior to submitting application.
2. **Practicum/Internship Request Form, Transcript, Program Matrix, and Clearances.** All students eligible to enroll in practicum must complete a Practicum/Internship request form. The form must be reviewed by the Faculty Advisor and submitted to the Clinical Experience Coordinator by October 31 of the year prior to the planned practicum.
3. **Consultation.** The Clinical Experience Coordinator, faculty, and students who have

completed practicum may be able to provide insights about particular sites. Eligible students will consult with their faculty advisor to collaboratively determine preferred types of practicum experiences and a prioritized list of preferred sites. Criteria for site selection will be based on student's level of preparation, appropriateness for the site, previous experience, career goals, and, ultimately, site availability. All clinical sites must be within an 80-mile radius of Gannon University.

Faculty Advisors may not approve a practicum site if the potential exists for role confusion. This could occur at sites where the student currently holds or previously held a position within that organization (i.e., a caseworker desires a practicum as a mental health therapist or resident director who desires a practicum at the university counseling center).

4. **Submit the Completed Practicum/Internship Request Form to the Clinical Experience Coordinator**
5. **All Sites Must Be Approved by the Clinical Experience Coordinator PRIOR TO CONTACT WITH THE SITE FOR AN INTERVIEW.**
6. **Contact site for interview.** After permission has been granted by the Clinical Experience Coordinator, it is recommended that students make contact to schedule an appointment. It is recommended that students first place a phone call and follow up with an email if necessary to schedule an interview with busy site supervisors. A face-to-face interview for a practicum placement is required.
7. **Prepare for interview at selected site(s).** Students should:
 - a. Prepare curriculum vitae (CV) and present to site interviewer.
 - b. Take the Clinical Experience Handbook to give to potential site supervisor.
 - c. Be prepared to present interests and goals along with the requirements set forth by the Clinical Mental Health Counseling Program.
 - d. Verify that the site can meet the requirements of practicum.
 - e. Upon mutual consent, obtain dated signature of site supervisor on practicum contract. This should be the signature of the person who will be the actual supervisor if possible. (If this is not possible, the contract can be re-signed by the actual supervisor at a later date.)
 - f. Students will be approved to interview only at one site at a time.
8. **Submit contract to Clinical Experience Coordinator**

Practicum Requirements

The Practicum requires a counselor-in-training to complete 100 hours of supervised clinical experience (excluding group, individual, and triadic supervision) that must:

- {1} include a minimum total of 40 hours of direct service work with clients (extra direct hours may be used as indirect hours) which may include: assessment, individual counseling, other therapeutic interventions, consultation, family counseling, group therapy, instructional interactions, and case conferences; clients should represent the ethnic, lifestyle, and demographic diversity of the larger community; teletherapy (either by phone or online) may be utilized if appropriate or required at the site;
- {2} include 60 hours of indirect counseling related activity not involving direct service to clients which may include: contact with clients other than counseling, staff meetings, report writing, case notes, case research, administrative duties, resource exploration as directed by site supervisor;
- {3} be under the supervision of an approved site supervisor; L.P.C. or related masters level mental health provider who has at least two years of counseling experience;
- {4} include a minimum of one hour per week of individual or triadic supervision by an approved site supervisor; supervision hours **do not count** as direct or indirect hours but must be recorded;
- {5} include a minimum of 1.5 hours per week of group supervision provided by program faculty supervisor; (additional individual hours may be required by faculty supervisor as needed); supervision hours **do not count** as direct or indirect hours but must be recorded;
- {6} include access to information pertaining to interactions with clients for use in individual and group supervision including but not limited to audio recordings or live observation, information for case presentations, etc.;
- {7} include supervised experience in the use of a variety of professional resources such as appraisal instruments, software, print and non-print media, professional literature, and research;
- {8} include formal evaluations of the student's performance by a site supervisor and a program faculty supervisor in conjunction with both academic and licensure purposes.

GCOU 650 Supervised Practicum must be completed before GCOU 651 Supervised Internship.

CLINICAL MENTAL HEALTH COUNSELING GCOU 651 SUPERVISED INTERNSHIP

Purpose and objectives of Internship

Clinical Mental Health Counseling students will complete their internship experience at a clinical mental health agency or similar institution that provides mental health counseling. The internship clinical experience provides the counselor-in-training with the opportunity to engage in the practice of counseling under the supervision of Clinical Mental Health Counseling Program faculty and clinical site supervisors. The main objective of internship is to provide graduate counseling students with closely supervised and highly structured clinical experiences to facilitate advanced development as a professional counselor-in-training.

Counselor-in-training are expected to demonstrate the competencies of professional counselors. Six hundred (600) hours of direct counseling and related professional activities are required. Counselors-in-training must complete a minimum of two (2) hours of course group supervision weekly. In addition, one hour (1) of individual or triadic supervision with a site supervisor will be completed. Faculty supervisors may provide supplemental individual supervision as needed to meet the developmental needs of students.

Required internship hours total 600 including:

- (a) at least 240 direct hours,
- (b) 360 indirect hours,
- (c) course group supervision (included in 360)
- (d) clinical site supervision (included in 360)

Preparing For Internship

Counselor-in-Training Responsibility for Internship

A 600 hour internship is a primary and full-time responsibility. The internship hours must be conducted within the confined time schedule of the clinical site. When completing the internship, students do not typically engage in substantial outside employment. If outside employment is a necessity, students must discuss their circumstances with the Clinical Experience Coordinator and assure that their employment does not interfere with the time schedule, duties, and responsibilities of the supervised clinical experience. Full-time outside employment is specifically not permitted.

Prerequisites for Internship:

To be eligible to register for Internship (GCOU 651), students:

- Must be in good standing in the program;
- Must have completed GCOU 650 Supervised Practicum, GCOU 690 Seminar in Counseling, and GCOU 691 Counselor Preparation (Comps)*;
- Must have completed or be concurrently enrolled in the FOUNDATIONS, CORE I, and CORE II courses.

*Students remediating comprehensive examination content areas may enroll in Internship with permission of the Program Director.

Step by step Internship process:

**In the atypical case when a student will be placed at an internship site different from their practicum site, students should work closely with the Clinical Experience Coordinator for specific instructions.

1. **Submit internship contract to Clinical Experience Coordinator** with final practicum paperwork.
2. **Arrange internship start date with site supervisor** before finishing practicum.

Internship Requirements

The Internship requires a counselor-in-training to complete 600 hours of supervised clinical experience that must:

- {1} not include clock hours from practicum (no clock hours may transfer from practicum to internship)
- {2} include a minimum total of 240 hours of direct service work with clients; clients should represent the ethnic, lifestyle, and demographic diversity of the larger community; extra direct hours may be used as indirect; direct hours may include teletherapy by phone or online;
- {2} include 360 hours of indirect counseling related activity;
- {3} be under the supervision of an approved site supervisor; LPC or master's level mental health provider who has at least two years of counseling experience;
- {4} include a minimum of one hour per week of individual/triadic supervision by an approved site supervisor;
- {5} include a minimum of 1.5 hours per week of group supervision provided by a program faculty supervisor;
- {7} include a variety of other related professional activities other than direct service work;
- {8} include access to information pertaining to interactions with clients for use in individual and group supervision including but not limited to audio recordings or live observation, information for case presentations, etc.;
- {9} allow counselor-in-training to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, software, print and non-print media, professional literature, and research;
- {10} include formal evaluations of the student's performance by a site supervisor and a program faculty supervisor in conjunction with both academic and licensure purposes.

Gannon University
Clinical Mental Health Counseling Program

Practicum Request Form

Student's Name: _____ Date: _____

E-mail: _____ Cell Phone: _____

Practicum year _____

Prospective Site(s)*: 1. _____

2. _____

3. _____

*Interviews should be scheduled only with permission from the Clinical Experience Coordinator

I approve the student to apply for practicum:

_____ Date _____

Signature of Advisor

To be completed by Clinical Experience Coordinator:

Date application received: _____

Sent interview approval for: _____/_____

Name of Practicum Site Secured: _____

Name of Primary Site Supervisor: _____

Contract in place:

☐ YES ☐ NO

Background Clearances:

☐ YES ☐ NO

Site Supervisor Data:

☐ YES ☐ NO



PRACTICUM - Clinical Experience Contract
Clinical Mental Health Counseling Program – Department of Psychology and Counseling

This contract between the MS-Clinical Mental Health Counseling Program in the Department of Psychology and Counseling at Gannon University and

_____ clarifies the joint and separate responsibilities of each facility and for the practicum student during the _____ semester 20____ for the following student: _____ and site supervisor: _____.

Practicum Site Responsibilities:

1. The practicum site is an equal opportunity employer.
2. The practicum site must provide a site supervisor who will provide one hour of individual or triadic supervision per week. The supervisor's credentials must include a minimum of a master's degree in counseling or a related field, and at least two years of professional experience in the field.
3. It is expected that students will be exposed to a variety of activities on-site, including direct client contact, supervision, consultation, staff meetings, in-service trainings, and assessment. Clients' presenting problems should be mental/emotional in nature to allow students to develop and refine their counseling skills. At least 40 hours of the required 100 hours must be in direct service. Student practicum will occur for the entire semester, averaging 8 hours per week. Direct service includes individual, group, and family counseling, assessment and intake services, psycho-educational services, and consultation provided to others; direct hours may include teletherapy either by phone or online.
4. Students are required to audio record or obtain live observation by the site supervisor or faculty supervisor for at least two counseling sessions per semester, and the site will need to allow for this provision. Recordings used for instructional purposes should have all identifying information removed and be erased/deleted in their entirety following supervisory sessions. Cell phones, tablets, or computers are not acceptable for recording.

5. The site will provide sufficient office space, privacy for counseling sessions, use of necessary equipment, office supplies, etc. for an effective practicum experience.
6. The site is responsible for informing the faculty supervisor of changes in agency policies, procedures, and personnel that might affect the practicum experience.
7. Supervisees are required to work at the same location as their site supervisors or a designated site supervisor, at all times. Supervisees are not allowed to conduct mobile therapy, home visits, or transport clients. They should work within the regularly scheduled hours that a designated site supervisor is on-site and readily accessible. Exceptions to this policy require the expressed approval of the program Clinical Experience Coordinator.
8. The site agrees not to terminate the clinical experience placement prior to completion of the university semester without a meeting between the student, the practicum coordinator, the site supervisor, and other interested parties.

Site Supervisor Responsibilities:

1. The site supervisor will make every effort to provide opportunities for students to counsel clients who represent the racial, ethnic, and demographic diversity of their community.
2. The site supervisor will be responsible for providing one hour of individual or triadic supervision per week.
3. The site supervisor will allow for one site visit and four contacts with the Clinical Mental Health Counseling Program Faculty either by on-site visits, telephone contacts, or by email (if permitted by agency policies).
4. The site supervisor will complete two written evaluations of the student's performance, one at the middle and one at the end of the semester. The faculty supervisor will provide the approved evaluation forms. The site supervisor will discuss the evaluations with the student and provide a copy of the evaluations to the student and the faculty supervisor.
5. The site supervisor is responsible for informing the faculty supervisor of any problems that may be interfering with the student's progress during the semester.
6. The site supervisor is required to review and sign the weekly Clinical Experiences Log.

Gannon University Clinical Mental Health Counseling Program Responsibilities:

1. The Clinical Mental Health Counseling Program will make every effort to provide opportunities for students to counsel clients who represent the racial, ethnic, and demographic diversity of their community.
2. The Clinical Mental Health Counseling Faculty Supervisor will provide a minimum of 1.5 hours of group supervision weekly. The faculty supervisor may also provide 1 hour of individual or triadic supervision in order to further meet the developmental needs of Practicum students. When necessary, this may occur several times throughout the semester.

The faculty supervisor will review and verify the two written evaluations of the student's performance, one at the middle and one at the end of the semester.

3. The Clinical Mental Health Counseling Program Faculty initiate four contacts with the Site Supervisor either by on-site visits, telephone contacts, or by email.
4. The program will participate with the practicum site in the screening and selection of practicum students. The Gannon University Clinical Mental Health Counseling Program will respect a request by a site to remove a practicum student from that site if the student is not capable of functioning at the required level of proficiency or if for any reason the student is found to be unsuitable for assignment in that site.
5. The program will share appropriate requested information regarding the student's background experience and educational accomplishments and needs.
6. The program will enforce rules and regulations governing the student that is mutually agreed upon by the Gannon University Clinical Mental Health Counseling Program and the practicum site. Students will be expected to abide by the policies and procedures at the practicum site and to respect the confidential nature of the case records at the site.
7. The program will retain copies of Background Clearances and evidence of Professional Liability Insurance provided by the student.
8. The program will assume responsibility for the assignment of a final grade for the clinical experience.

Student Responsibilities:

1. The student will make every effort to counsel clients who represent the racial, ethnic, and demographic diversity of community affiliated with the practicum site.
2. The student will act in accordance with the highest ethical standards of the counseling professional as defined by ACA Code of Ethics.
3. The student will document all hours spent at the site and notify the faculty supervisor if the student should project any difficulty in meeting the required 100 hours before the end of the semester. The student may accrue hours no earlier than one week prior to the first day of the semester and no later than two weeks after the last week of classes.
4. Students are required to audio record or obtain live observation by the site supervisor or faculty supervisor for at least two counseling sessions per semester. Cell phones and computers are not acceptable for recordings.
5. The student agrees to notify the faculty supervisor if the student has any difficulty performing counseling functions or establishing satisfactory relationships with personnel at the site.

All persons signing below acknowledge that they have read the Clinical Experiences Handbook and are in agreement with the conditions set forth in this contract. Any modifications to this contract will be negotiated between the faculty supervisor and the practicum site.

Name of Practicum Site	Practicum Site Representative and Title
------------------------	---

Site Supervisor	Date
-----------------	------

Faculty Supervisor	Date
--------------------	------

Student	Date
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INTERNSHIP - Clinical Experience Contract

Clinical Mental Health Counseling Program - Department of Psychology and Counseling

This contract between the MS-Clinical Mental Health Counseling Program in the Department of Psychology and Counseling at Gannon University and

clarifies the joint and separate responsibilities of each facility and for the internship student during the

_____ semester 20__ for the following student:

and the following on site supervisor: _____.

Internship Site Responsibilities:

1. The internship site is an equal opportunity employer.
2. The internship site must provide a site supervisor who will provide one hour of individual or triadic supervision per week. The supervisor's credentials must include a minimum of a Master's degree in counseling or a related field and at least two years of professional experience in the field.
3. It is expected that students will be exposed to a variety of activities on-site, including direct client contact, supervision, consultation, staff meetings, in-service trainings, and assessment. Clients' presenting problems should be mental/emotional in nature to allow students to develop and refine their counseling skills. At least 240 hours of the required 600 hours must be in direct service. Direct service includes individual, group, and family therapy, assessment and intake services, psycho-educational services, and consultation provided to others. Direct hours may include teletherapy either by phone or online.
4. Students are required to audio record or obtain live observation by the site supervisor or faculty supervisor of at least two counseling sessions per semester. Recordings used for instructional purposes should have all identifying information removed and be erased in their entirety following supervisory sessions.
5. The site will provide sufficient office space, privacy for counseling sessions, use of necessary equipment, office supplies, etc. for an effective internship experience.
6. The site is responsible for informing the faculty supervisor of changes in agency policies, procedures, and personnel that might affect the internship experience.

7. Supervisees are required to work at the same location as their site supervisors or a designated site supervisor, at all times. Supervisees are not allowed to conduct mobile therapy, home visits, or transport clients. They should work within the regularly scheduled hours that a designated site supervisor is on-site and readily accessible. Exceptions to this policy require the expressed approval of the program Clinical Experiences Coordinator.
8. The site agrees not to terminate the clinical experience placement prior to completion of the university semester without a meeting between the student, the faculty supervisor, the site supervisor, and other interested parties.

Site Supervisor Responsibilities:

1. The site supervisor will make every effort to provide opportunities to students to counsel clients who represent the racial, ethnic, and demographic diversity of their community.
2. The site supervisor will be responsible for providing one hour of individual or triadic supervision per week.
3. The site supervisor will allow for one site visit and four contacts with the Clinical Mental Health Counseling Program Faculty either by on-site visits, telephone contacts, or by email (if permitted by agency policies).
4. The site supervisor will complete two written evaluations of the student's performance, one at the middle and one at the end of the semester. The faculty supervisor will provide the approved evaluation forms. The site supervisor will discuss the evaluations with the student and will provide a copy of evaluations to the student and the faculty supervisor.
5. The site supervisor is responsible for informing the faculty supervisor of any problems that may be interfering with the student's progress during the semester.
6. The site supervisor is required to review and sign the weekly Clinical Experiences Log.

Gannon University Clinical Mental Health Counseling Program Responsibilities:

1. The Clinical Mental Health Counseling Program will make every effort to provide opportunities to students to counsel clients who represent the racial, ethnic, and demographic diversity of their community.
2. The Clinical Mental Health Counseling Program Faculty will provide a minimum of 1.5 hours of group supervision for internship students.
3. The Clinical Mental Health Counseling Program Faculty will initiate four contacts with the Site Supervisor either by on-site visits, telephone contacts, or by email (if permitted by agency policies).

4. The program will participate with the internship site in the screening and selection of internship students. The Gannon University Clinical Mental Health Counseling Program will respect a request by a site to remove an internship student from that site if the student is not capable of functioning at the required level of proficiency or if for any reason the student is found to be unsuitable for assignment in that site.
5. The program will share appropriate requested information regarding the student's background experience and educational accomplishments and needs.
6. The program will enforce rules and regulations governing the student that is mutually agreed upon by the Gannon University Clinical Mental Health Counseling Program and the internship site. Students will be expected to abide by the policies and procedures at the internship site and to respect the confidential nature of the case records at the site.
7. The program will retain copies of Background Clearances and evidence of Professional Liability Insurance provided by the student.
8. The program will assume responsibility for the assignment of a final grade for the clinical experience.

Student Responsibilities:

1. The student will make every effort to counsel clients who represent the racial, ethnic, and demographic diversity of community affiliated with the practicum site.
2. The student will act in accordance with the highest ethical standards of the counseling professional as defined by the ACA Code of Ethics.
3. The student will document all hours spent at the site and notify the Clinical Experience Coordinator if the student should project any difficulty in meeting the required 600 hours before the end of the semester. The student may accrue hours no earlier than one week prior to the first day of the semester and no later than two weeks after the last week of classes.
4. Students are required to audio record or obtain live observation by the site supervisor or faculty supervisor of at least two counseling sessions per semester. Cell phones and computers are not acceptable for recordings.
5. The student agrees to notify the faculty supervisor if the student has any difficulty performing counseling functions or establishing satisfactory relationships with personnel at the site.

All persons signing below acknowledge that they have read the Clinical Experiences Handbook and are in agreement with the conditions set forth in this contract. Any modifications to this contract will be negotiated between the faculty supervisor and the internship site.

Name of Internship Site	Date
-------------------------	------

Internship Site Representative and Title	Date
--	------

Site Supervisor	Date
-----------------	------

Faculty Supervisor	Date
--------------------	------

Student	Date
---------	------

SUPERVISOR DATA
Gannon University
Clinical Mental Health Counseling Program

Name of Supervisor _____

Name of Agency _____

Business Address _____

Zip _____

Email Address _____

Business Telephone Number () _____

Current Job Title _____

LICENSURE INFORMATION

Type of License	State & Department Issuing License	License #/ID & Expiration Date
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CERTIFICATION INFORMATION

Type of Certification	State & Department or Organization Issuing Certificate	Certification #/ID & Expiration Date
-----------------------	--	---

EDUCATIONAL/ACADEMIC INFORMATION

Highest Degree Earned	Major/Program of Study	College/University
-----------------------	------------------------	--------------------

Supervision Training (Please Check All That Apply):

☐ Graduate Coursework ☐ Professional Workshops ☐ Other _____

Years of Counseling Experience _____

****Please attach Professional Disclosure Statement and/or Resume/CV***

GANNON

U N I V E R S I T Y

Counseling Practicum / Internship Completion Form

The Completion Form is to be signed by the Site Supervisor and returned to the Faculty Supervisor for verification upon completion of each clinical experience: practicum and internship. This form then will be placed in the student's permanent file.

PART A: TO BE COMPLETED BY THE STUDENT

Name _____

Address _____ Zip _____

Home Phone () _____ Work Phone () _____

Course Completed (*check*): () GCOU 650 Supervised Practicum () GCOU 651 Supervised Internship

PART B: TO BE COMPLETED BY THE SITE SUPERVISOR

This is to certify that as of _____ (enter date) the above named student has completed _____ total hours experience under my supervision at:

Site Name _____

Address _____ Zip _____

Site Phone () _____ E-mail: _____

Site Supervisor Signature _____

PART C: TO BE COMPLETED BY THE FACULTY SUPERVISOR

1. Supervision during this experience has been provided as follows:

- _____ Individual supervision hours provided by Site Supervisor
- _____ Group faculty supervision hours provided by Gannon Faculty
- _____ Individual supervision hours provided by Gannon Faculty

2. Client contact hours verified (*check appropriate course being completed*)

() Internship -600/240 () Practicum 100/40

- _____ Direct contact hours with clientele served on site
- _____ Indirect contact hours in counseling related experiences on site

The accuracy of the reported information has been verified through student contact and an examination of the student's experience log.

Faculty Supervisor _____ Date _____

COUNSELING SKILLS SCALE (CSS) – Practicum

University Name _____

Student Name _____

Review by Audio _____ Video _____ Transcript _____

Reviewer Name _____

Reviewed after: Strategies & Techs. _____ Practicum _____

This survey assesses the quality of student performance of counseling skills. It divides nineteen specific “micro skills” into six groupings (in caps following roman numerals). Please first rate the student’s micro skills as –2, –1, 0, +1, or +2 according to the scale below. Then summarize each grouping of skills by adding and averaging its individual micro skills scores. Place that average in the blank following the grouping heading.

NOTE: If a skill is not performed but does not seem necessary, then assign it an “NN” and average only those skills performed into mean grouping scores. If a skill is not performed but should have been, then give it a score of –2 or –1 and average it with the rest of the skills performed under that super-heading.

+2 *Highly developed: helpful, well-timed, and consistently well-performed*

+1 *Well developed: helpful and well-timed when performed, but not consistently smooth*

0 *Developing skills: somewhat helpful but too many missed opportunities*

-1 *Continue practice: not helpful or well-timed, or no skill existent when it should be*

-2 *Major adjustment needed: not at all helpful or well-timed*

NN Not performed, but not necessary; (an) other skill(s) within this “grouping” used to effectively meet this grouping’s goals

I. SHOWS INTEREST AND APPRECIATION

Group Score _____

1. Body Language and Appearance – Maintains open, relaxed, confident posture with appropriate eye contact. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures to encourage client talk. Maintains professional dress.

-2 -1 0 +1 +2

2. Minimal Encouragers -- Repeats key words and phrases. Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard. Uses silence helpfully.

-2 -1 0 +1 +2

3. Vocal Tone – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client.

-2 -1 0 +1 +2

4. Evoking and Punctuating Client Strengths -- Includes questions and reflections related to assets and competencies; positively reframes client experiences.

-2 -1 0 +1 +2 NN

II. ENCOURAGES EXPLORATION

Group Score _____

5. Questioning -- Asks open-ended questions that encourage the client to continue talking and to provide information. Uses when needed and when theoretically consistent. Uses closed questions judiciously. Does not overuse questions.

-2 -1 0 +1 +2 NN

6. Requesting Concrete and Specific Examples -- Asks for concrete and specific instances when clients provide vague generalities. ("Give me an example of how you might feel or behave when facing _____.")

-2 -1 0 +1 +2 NN

+2	<i>Highly developed: helpful, well-timed, and consistently well-performed</i>
+1	<i>Well developed: helpful and well-timed when performed, but not consistently smooth</i>
0	<i>Developing skills: somewhat helpful but too many missed opportunities</i>
-1	<i>Continue practice: not helpful or well-timed, or no skill existent when it should be</i>
-2	<i>Major adjustment needed: not at all helpful or well-timed</i>

NN Not performed, but not necessary; (an) other skill(s) within this “grouping” used to effectively meet this grouping’s goals

7. Paraphrasing (reflection of content) -- Engages in brief, accurate, and clear rephrasing of what the client has expressed.

-2 -1 0 +1 +2 NN

8. Summarizing -- Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

-2 -1 0 +1 +2 NN

III. DEEPENS THE SESSION

Group Score _____

9. Reflecting Feeling -- States succinctly the feeling and the content of the problem faced by the client ("You feel _____ when _____.")

-2 -1 0 +1 +2 NN

10. Using Immediacy -- Recognizes here-and-now feelings, expressed verbally or nonverbally, of the client or the counselor. Can be related to the counselor-client relationship. ("As we talk about _____ problem, I sense you are feeling _____ about me. In turn, I'm feeling _____ about how you are viewing the problem right now.")

-2 -1 0 +1 +2 NN

11. Observing Themes and Patterns -- Identifies more overarching patterns of acting, thinking, or behaving in problem situations ("In _____ situations, you regularly do _____ [or think _____ or feel _____.]")

-2 -1 0 +1 +2 NN

12. Challenging/Pointing out Discrepancies -- Expresses observations of discrepancies. ("You expect yourself to do _____ when facing the problem of _____, but you do _____ instead. When this happens you feel _____ about yourself.")

-2 -1 0 +1 +2 NN

13. Reflecting Meaning and Values -- Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. ("You feel strongly about making choices based on _____ belief.")

-2 -1 0 +1 +2 NN

IV. ENCOURAGES CHANGE

Group Score _____

14. Determining Goals and Desired Outcomes -- Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals.

-2 -1 0 +1 +2 NN

- +2 *Highly developed: helpful, well-timed, and consistently well-performed*
- +1 *Well developed: helpful and well-timed when performed, but not consistently smooth*
- 0 *Developing skills: somewhat helpful but too many missed opportunities*
- 1 *Continue practice: not helpful or well-timed, or no skill existent when it should be*
- 2 *Major adjustment needed: not at all helpful or well-timed*

NN Not performed, but not necessary; (an)other skill(s) within this“grouping”used to effectively meet this grouping's goals

15. Using Strategies for Creating Change – Uses

theoretically-consistent and intentional intervention strategies to help client move forward toward treatment goals [such as setting up reinforcement systems, using guided imagery, asking the miracle question, directives, self-disclosure, interpretation, advice, opinion, information instruction].

-2 -1 0 +1 +2 NN

16. Considering Alternatives and their Consequences -- Helps

the client review possible solutions and the value of each over the long term.

(“One option would be _____, and that would mean _____.

Another option would be....”)

-2 -1 0 +1 +2 NN

17. Planning Action and Anticipating Possible Obstacles --

Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and decide how to handle them. (“So, you will do _____ by _____ date. What could prevent you from accomplishing your plan?”)

-2 -1 0 +1 +2 NN

V. DEVELOPS THERAPEUTIC RELATIONSHIP

Score _____

18. Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

-2 -1 0 +1 +2

VI. MANAGES THE SESSION

Score _____

19. Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

-2 -1 0 +1 +2

TOTAL CSS SCORE (add grouping averages): _____

Evaluator Comments:

Areas for Improvement:

Assets and Strengths:

General Comments:

Substantial agreement with evaluation [*By Student*]: _____ Yes _____ No

Comments [*By Student*]:

Signatures:

Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

@Karen Eriksen. Permission to copy after participating in rater training and contingent on sending results back to Karen Eriksen
keriksen@argosyu.edu

INTERNSHIP EVALUATION (Do not use for Practicum)

Intern Name: _____ Site Supervisor Name: _____

Check one: _____ **Midterm Evaluation** _____ **Final Evaluation** **Date:** _____

COUNSELOR SKILL AND PERSONAL DEVELOPMENT RATING FORM (CSPD-RF) (Wilbur, 1991, modified by Torres Rivera, 1995)

Directions: Using the following 20 items, rate the counselor's personal and/or skill development (depending on the personal development or skill focus of the item) based on your observation of his/her counseling session with the client. Each of the 20 items is to be rated, using the following Likert-type scale, from 1 (the lowest rating) to 6 (the highest rating). Circle a number, for each of the 20 items, that best indicates your observation and rating of the counselor's personal and/or skill development in the session with the client.

Please respond to each question according to the following scheme:

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

1. The counselor's observed ability to communicate directly and honestly in her/his interaction with the client.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

2. The counselor's observed use of clarification skills in responding to client's statements.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

3. The counselor's observed awareness of his/her own emotional states while interacting and communicating with the clients.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

4. The counselor's observed personal congruence between his/her own verbal and nonverbal behaviors in the session with the client.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

5. The counselor's observed emotional sensitivity (empathy, not sympathy) toward the client's statements of feelings, problems issues, conflicts, life situations, etc.

1	2	3	4	5	6
---	---	---	---	---	---

Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding
--------------	-----------	------	------	-----------	-------------

6. The counselor's observed use of paraphrasing and summarization skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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7. The counselor's observed use of feedback skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

8. The counselor's observed awareness of his/her own personal strengths and weakness while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

9. The counselor's observed use of attending and observational skills while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

10. The counselor's observed use of giving/providing directives in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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11. The counselor's observed use of confrontation skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

12. The counselor's observed tolerance for differences between his/her perspectives (be they cultural, socio-economic, socio-political, gender, sexual preference, race, age, ethnicity, etc.) and differing perspectives observed in or expressed by the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

13. The counselor's observed use of advice/information and educational/instructional skills in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

14. The counselor's observed awareness of his/her sexist, racist, ageist, and etc. beliefs, feelings, and behaviors while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

15. The counselor's observed use of interpretation skills in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

16. The counselor's observed awareness of his/her own interpersonal influence on the client while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

17. The counselor's use of reflection of meaning and reflection of feelings skills while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

18. The counselor's observed awareness of his/her own general beliefs while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

19. The counselor's observed awareness of his/her own personal and familial development in response to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

20. The counselor's observed use of self-disclosure skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
-------------------	----------------	-----------	-----------	----------------	------------------

Limitations and Weaknesses:

Assets and Strengths:

General Comments:

Substantial agreement with evaluation [*By Intern*]: _____ Yes _____ No

Comments [*By Intern*]:

Signatures:

Site Supervisor: _____

Date: _____

Intern: _____

Date: _____

Faculty Supervisor: _____

Date: _____

SUPERVISOR FEEDBACK FORM

Supervisee Name _____

Supervision semester _____ Site _____

Supervisor Name _____ Date _____

Purpose: To provide the supervisor with feedback on job performance in relation to the supervisee experience and to permit the student to offer feedback to the supervisor in a written form that is based on a set of clearly and previously-established criteria

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of supervisee:

- 3 – much more of this is needed
- 2 – it would be desirable to have somewhat more
- 1 – it would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items

Supervisor is able to:

1. Be flexible and responsive to your changing needs _____
2. Establish an atmosphere of acceptance and psychological safety _____
3. Call attention to errors in a tactful manner _____
4. Recognize and accommodate to your level of experience and style of learning _____
5. Refrain from indiscriminate use of praise _____
6. Provide opportunities for you to question, challenge or doubt _____
7. Encourage you to explore the implications of your interventions _____
8. Encourage you to formulate your understanding of the case material _____
9. Make specific suggestions when you need them _____
10. Not foster undue dependence on your part _____
11. When asked, present a clear, theoretical rationale for suggestions _____
12. Clearly inform you of legal issues _____
13. Clearly inform you of ethical issues _____
14. Be sensitive to the requirements placed on you by your agency _____
15. Admit errors and/or limitations without undue defensiveness _____
16. Be concrete and specific in comments _____
17. Facilitate your understanding of countertransference reactions to your clients _____
18. Seek consultation when it is needed _____
19. Summarize and/or highlight major points of supervisory session _____
20. Be reached in case of emergencies _____
21. Help you formulate the dynamics of the client _____
22. Listen sensitively to you _____
23. Help clarify and define the nature of problem(s) you are having in your work _____
24. Be clear about the limits of the supervisory relationship _____
25. Deal explicitly with the formal evaluation process _____
26. Through role-playing or other suitable techniques, to help you more effectively _____
27. Be straightforward with you regarding areas in which you need improvement _____
28. Be clear with you about the differences between supervision and psychotherapy _____
29. Maintain an appropriate focus in your sessions _____
30. "Be there" to meet your needs and not impose his/her issues on you _____
31. Be open to discussing any difficulties between the two of you _____
which are hindering your learning _____

- 32. Clearly define the nature, structure, expectations _____
- 33. Make decisions and take responsibility when appropriate _____
- 34. Make you feel s/he genuinely want to help you learn _____
- 35. Be a good role model for you _____
- 36. Provide you with general knowledge about professional psychology _____
- 37. Be sensitive and adaptive to the stresses you are experiencing as a student _____

Summarize the supervisor’s strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.

This form has been adapted from the Hall-Marley (2001) Supervisor Feedback form as an instrument to provide feedback to supervisors on the trainee’s experience of supervision. The form consists of sections including atmosphere for learning, supervision style, supervision conduct, and supervision impact.

CLIENT RECORDING CONSENT FORM

Clinical Mental Health Counseling Program
Department of Psychology and Counseling
Gannon University

GCOU 650 Supervised Practicum
GCOU 651 Supervised Internship

I, _____ consent to the audio recording of my individual/group /family counseling session(s) with _____, a student counselor-in-training from Gannon University Clinical Mental Health Counseling Program. I understand that the recorded session(s) may be reviewed by the student counselor-in-training, his/her supervisors, and by students in the Supervised Practicum or Internship course as an educational and training tool. I understand that confidentiality will be safely guarded at all times. I understand that only first names will be used to ensure confidentiality. I understand that all recordings will be destroyed at the completion of the _____ fall _____ spring semester 20_____. Should I have any further questions I may contact the student counselor trainee's site supervisor, _____, at (814) _____ or his/her university supervisor, _____, at (814) _____.

Signature of Client

Date

Signature of Parent/Guardian (if client is under 14yrs)

Date

Signature of Student Counselor-in-Training

Date

Signature of Site Supervisor

Date

Comprehensive Examinations

The comprehensive examination is administered during the second summer of the program and is the cumulative measure of student knowledge acquisition. A passing score is required for graduation from the program. The program uses the Counselor Preparation Comprehensive Examination (CPCE) OR the Counselor Education Comprehensive Examination (CECE) to evaluate students' core knowledge of counselor competency areas. Both examinations are designed to assess comprehension of the eight core CACREP areas of study and are similar to the National Counselor Examination which is required for licensure. The CPCE is a 136 item exam maintained by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is a computer-based, off-campus testing experience similar to other standardized test like the SATs or GREs. Pearson VUE is the current administrator. The Counselor Education Comprehensive Examination (CECE) has a 120 item total (15 items for each of the eight CACREP content areas). This exam was created by a cooperative of counselor education faculty as a "paper/pencil" alternative to the CPCE. Students must enroll in GCOU 691 Counselor Preparation, a 0 credit course to take the comprehensive examination. GCOU 691 should be taken concurrently with GCOU 690 Seminar in Counseling.

The National Counselor Examination (NCE)

The Gannon University Clinical Mental Health Counseling Program participates in the GSA-NCC Program administered by NBCC to allow current students to take the NCE, prior to graduation. Students who wish to become Nationally Certified Counselors and/or Licensed Professional Counselors in Pennsylvania must take and pass the NCE. As a participant in the GSA-NCC Program, Gannon counseling students can take the NCE one semester before graduation or one semester after graduation from Gannon. Students must communicate their intent to take the exam in advance. GSA-NCC applications to take the NCE exam are available as follows:

- April NCE Exam Date Application available in November / Due Beginning of December
- October NCE Exam Date Application available in May / Due Beginning of July

There is an application fee of \$310.00 for the GSA-NCE application and administration. If a student chooses not to take the NCE as part of the GSA-NCC program, he/she will be required to contact the NBCC on their own and take the NCE as a "Professional" which has different requirements, application guidelines, a higher application fee, and may require travel to Pittsburgh or another testing site arranged by NBCC. Students are strongly advised to participate in the GSA-NCC program and take the NCE prior to graduation. If a student does not pass, he/she is eligible to retake the exam.

Gannon University
Clinical Mental Health Counseling Program
Psychology and Counseling Department
Policy and Guidelines for Social Networking/Electronic Devices

Policy:

The Clinical Mental Health Counseling Program expects adherence to the following guidelines and practices which are intended to protect the integrity of the students, faculty, clinical site supervisors, Gannon University, and the public. This policy provides specific guidelines and protocols for Clinical Mental Health Counseling students and faculty in the use and application of electronic forms of communication not limited to: Face Book, Twitter, My Space, You Tube, Blogs, Live Journal, email, communication through Gannon's learning management system (BLACKBOARD), text, and other future forms.

Clinical Mental Health Counseling students are expected to accept the responsibilities of social media participation and the use of electronic devices.

General Guidelines:

Current students must:

- Demonstrate respect for the Gannon University Clinical Mental Health Counseling Program, faculty, staff, and students
- Refrain from electronic communication while in class or at clinical experience sites
- Demonstrate respect when references are made which reflect on Gannon University Clinical Mental Health Counseling Program, faculty, staff, and students
- Be aware that actions posted in images or comments can reflect on your professional image and status as an emerging professional counselor
- Prevent and report cyber bullying, harassment, discrimination or illegal activity to the Program Director that involve Gannon University Clinical Mental Health Counseling Program, faculty, staff, and students
- Prevent and report any circumstances of a threat or slander of another individual to the Program Director.

Additional Guidelines for Practicum and Internship:

Current practicum and internship students must:

- Not refer to clients, families, staff, colleagues, or their Clinical Experience sites in any way
- Demonstrate professional communications that acknowledge:
 - Understanding that email and text messages are not secure methods of communication and should not be used for transmission of confidential information either in the body of the email or as an attachment
 - Understanding that the use of disclaimers does not release the responsibility of the sender and/or receiver of the information from ethical/legal mandates provided by HIPAA, FERPA, and other regulations protecting privacy and confidentiality
 - Understanding that client contacts can become court records: emails, text messages, IM's, Twitter, etc.
 - Conformity to work schedules so as not to create the illusion of expanded availability for clients (Maintain appropriate time boundaries for email, text messages, Face Book, Twitter, and other electronic forms of communication)

Additional Guidelines for Face Book:

- Demonstrate professional communications that reflect:
 - Images congruent with ethical standards of a professional counselor-in-training such as counselor integrity, past and current client confidentiality, boundaries
 - Understanding that information can be viewed by clients, potential employers, peers, colleagues, faculty, and supervisors.
 - Understanding that information posted does not ever “go away”
 - Understanding that information can be copied, printed, and reposted to multiple sites, searched using search engines like Bing, Google, and Yahoo