

CLINICAL EXPERIENCES

HANDBOOK

MENTAL HEALTH COUNSELING (MHC)
MARRIAGE, COUPLE, AND FAMILY THERAPY (MCFT)

COUNSELOR EDUCATION PROGRAM

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INTRODUCTION

This handbook has been prepared to help Mental Health (MH) and Marriage, Couple, & Family Therapy (MCFT) students navigate Practicum and Internship. Both Practicum and Internship are experiential in nature, but they differ in that Practicum occurs on campus in the College of Education Community Counseling Clinic and Internship is completed at clinical sites around Central Florida.

The four sections to this handbook are described below.

1) Practicum Section

Practicum is designed to provide an opportunity to practice what you have learned or what you are learning. Note: MHS 6803 Practicum in Counselor Education is a three credit course that is taken by MH and MCFT students twice for a total of six credits. Thus, you will hear students talking about “Prac 1” and “Prac 2”; however, they are the same class. Whereas there is a master syllabus, each instructor conducts his/her class somewhat differently and therefore the syllabus issued by the instructor supersedes the example provided here.

The Practicum section includes:

- A list of practicum forms and where they can be located in the appendix
- Example of an MHS 6803 Practicum Syllabus

2) Internship Section

Internship is intended to provide the student practical “hands-on” experiences in settings where counseling services are offered.

The Internship section includes:

- A list of Internship forms for the intern and where they can be located in the appendix
- A list of Internship forms for the Site and/or Site Supervisor and where they can be located in the appendix
- Example of an MHS 6830 Internship Syllabus

3) New Site & Renewal Section

This section explains the process and necessary forms needed to add a NEW internship site or RE-NEW a site that has had its active status lapse.

This section includes a list of the Internship Site Approval Forms and where they can be located in the appendix, including:

- Internship Site Description Form
- Internship Site Approval Form
- Information for Internship Sites & Supervisors

4) Appendixes

PRACTICUM SECTION

PROCESS

Students do not enroll in Practicum like their other classes. The student must:

1. Meet all pre-requisites for MHS 6803,
2. Fill-out, print, and initial application in appropriate areas
3. Secure Advisor signature
4. Submit signed form to Counselor Education front-office administrator

LIST OF FORMS NEEDED BY THE PRACTICUM STUDENT

1. Practicum Application (APPENDIX A)
2. Clinical Experience Hours Log (APPENDIX E)

SAMPLE PRACTICUM SYLLABUS (may change slightly based on instructor)



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF EDUCATION & HUMAN PERFORMANCE
Department of Child, Family, & Community Sciences
Counselor Education & School Psychology Program
MHS 6803: *Practicum in Counselor Education*
(Semester, for example-Spring 2017)

Instructor:
Telephone: **Office:** **Cell:** *(if problems / crises)*
Office:
E-Mail:
Office Hours:
Meeting Day:
Meeting Times:
Location:
MHS 6803 Teaching/Research Assistants:

Purpose

MHS 6803: *Practicum in Counselor Education* offers counselor education students the opportunity to practice what they have learned or are learning in their graduate courses. The MHS 6803: *Practicum in Counselor Education* course activities are designed to enable counseling students to perform at their own individual level of competence, grow through helpful suggestions from more advanced learners and peers and be critiqued by supervisors and professors.

Course Prerequisites & Co-requisites

For counselor education students to be enrolled in MHS 6803: *Practicum in Counselor Education*, they must have completed the following courses:

1. MHS 5005: *Introduction to the Counseling Profession*
2. MHS 6400: *Theories of Counseling and Personality*
3. MHS 6401: *Techniques of Counseling*
4. MHS 6500: *Group Procedures and Theories in Counseling*
5. Counseling Ethics Course:
 - a. MHS 6702: *Ethical & Legal Issues* (Mental Health and Marriage & Family Students)
 - b. SPS 6815: *Legal & Ethical Issues in Professional School Counseling* (School Counseling Students)
6. MHS 6070: *Diagnosis & Treatment in Counseling* (Mental Health and Marriage & Family Students)

Prerequisite or Co-requisites

1. MHS 6420: *Foundations of Multicultural Counseling*
2. SDS 6411: *Counseling with Children and Adolescents* (School Counseling Students)

Graduate Catalog Course Description

MHS 6803: *Practicum in Counselor Education*

Supervised counseling emphasizing competence in (1) individual counseling, (2) working with groups, (3) tests in educational-career-personal counseling.

Counselor Competency Scale-Revised (CCS-R)

Beginning Fall 2010, all counselor education students are responsible for submitting a *copy* of the final CCS-R evaluation form used in their previous coursework to their current instructor. These instruments provide evidence of students' growth and development in counseling skills, behaviors, and dispositions. Therefore, all MHS 6803: *Practicum in Counselor Education* students must submit their Final CCS-R from *Techniques of Counseling* (MHS 6401) to their *Practicum in Counselor Education I* (MHS 6803) instructor, whereas all Practicum II students must submit their Final CCS from *Practicum in Counselor Education I* (MHS 6803) to their *Practicum in Counselor Education II* (MHS 6803) instructor.

It is the counselor education student's responsibility to keep copies of all final evaluations on the Counseling Competency Scale-Revised (CCS-R) as this will be important for three reasons:

- 1) You will need to provide these to instructors/supervisors as you progress through the program
- 2) You will need to provide electronic copies of these documents as a part of your Program Portfolio, a graduation requirement.
- 3) Students will need to provide copies of Practicum logs as part of the Licensure application

If your instructor/supervisor does not provide these copies to you during the course of the semester, ensure that you obtain these prior to finishing the class.

Suggested Resources

American Counselor Association. (2005). *Code of ethics*. Alexandria, VA: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

American School Counselor Association. (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.

Erford, B. T., Eaves, S. H., Bryant, E. M., & Young, K. A. (2010). *35 techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education.

Geller, S. M., & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Washington, DC: American Psychological Association

Halbur, D. A., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Pearson Education.

Haney, J. H., & Leibsohn, J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole

Ivey, A. E., & Ivey, M. B. (2003). *Intentional interviewing and counseling*. Pacific Grove, CA: Brooks/Cole.

Jongsma, A. (2002). *The complete adult psychotherapy treatment planner*. New York, NY: Wiley, John, & Sons, Inc.

Jongsma, A. (2001). *The complete adult psychotherapy progress note planner*. New York, NY: Wiley, John, & Sons, Inc.

King, A. (2001). *Demystifying the counseling process: A self-help handbook for counselors*. Needham Heights, MA: Allyn and Bacon.

Morrison, J. (2014). *DSM-5 Made Easy. The clinician's guide to diagnosis*. New York, NY: The Guilford Press.

Course Objectives

Upon completion of MHS 6803: *Practicum in Counselor Education*, counselor education students will demonstrate the counseling competencies (skills, dispositions, & behaviors) and knowledge per Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) *Standards* and the FL-DOE Florida Educator Accomplished Practices (FEAP, 2010):

1. Establish trusting, open, and therapeutic relationships with their clients through the establishment and maintenance of the core conditions.
2. Apply and adhere to the ethical and legal standards which govern the profession of counseling.
 - a. Accreditation Standards: *Clinical Mental Health Counseling B.1; Marriage, Couple, and Family Counseling B.1; School Counseling B.1; FEAP 6.*
3. Be self-aware, be sensitive to others, select appropriate models/techniques, and utilize the skills needed to relate to diverse individuals, couples, families, and groups with various presenting concerns.
 - a. Accreditation Standards: *Marriage, Couple, and Family Counseling B.2; School Counseling D.1; FEAP 2*
4. Use appropriate principles and practices of diagnosis, planning, treatment, intervention, referral, and prevention for such things as mental disorders, emotional disorders, co-occurring disorders, relational discord, and personal/social development in order to initiate, maintain, and terminate counseling with individuals, couples, families, and groups
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.1 & D.8; Marriage, Couple, and Family Counseling D.2 & D.3; School Counseling D.2; FEAP 4*
5. Apply multicultural competencies in the case conceptualization, diagnosis, treatment, referral, prevention, and choice of treatment modalities for such things as mental disorders, emotional disorders, co-occurring disorders, relational discord, and personal/social development.
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.2, D.5, D.8, & F.3.; Marriage, Couple, and Family Counseling F.1 & F.4; School Counseling F.1.*
6. Promote clients', couples', and/or families' optimal human development, wellness, and mental health through prevention, education, and advocacy activities
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.3; Marriage, Couple, and Family Counseling D.1.*
7. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders and use the results to help determine the most appropriate treatment modality and level of care.
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.6, H.3, H.4; Marriage, Couple, and Family Counseling D.4; School Counseling D.4.*
8. Conduct such things as an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management; recognize who should be part of the treatment process; engage collateral sources of information (e.g., parents).
 - a. Accreditation Standards: *Clinical Mental Health Counseling H.2; Marriage, Couple, and Family Counseling H.1, H.3; School Counseling F.4.*
9. Maintain such clinical documentation as (a) psychosocial interviews, (b) treatment plans, (c) progress notes, and (d) treatment summaries.
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.7.*
10. Recognize his or her own limitations as a counselor and to seek supervision and/or appropriately refer clients when appropriate.
 - a. Accreditation Standards: *Clinical Mental Health Counseling D.9 & F.1; Marriage, Couple, and Family Counseling D.6 & F.2; School Counseling D.5 & H.4.*

11. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols; use the results of such assessments to measure outcomes and increase the effectiveness of counseling.
 - a. Accreditation Standards: *Clinical Mental Health Counseling H.1, J.2, & J.3; Marriage, Couple, and Family Counseling J.2 & J.3; School Counseling H.1 & H.2; FEAP 1.*
12. Apply relevant research findings to inform the counseling process.
 - a. Accreditation Standards: *Clinical Mental Health Counseling J.1; Marriage, Couple, and Family Counseling J.1; School Counseling J.1.*
13. Use diagnostic tools (including the current edition of the *DSM*) to describe the symptoms and clinical presentation of clients with mental and emotional impairments, formulate a multi-axial diagnosis, and recognize the influence of developmentally appropriate reactions during crises, disasters, and other trauma-causing events on these processes.
 - a. Accreditation Standards: *Clinical Mental Health Counseling L.1, L.2, & L3.*

Instructors' Statement

In supervising practicum students in MHS 6803: *Practicum in Counselor Education*, I have five primary objectives:

1. To provide opportunities for each counselor education student to demonstrate the counseling skills and techniques that have been learned throughout the master's program in an *intentional* manner and within a *theoretical framework*;
2. To provide opportunities for each counselor education student to demonstrate his or her ability to assess individual differences among clients, including cultural dimensions, in order to develop individualized plans to meet those needs;
3. To provide opportunities for increased self-awareness for each counselor education student of his or her own needs and attitudes that affect the therapeutic process and to begin to use these reactions within the counseling session;
4. To provide opportunities for each counselor education student to demonstrate his or her understanding of the ethical and legal issues involved in counseling work, and;
5. To provide opportunities for each counselor education student to learn effective workplace behaviors and learn the special skills and norms appropriate to your field setting (to include working with groups).

MHS 6803: *Practicum in Counselor Education* Student's Responsibilities

- Join the appropriate professional organizations (ACA, AMHCA, ASCA, AAMFT) and purchase student liability insurance. Bring a copy of this insurance to our second group supervision session (prior to seeing your first client). Reduced ACA student memberships are available for student members of the Florida Counseling Association (FCA).
- Students are responsible for practicing within, and abiding by, the American Counseling Association's *Code of Ethics* (2015; <http://www.counseling.org>) and the Florida Laws and Rules (<http://floridamentalhealthprofessions.gov/resources/>)
- Complete the required number of practicum hours (CACREP III.F.1-4).
 - a. **MHC and MCFT** students must attain a minimum of 60 client contact hours (200 total) over the course of 2 semesters.
 - i. During both semesters, all MHC and MCFT students will see 2-3 clients each week (at the discretion of the supervisor).
 - ii. A *minimum* of 10 hours must be spent with groups in Practicum I. This may be repeated in Practicum II.

- b. **SCH** students must attain a minimum of 40 client contact hours, total 100 clock hours over the course of 1 semester
 - i. SCH students will be given priority to see 3 clients in their single semester of practicum.
 - ii. A *minimum* of 10 hours must be spent with groups in Practicum I.

Important: MCFT students who are planning to work toward the Marriage and Family licensure after graduation must remember the following:

According to the Florida Licensure Board, in order to be licensed as a Marriage and Family Therapist in Florida a candidate must have:

“A master's degree in MFT or a closely related field with major emphasis in marriage and family therapy. Completed a minimum of one supervised clinical practicum, internship or field experience in a marriage and family counseling setting, during which the student provided 180 direct client contact hours of marriage and family therapy services.”

These 180 hours can include, not only sessions with couples and families, but also with individuals that present with relationship issues, such as parent child, sibling, bereavement, partner issues or similar problems that will require utilization of systems approach in counseling.

In other words, these 180 relational/systems based hours must be accumulated while students are in Practicum I, Practicum II, Internship I and Internship II combined.

(Please contact Dr. Hundley if you have any questions).

Record keeping: Throughout the semester students **MUST** complete, sign and forward all clients' documentation to the Instructor or PhD student. **Practicum instructors will not be able to assign a grade at the end of semester until all record keeping procedures are completed.**

Group Counseling Experience

For Practicum I and II students, it is required to facilitate a small group experience for a minimum of 10 hours during the semester. Students are responsible for securing the site, establishing the small group, and receiving consent forms from parent/guardians for individuals under 18 years of age. Please consult **Group Counseling Experience Agreement Form** and **Group Verification Form** (at the end of this syllabus)

***Please note that if you decide to facilitate a small counseling group in an Orange County Public School (OCPS), additional documentation is required for the district, including registering as an ADDitions volunteer within the county, paying for finger printing (\$75), and completing the OCPS security packet. Please consider these specific OCPS requirements when searching for schools or other sites.**

Practicum Logistics

- **Remember to keep a running tally on your practicum hour log.**
- Practicum I and Practicum II students are expected to be present at the CCRC *the entire class time* to provide technical assistance to peers, feedback on the Titanium software, and constructive peer feedback using the board monitoring form.
- **Case Management:** Complete three to four hours updating and monitoring your client files and planning for future therapy sessions.

- **Individual Supervision:** Obtain one (1) hour of supervision from a program faculty member or doctoral student per week
 - **Group Supervision:** Attend 1½ hours of group supervision per week.
- Display professional behavior at *all* times (e.g., timely completion of paperwork, being on time for scheduled hours, dressing professionally and appropriately, following policies and procedures of the clinic, and all other normal expectations of a representative of the UCF Counselor Education Program).
 - Familiarize yourself with all procedures regarding MHS 6803: *Practicum in Counselor Education*, including knowing what is on the forms prior to your meeting the client(s).
 - Readings will be assigned throughout the semester to facilitate the supervision experience. These should be read and integrated into group discussions and client interactions.
 - Purchase one (1) ear plug for your own use during the semester. The ear plug can be purchased most anywhere, i.e., K-Mart, Radio Shack, etc., but must have at least a 10-12 foot cord. It will be your responsibility to keep track of your own ear plug, so please do *not* leave it in the monitoring or counseling rooms.
 - Radio Shack Deluxe earphone (33-179) with 25 ft cord (33-176A) and Radio Shack Headphone Adapter (274-348).
 - The Clinic Staff will assign clients to the student-counselor. The client assignments will be at the discretion of the professor. Please voice your ideas, needs, and concerns.
 - You may not "baby sit" children for your classmate's clients. Clients must take responsibility for outside arrangements. Children can only be in the play therapy room during a play therapy session.
 - Complete *all* case management activities and/or assignments as required by your instructor, including treatment planning, research, reviewing basic counseling skills, etc.
 - Complete *all* necessary information and maintain an electronic file on each client you are assigned. These records must be maintained on a regular basis and granted all of the rights and protections of confidential client materials. All client files will remain secured on the web-based server (Titanium). The files will include the following:
 - Outcome Questionnaire (OQ 45.2) / Youth Outcome Questionnaire (Y-OQ)
 - Psychosocial
 - Progress Notes (DAP format)
 - Treatment Plan
 - Consent for Treatment
 - Client Satisfaction forms
 - Discharge Summary
 - Treatment Summary
 - All other forms or documents

(Please see me as soon as possible if you have special needs/problems with an assignment.)

Students with a physical impairment or other learning difficulty that necessitates special circumstances or devices in the classroom or when taking examinations, should consult with the professor regarding their special needs. Student Disability Services offers a variety of services to assist students needing such accommodations and students are encouraged to contact this office. They can be reached at Ferrell Common, FC 132, 407-823-2371

The following Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009) *Standard* competencies will be achieved in MHS 6803: *Practicum in Counselor Education*:

- Core Curricular Standards II.G.1, II.G.2, II.G.3, II.G.5, II.G.6, II.G.7, II.G.8, & III.F
- Clinical Mental Health Counseling Standards B, D, F, H, J, & L

- Marriage, Couple, and Family Counseling Standards B, D, F, H, & J
- School Counseling Standards B, D, F, & H

The following FL-DOE Florida Educator Accomplished Practices (FEAP, 2010), competencies will be achieved in MHS 6803: Practicum in Counselor Education:

- FEAPs 1, 2, 4, 6

The Clinical Supervision Process

Clinical supervision is defined as a process in which an experienced professional holding appropriate preparation, degree, licensure, and/or certification provides consistent support, instruction, and feedback to a counselor-in-training, fostering his or her psychological, professional, and skill development while evaluating his or her delivery of ethical services (Bernard & Goodyear, 2009; Studer, 2005). According to ACES (1993), the supervisor's role and responsibilities are the following:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluation and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes (Standard 2,00); (Lambie & Sias, 2009, p. 350)

Therefore, in the context of MHS 6803: *Practicum in Counselor Education*, the supervision is evaluative in nature.

All students are required to meet with the course instrument or their assigned supervisor one time every week in a team of two. During this time, you must (a) choose the part of the session you would like us to watch; and (b) have already reviewed the entire session on your own and completed the review form. We will watch the part of the session you selected with you and give you feedback on your skills. Students are encouraged to take notes and to be open to receive feedback. Supervision is a time for growth in which the student demonstrates the ability to self-evaluate and implement change.

Forms

1. **Session Review Forms:** You are expected to review all three of your recorded sessions each week and complete the session review form for **each session**. You must turn in these forms every week. (Provided in syllabus and in Dropbox)
2. **Self Assessment and Reflection Form:** You are expected to complete this form and submit it with your case presentation. This is a self-evaluation of the session that you are presenting. (Provided in syllabus and in Dropbox)
3. **Session Observation Forms:** If you have a no-show, you can monitor another student's session and complete a Session Observation Form.
4. **Practicum Hours Log:** This form is available on desktop computers in the CCRC. Please keep track of your hours each week with this file.
5. **Weekly Summary Sheets:** You are expected to keep track of your weekly activities, particularly with how they relate to your practicum goals. You must turn in one of these forms every week. (Provided in syllabus)

All forms are (or will be) provided in electronic format (Microsoft Word and Microsoft Excel) for your convenience.

Supervision Style

During MHS 6803: Practicum in Counselor Education, the instructor will make every attempt to observe each student for a significant amount of time for live supervision. The instructor will give as much feedback as he or she can and will answer any questions you may have. Please feel free to consult with your instructor/supervisor at any time, in class and outside class. If during a counseling session you feel stuck, it is okay to excuse yourself and consult with the supervision team.

Grading

Grading in MHS 6803: *Practicum in Counselor Education* is made as objective as possible; however, clinical supervisors' judgments are made within their theoretical framework &/or practical experience. Therefore, if a student has any concerns regarding the evaluation process and grading in MHS 6803: *Practicum in Counselor Education*, he or she should consult with his or her clinical supervisor/instructor. In addition to all the course requirements stated in MHS 6803: *Practicum in Counselor Education* syllabus, the instructor/clinical supervisor review the assignments and forms with the students, the *Counseling Competencies Scale-Revised*, my supervision notes, and students' attendance/participation in the class and supervision to determine your grade.

MHS 6803: *Practicum in Counselor Education* is a time for students to practice and build on their counseling skills. If by the end of the semester, the student has *not* demonstrated proficiency in the use of the basic counseling skills, the student will receive an appropriate grade reduction.

Record keeping: Throughout the semester students **MUST** complete, sign and forward all clients' documentation to the Instructor or PhD student. **Practicum instructors will not be able to assign a grade at the end of semester until all record keeping procedures are completed.**

Course Assignments

Important: "As of Fall 2014 all faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than _____. Failure to do so may result in a delay in the disbursement of your financial aid.

Please submit/upload a **proof of your liability insurance** in PDF format online through Webcourses in the designated assignment area. Access your Webcourses@UCF (Canvas) course site following the directions below:

-Go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen.

-Log in with your NID and NID password, then access each course by selecting it in the "Courses" dropdown menu at the top of the page.

Proof that the liability insurance submission was completed must be recorded before _____

ALL MHS 6803: *Practicum in Counselor Education* course assignments should be typed, double-spaced, and use 12-point New Times Roman font. Assignments *not* meeting these minimum standards will be returned and counted as late.

1. Demonstration of Counseling Skills, Dispositions, and Behaviors (25 points)

Practicum is the time where knowledge gained from the classroom is applied to work with actual clients with actual concerns. As such, this is the time for students to practice and build on their counseling skills, as well as to demonstrate professional dispositions (dominant qualities) and professional behaviors. As a means to assess student progress, the *Counselor Competencies Scale-Revised* (CCS-R) will be used to measure counseling students' skill development and professional competencies. Additionally, supervisors using the CCS-R will provide counseling students with direct feedback regarding their counseling skills, professional dispositions, and professional behaviors (each of which is summarized below), offering students practical areas for improvement to support their development as effective and ethical professional counselors.

- a. **Counseling Skills** (CACREP Standards II.G.2, II.G.5, & II.G.7): Nonverbals skills, encouragers, questions, reflections (content, feelings, meaning, summarizing), confrontation, goal setting, focus of counseling, facilitating a therapeutic environment
- b. **Professional Dispositions and Professional Behaviors** (CACREP Standards II.G.1, II.G.2, II.G.3, & II.G.5): Ethics, professionalism, self-awareness/self-understanding, emotional stability & self-control, motivation, multicultural competency, openness to feedback, boundaries, flexibility & adaptability, congruence & genuineness; (CACREP Standards II.G.1, II.G.3, II.G.5, II.G.7, & II.G.8): Attendance & participation, knowledge & adherence to clinic policies, record keeping, knowledge of professional literature, application of theory to practice, case conceptualization, consultation, psychosocial & treatment planning, appraisal, referral

In order to move forward to the next clinical experience (i.e. Practicum II or Internship), each student must rate at "Meets Expectations / Demonstrates Competencies (6)" on each of the CCS-R domains (and thereby will be awarded these **25 points** toward their final grade). However, if the student has *not* demonstrated such proficiency by the end of the semester, he or she will *not* receive these **25 points** toward their final grade (resulting in a maximum of a grade of "C" and the need to repeat the course). (*Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13*)

2. Student Learning Goal Statement for MHS 6803: *Practicum in Counselor Education* (15 points)

Develop and submit a written statement of individual supervision goals for the MHS 6803: *Practicum in Counselor Education*. This supervisory learning goal statement should be written similar to a "treatment plan" where you will outline your **goals**, your **objectives** to reach those goals, and some prospective **dates** that you hope to achieve these goals. Goals should be well articulated and should address the issues within the following four areas: (a) **counseling skills** (e.g., to improve intentionality, confrontation skills, be less directive, etc.); (b) **self-awareness** (e.g., "to increase my awareness of the tendency to save clients"); (c) **case-conceptualization skills** (e.g., "to conceptualize clients from a specific theoretical framework and to generate interventions from this framework"), and; (d) **professional awareness** (e.g., "I will read a book/attend a presentation in order to learn more about borderline personality disorder"). The supervisory goal statement is due by the third group session and is worth **15 points**). There will be an opportunity at the mid-term and final for you to demonstrate the progress that you've made on these learning goals. (*Course Objectives 1, 3, 4, 10, & 12*) (See the end of syllabus)

3. Case Presentation (25 points)

All students will be responsible for at least **one** case presentation of a client seen this semester (guidelines are provided below). As noted, a portion of the session will be played during the case presentation. For this case presentation, you should *not* select an initial session with a client. Rather, you should strive to provide a sample of such things as a second or third session with the same client, a sample of your best work, a sample of lesser quality work, and/or a termination session. All sessions must be audible. These case presentations will be given on a rotating basis throughout the semester. The following items must be submitted to the professor in addition to the *Case Presentation Write-up* (which is to be distributed to the rest of the class and can be found on page 16 of this syllabus): a completed *Self-Assessment and Reflection Form* and the second page of the *Counseling Competencies Skills-Revised (CCS-R)*. Both of these can be found on the class website. The Case Presentation assignment is worth **25 points**. (*Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13*)

4. Logbook (10 points)

Maintain a neatly typed logbook that includes both the **Log Sheet** (found in the Shared Drive on the CCRC computers) and the **Weekly Summary Sheets**. These should provide a description of your experiences, the date of the experience, the amount of time spent, and your reflections about this experience (see the below for a copy of the Weekly Summary Sheet). Each student's logbook may be requested for review throughout the semester, so keep it current, updated, and accurate. A well-maintained and accurate log-book is worth **10 points**. (*Course Objectives 3, 4, 9, 10, & 12*)

5. Final Self-Evaluation (15 points)

Similar to the Statement of Supervision Goals, you will provide a written account of how successful you were this semester in meeting your goals related to counseling skills, self-awareness, case-conceptualization skills, and professional awareness. Please note what made it possible/what interfered with the attainment of your Supervision Goals. This will be due the last day of class and is worth **15 points**. (*Course Objectives 1, 3, 4, 10, & 12*)

6. Completion of Weekly Summary Sheets and Session Review Forms (10 points)

Throughout the semester, you will complete and turn in typed (a) **Weekly Summary Sheets** (where you keep track of your weekly activities, with a specific focus on how these activities relate to your supervision goals) and (b) **Session Review Forms** (which you complete while watching your recorded sessions). Students who complete and submit these forms each week will earn **10 points**. (*Course Objectives 3, 4, 6, 9, 10, & 12*).

Assignment Point Breakdown

Demonstration of Counseling Skills, Behaviors, & Dispositions (CCS-R)	25 points
Student Learning Goal Statement	15 points
Case Presentation	25 points
Logbook	10 points
Final Self-Evaluation	15 points
Weekly Summary and Session Review Forms	10 points
Total Points	100 points

Practicum Grading Scale	
A	90-100
B	80-89
C	70-79
F	< 70

NOTE: To pass any clinical course in the Counselor Education Program (Intro, Techniques, Practicum, and Internship); a student must obtain a minimum of a “B.” Those students whom earn less than a “B” in MHS 6803: *Practicum in Counselor Education* will, at the very least, need to repeat MHS 6803: *Practicum in Counselor Education* and will have a remediation plan put into place. Students who do *not* comply with the remediation plan and/or who do *not* pass the repeated MHS 6803: *Practicum in Counselor Education* course will be dismissed from the UCF Counselor Education Program. This programmatic change went into effect as of December 7th, 2007 and was modified in November, 2011.

Classroom Policies

Attendance Requirements

Students are expected to attend *all* MHS 6803: *Practicum in Counselor Education* classes and supervision sessions and participate fully in exercises and assignments. Demonstrating commitment to your clients is also expected as part of being a professional. *****Important:** Therefore, (a) you may only miss a class because of illness or unexpected tragedy (you must notify the professor and the Clinic staff so your clients can be contacted); (b) official documentation is required from a doctor (or similar for the "tragedy") to verify your condition; and (c) no rearrangement of different scheduling times with clients will be allowed, nor will another classmate be allowed to “sit in” for you. Each absence for any reason except illness or unexpected tragedy will result in your receiving a one grade reduction. Since you will be required to attend *all* individual supervision meetings, group supervision meetings, and process sessions at the end of each evening, you should plan to be here from _____

Confidentiality

We will be dealing with very personal and sensitive matters, both from our own and our clients’ lives. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class, including the discussion of clients in non-restricted areas such as the hallways, rest rooms, snack areas, etc. Any discussion about clients with fellow practicum members and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that the supervisor would break confidentiality is for the same reasons the practicum student would do so with a client.

Electronic Communication Devices

Please ensure that any pagers or cellular phones are turned off for the duration of the class. The supervisor reserves the right to answer any ringing telephone.

Honor Policy

Academic honesty is fundamental to the activities and principles of the University of Central Florida. Any effort to gain advantage not provided to all students violates the university's honor code. Such a violation is a serious offense, the consequences of which range from failure to expulsion. It is the professor's responsibility to uphold fairness for all students. Any questions or issues concerning the honor code should be brought to the professor's attention immediately. Please review the Student Handbook for the full Code of Academic Integrity.

In order to receive full credit for any assignment, **you must write out the following statement** at the end of each assignment and sign/date it. Papers without this statement will not be accepted.

I have abided by the Code of Academic Integrity on this assignment.

Signature

Date

Practicum Case Presentation Guidelines

The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him or her (them). Please include a brief presentation of the session (approximately 10 minutes of a selected piece of the session on which you would like specific feedback). Your introduction and review of the session should take 15 to 20 minutes; this will be followed by a time of group feedback and discussion. The Case Presentation Assignment is presentation is worth 10% of the final grade and will be graded on how thoroughly the supervisee covers the areas below. If it cannot be avoided, sessions conducted in Spanish (or any language other than English) should be accompanied by a translated transcription of the session.

Please include the following information in your written case presentation:

Personal Data about Client

- Age, race, gender
- Family information/background
- Education/employment
- How client presents himself or herself
- General impressions of the client
- Client's strengths and level of functioning
- Presenting problem(s) (w/5 axis diagnosis)
- Additional data *pertinent to working with this client* (e.g., cultural aspects, sexual orientation, spirituality, physical/intellectual limitations, etc.)

Summarization of Client's Counseling History

- What led the client to seek counseling at this time?
- Number of sessions you've worked with this client
- A brief case conceptualization (What are your counseling hypotheses based on your theoretical orientation and work with the client?)
- Approaches and interventions you have employed with the with the client thus far
- Complicating factors (any potential ethical issues?)

Solicit Specific Feedback

- What concerns do you have about this case/client?
- What buttons does this client push in you (e.g., you find the need to rescue, you get irritated or bored easily, you really like/dislike the client, etc.)?
- What kind of *specific* help/feedback would you like from the group?
- What should we be listening for in the chosen segment that you will play for us?

Please provide copies of a brief written outline or narrative summary of the above information for ALL group members.

WEEKLY SUMMARY SHEET

Name: _____ Dates for the Week: _____

1) Summary of Week's Activities (what you did, how often, and when):

- a. Number of client contact hours this week: _____
- b. Number of group contact hours this week: _____
- c. Total number of client contact hours to date: _____
- d. Number of non-client contact hours this week: _____
What (specifically) did you do during these hours?

Other activities pertinent to practicum:

2) Impressions or Learning Drawn from This Week's Activities (What directives/suggestions/ tools have you been given through supervision?):

3) Progress Toward Stated Learning Goals (What progress are you making on EACH of your Learning Goals?):

Counseling Skills:

Self-Awareness:

Case-Conceptualization:

Professional Awareness:

- 4) Concerns or Questions Arising from this Week's Activities** (things to bring into triadic/group supervision):

Counseling Video Session Review Form

Your Name: _____ Date of Session: _____

Client's Initials: _____ Session #: _____

Please complete the following questions as you review your counseling session video:

1. What is the client's presenting concern today?
2. What, specifically, do you think was the most helpful/productive thing you did during the session?
3. What, specifically, do you think was the least helpful/productive thing you did during the session?
4. What do you think is the "core issue" for this client (use theory-bound language)?
5. Other questions you'd like to ask during triadic supervision?

SELF ASSESSMENT & REFLECTION FORM

For Case Presentation

SESSION CRITIQUE

Name: _____

Session Date: _____

Client's Initials: _____

Session Length: _____

Session Number with Client: __

1. Background Information (Client description, demographics, & presenting issue/concern; use client's initials throughout):

2. Session Notes (What was your goal(s) for the session? How were you intentionally attempting to accomplish this goal? What actually happened in the session (summarize the session)? Any behavioral observations (did the client demonstrate any incongruities, etc.?):

3. Demonstration of Counseling skills (What skills were predominantly used in this session? Were these appropriate to the timing and issues being discussed? Be specific.)

4. **Conceptualization** [Counselor's interpretation of what was “happening” with the client (i.e. “below the surface” of the topics discussed); identify the client’s primary presentation (feeling, thinking, or behaving) – how do you know?; identify the client’s locus of control (internal, external, or a blend) – how do you know?; do you have any hypotheses concerning possible counseling approaches or interventions?]:

5. **Counselor's reaction to session** [YOUR thoughts and feelings about what happened in the session, what went well (or didn’t go well) in the session, and why. Be specific in relation to the counseling skills applied or not applied in this counseling interview]:

6. **What counselor would have done differently and why:** (What were some different counseling skills, responses, and interventions that you might have used instead and why?):

7. **How does this assignment relate to your future work as a counselor or helping professional?** In other words, how (cite examples) will you be able to use and apply the knowledge, skills, and dispositions learned in this assignment in your future work as a helping professional at your site of employment?

8. Rate your overall performance in this session based on the criteria delineated in the scoring rubric:

On Target _____ **Acceptable** _____ **Not Acceptable** _____

8a. Why did you choose to rate your performance at this level?

9. What additional supervision and feedback do you feel you need from the professor on this assignment (be specific and note where in the session the feedback is sought)?

Note: Each of the above prompts should result in your writing at least a paragraph in response

I have read and understand all the assignments and requirements within this syllabus for MHS 6803: *Practicum in Counselor Education – Spring 2017*. I also understand that my grade for the aforementioned class will depend upon my successful completion of these assignments, and my signature below attests to my understanding.

Signature

Date

Group Counseling Experience Agreement Form

Spring 2017 Semester(must be completed and submitted to the instructor by the 3rd week of classes)

For MHS 6803: *Practicum in Counselor Education* students are required to facilitate a small counseling group experience for a **minimum of 10 hours** during the semester under the supervision of an appropriately certified/licensed mental health professional at the group counseling site. Students are responsible for securing the site, establishing the small group, and receiving consent forms from parent/guardians for individuals under 18 years of age.

Practicum Student's Name: _____

UCF Practicum Supervisor's Name: _____

Group Counseling Experience Site Information:

Name of Site: _____

Address of Site: _____

Site Supervisor's Name: _____

Site Supervisor's Credentials (e.g., certification/licensure): _____

Site Supervisor's Telephone Number: _____

Site Supervisor's E-mail Address: _____

Group Counseling Experience Information

Focus of Counseling Group (e.g., anger management): _____

Group Participant Descriptors (e.g., children, adolescents): _____

Number of Group Sessions Planned: _____

Names & Signatures Verifying Group Counseling Experience Information

Practicum Student's Signature

Date

Group Counseling Site Supervisor's Signature

Date

UCF Practicum Supervisor's Signature

Date

GROUP EXPERIENCE VERIFICATION FORM

MHS 6803, Practicum Class

For Practicum I and II students, it is required to facilitate a small group experience for a minimum of ten hours during the semester under the supervision of an appropriately certified/licensed mental health professional at the group counseling site. Students are responsible for securing the site, establishing the small group, and receiving consent forms from parent/guardians for individuals under 18 years of age. Students must turn in the completed and signed by the licensed/certified professional Group Experience Form to their Practicum instructor **during the last practicum class at the end of semester.**

Please complete the following:

1. Name of Agency/School:
2. Address of Agency/School:
3. Name of Supervisor(s):
4. License or Certification # of Supervisor(s):
5. Telephone number of Supervisor (s):

I, _____, verify that _____ has
(Print Name of Supervisor) (Print name of Practicum Student)

completed _____ co-leading or leading a small group under my supervision.
(# of hours)

(Signature of Supervisor)

(Signature of Practicum Student)

(Date)

Student Learning Goal Statement

Each student will develop and submit a written statement of his or her individualized learning goals for MHS 6803: *Practicum in Counselor Education*. This goal statement should be written similar to a “treatment plan” where you will outline your **goals**, your **objectives** to reach those goals, and some prospective **dates** that you hope to achieve these goals.

Goals should be well articulated and should address the issues within the following four areas (attempt to come up with **2-3 goals for each**):

1. **Counseling skills** (e.g., to improve intentionality, confrontation skills, be less directive, etc.)
2. **Self-awareness** (e.g., to increase my awareness of the tendency to want to save clients)
3. **Case-conceptualization skills** (e.g., to conceptualize clients from a specific theoretical framework and to generate interventions from this framework)
4. **Professional awareness** (e.g., I will read a book/attend a presentation in order to learn more about borderline personality disorder).

You MHS 6803: *Practicum in Counselor Education* Learning Goal Statement is due by the third group session . There will be opportunities at the mid-term and end-of-semester for you to demonstrate & discuss the progress that you’ve made in achieving your identified learning goals.

Example of Student Learning Goal Statement

1. Counseling Skills

A. Learning Goal 1

- I will be able to appropriately challenge and/or confront client incongruities
 - Objectives for Learning Goal 1
 - I will ask for specific supervision regarding my challenging/confronting skills (e.g., I will cue my sessions to times when I attempted to confront clients and failed to do so).
 - I will increase in my awareness of both the client’s and my own dynamics that may impact my ability to implement a challenge &/or confrontation
 - I will be able to demonstrate my challenge &/or confrontation skills by the midpoint of the semester as measured by my CCS midterm evaluation.

B. Learning Goal 2...

C. Learning Goal 3...

2. Self-Awareness

A. Learning Goal 1

- I will address my recognized desire to “save” clients, particularly my children clients
 - Objectives for Learning Goal 1
 - I will ask for specific supervision regarding my behaviors when working with clients with whom I feel a special bond
 - I will verbalize my feelings about clients and explore the origins of these feelings
 - I will cue my sessions to those times that I over/under empathized with clients
 - I will increase in my awareness of both the client’s and my own dynamics that may impact my desire to “save” them
 - I will be able to articulate my self-awareness of this skill by the end of the semester.

B. Learning Goal 2...

C. Learning Goal 3...

MHS 6803: *Practicum in Counselor Education*
Student Information Sheet

Personal Contact Information

Name (and preference): _____

Program Track/Major: _____

Telephone number(s): _____

Email address: _____

PLEASE NOTE – all course correspondence will be sent to your Knights email address. Be sure to forward that email to the address you check regularly.

What are some things that you want your faculty supervisor to be aware of as you begin/continue your work with clients?

Do you have any questions for the faculty supervisor?

Is there anything else that I need to know about you to help me to supervise you more effectively (e.g., time constraints, other responsibilities, etc.)?

INTERNSHIP SECTION

PROCESS

Students do not enroll in Internship like their other classes. The student must:

1. Meet all pre-requisites for MHS 6830
2. Fill-out, print, and initial application in appropriate areas
3. Secure Advisor signature
4. Submit signed form to Counselor Education front-office administrator (Joyce)

LIST OF INTERNSHIP FORMS

1. Internship Application (APPENDIX A)
2. Internship Contract between student and site supervisor (APPENDIX B)
3. Mid-Semester and Final Site Supervisor Evaluation (APPENDIX C)
4. Graduating Student Information Form (APPENDIX D)
5. Evaluation of Internship Site (APPENDIX D)
6. Clinical Experiences Hours Log (APPENDIX E)

SAMPLE INTERNSHIP SYLLABUS (MAY CHANGE SLIGHTLY BASED ON INSTRUCTOR)



University of Central Florida

Department of Child Family and Community Sciences

Counselor Education Program

Instructor: Dalena Dillman Taylor, Ph.D., LPC, LMHC, RPT
Telephone: Office: n/a
Office: Education Complex (ED) Office 322R
E-Mail: Dalena.taylor@ucf.edu
Office Hours: Tuesdays and Wednesdays 2-4 and by appointment
Meeting times: Tuesday afternoons from 4:00 p.m. - 5:30 p.m.
Location: ED 187

Course Prerequisites

Students **must** have successful completion of **MHS 5005** (Introduction to the Counseling Profession), **MHS 6400** (Theories of Individual Counseling), **MHS 6401** (Techniques in Counseling), **MHS 6500** (Group Procedures in Counseling), **MHS 6702** (Ethical/ Legal Issues), **MHS 6070** (Diagnosis and Treatment) and **MHS 6803** (Counseling Practicum I & II).

Catalog Description

Supervised placement in setting appropriate for program track.

Additional description

The internship in the mental health and marriage and family tracks of the Counselor Education program is intended to provide the student practical “hands-on” experiences in settings where counseling services are offered. It allows the student an opportunity to relate academic and theoretical learning to settings outside of the university classroom. It allows the student an opportunity to relate academic and theoretical learning to settings outside of the university classroom. The experience also allows the student to receive evaluative feedback on his/her knowledge, attitudes and skills with specific client populations in specific settings. Since the student has already had some advanced training in counseling, the staff and the clientele at the placement site should benefit from the services that are provided by the student during the placement

Textbook

Required:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., text revision)*. Washington, DC: Author. (ISBN 978-0-89042-025-6)

Other readings as assigned.

Course Objectives:

- a. To provide an opportunity for students to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. (CACREP [2009] *Section III MHC, B., 1-2.; G., 1-5; L., 1-3; MFT, B., 1-2, D., 1-6; J., 1-3*; FEAP (2003) #2, #3, #4, #8, #11; FSAC [1999]: *Competency #1, #5, #6, #8, #9*).
- b. To provide an opportunity for each student to demonstrate counseling skills and competencies with clients individually and/or in groups, and/or families in an agency setting. (CACREP [2009] *Section III MHC, H, 1-4, MFT, D, 1-6*; FEAP (2003) #7; FSAC [1999]: *Competency #2, #4*).
- c. To provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. (CACREP [2009] *Section III MHC, D., 2.; F., 1-3; H. 1*; FEAP (2003) #5; FSAC [1999]: *Competency #10*).
- d. To provide the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision. (CACREP [2009] *Section III MHC G., 5*; FEAP (2003) #12; FSAC [1999]: *Competency, #9*).
- e. To provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research. (CACREP [2009] *Section III MHC H., 1-2. ; J., 1-3*; FEAP (2003) #1, #4; FSAC [1999]: *Competency, #3, #8*).
- f. To provide a forum for interaction with other internship students regarding interventions, techniques, strategies, and etc. (CACREP [2009] *SECTION II G., 5. g.; Section III MHC D., 9; L., 2*; FSAC [1999]: *Competency, #5.*)
- g. To familiarize internship students with the organizational and counseling operations of a variety of field sites. (CACREP [2009] *SECTION II G. 1.b. ; Section III MHC B., 2*; FEAP (2003) #8, #11; FSAC [1999]: *Competency, #12*).
- h. To promote professional growth through the interaction of learning outcomes from professional literature into counseling practice. (CACREP [2009] *Section III MHC/MFT J., 1, 3*; FEAP (2003) #1, #4, #8; FSAC [1999]: *Competency, #1, #8*).
- i. To stimulate critical thinking and self-assessment of learning outcomes and competency development. (CACREP [2009] *Section III MHC D., 9; MFT, D., 6.*; FEAP (2003) #3 #4; FSAC [1999]: *Competency, #10*).

Methodology:

Class discussion, case presentations, and reflections.

Course Requirements:

- a. Please read and be familiar with the policies found in the Clinical Experience Handbook at http://education.ucf.edu/counselored/docs/Clinical_Experience_Handbook.pdf
- b. Prior to registering for internship (at least one semester prior), meet with your advisor who will assist you in finding an approved internship site. The Student Corner of the Counselor Education website has a list of approved Internship Sites for mental health and marriage and family counseling. If you are choosing a mental health/marriage and family counseling site that is not on the approved internship site list, you must complete the Application Packet for Potential Internship Sites for faculty to approve the site. This must be done prior to your starting your clinical hours at that site.
- c. Canvas: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 16th. Failure to do so will result in a delay in the disbursement of your financial aid. Go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, then access each course by selecting it in the "Courses" dropdown menu at the top of the page. You will find the quiz assignment to complete no later than January 16th.
- d. Once your site and supervisor has been approved, students must have the **Internship Contract** (p. 16) signed by the on-site supervisor, University supervisor, and you the intern. *Please turn this in to your internship instructor within the first two weeks of class.*
- e. Each student will attend a **1.5 hour** weekly class to receive *group supervision* credit (CACREP Standard III.H.3). Anonymous cases are to be brought in for discussion and analysis of the student's practice.
- f. **Weekly individual and/or triadic supervision** is to be scheduled with your on-site supervisor (CACAREP Standard III.H.2). On-site supervisors must provide one (1) hour of individual and/or triadic supervision for each 15 hours of direct client contact completed by the intern. On-site Supervisors may choose to meet with the intern more often. State requirements for licensure and CACREP policy stipulate that, in order for a supervisory session to count as a full hour (or fraction thereof), a licensed supervisor may meet with *no more than two students* for a supervisory session.
- g. Students in the mental health counseling and marriage and family therapy tracks must **complete 900 hours** (minimum of 360 direct client contact) of internship.
 - i. *Direct client contact hours* include assessment, individual counseling, couples counseling, family counseling and group counseling with clients who represent the ethnic and demographic diversity of the community.
 - ii. *Non-client contact hours* include class time, on-site staff meetings, individual supervision, paperwork (treatment planning, progress notes, etc.), research, in-

service trainings, and etc.

- h. Other activities as assigned by your internship professor.
- i. The student will adhere to the Code of Ethics of the American Counseling Association (ACA) at all times.
- j. Students will maintain current liability insurance throughout the clinical experience and must show proof of this by the **first day** of internship class.
- k. Holidays and vacation dates are to be determined by the internship site, not the academic calendar.
- l. Students are required to log their internship hours. On-site supervisor and internship instructors will sign off on the log at the end of each semester. **All logs need to be turned in to our program liaison, Joyce Goodman, at the end of internship and prior to graduation.**
- m. Students are responsible for sending their site supervisor the Qualtrics link for the Mid-term and Final evaluation form of their progress. Students are also responsible for following up with their site supervisor to ensure the evaluations are submitted by the due dates (Mid-term – March 3rd; Final – April 21st).
 - a. MHC - http://ucf.qualtrics.com//SE/?SID=SV_cNH5Zn5HQ4IHuTj
 - b. MCFT - http://ucf.qualtrics.com//SE/?SID=SV_5dxhIVdHBFGEICx

Responsibility of the On-Site Supervisor

- a. Regular individual and/or triadic supervision is essential to the success of the internship. Interns must receive **one hour of individual and/or triadic supervision** for each fifteen (15) hours of direct client contact (about one hour per week). Supervision of such activities as utilizing taped interactions, written case reports, direct observations, and verbal consultations will be determined by the on-site supervisor in accordance with site policy.
- b. A site supervisor must:
 - iii. be **licensed** in the state of Florida in mental health counseling, marriage and family therapy, social work, or psychology.
 - iv. have a minimum of two (2) years of pertinent professional experience in the program area in which the intern is completing clinical instruction; and
 - v. be knowledgeable of the program's expectations, requirements, and evaluation procedures for interns.
- c. On-site supervisors need to participate in the **UCF Site Supervisor Orientation**. Interns will provide supervisors with information on date, time and directions.
- d. On-site Supervisors are to arrange for interns to take part in staff meetings, staffing, and in-service trainings.

- e. On-site supervisors are requested to complete a **midterm** and a **final evaluation** of the intern's performance. Interns will provide supervisors with the forms. These forms can be found at the following Qualtrics links:
 - a. MHC - http://ucf.qualtrics.com//SE/?SID=SV_cNH5Zn5HQ4IHuTj
 - b. MCFT - http://ucf.qualtrics.com//SE/?SID=SV_5dxhlVdHBfGEICx
 - c. Supervisors are required to print the completion page which provides a summary of their answers: one for their records and one for the student.
- f. Interns must complete **900 hours** (*360 direct client contact*) of internship. Over the course of two semesters (15 weeks per semester) this equates to about 30 hours per week spent at the internship site and about 12 hours per week of direct client contact.
- g. Interns are to be provided the opportunity for assessments, individual counseling, group counseling, couples counseling, and/or family counseling with clients who represent the ethnic and demographic diversity of the community. Interns will demonstrate counseling skills and receive feedback regarding their performances.
- h. On-site supervisors may suggest appropriate reading(s) relative to that particular site for the intern. The readings may be a book, articles, manuals or related readings that the on-site supervisor believes to be most beneficial to aid the intern in better understanding the site and/or clients served.
- i. The intern is expected to follow the policies, professional activities, procedures, and legal responsibilities of the agency.
- j. On-site supervisors are requested to provide input into the Counselor Education training program at UCF. Input may include: feedback regarding curriculum, competence as seen demonstrated by intern, skills, or issues to be added to the program, etc. It is hoped that a collaborative training effort between the mental health agency, school, or institution and UCF will be evident through the internship, supervision, and feedback meetings.
- k. The internship professor will meet with the site supervisor at least one time during the semester to discuss the intern's progress at the internship site.
- l. The on-site supervisor agrees to consult with the UCF instructor concerning the intern's performance.
- m. The on-site supervisor agrees to contact the UCF instructor at any time during the field placement when the intern's knowledge, attitudes, or skills are not acceptable for the missions of the placement site.
- n. Internship instructors will provide information regarding professional development opportunities.

Grading

Your grade will be based on completion of the following requirements:

a. **Outline of Planned Internship Experience/Internship Contract (5% of final grade)**

This outlines the specific objectives and duties of the student-intern during his or her internship experience. Similar to a contract, it clarifies the chief responsibilities of the student and the approximate allocation of time spent at the site. The Outline should cover such topics as

- a. time [indicate the range of dates (month/year thru month/year) spent on site and the number of hours per week spent on site];
- b. details about the site host(s) (indicate the names, positions, and a brief background of each person to be involved in the supervision process and the approximate weekly time to be devoted to supervision);
- c. your experience on site (indicate the various duties you will perform and the approximate time devoted to each), and;
- d. signatures (the outline/contract must be signed by the Student, Site supervisor, and University supervisor. Negotiation and/or modification may be required prior to approval by the University supervisor.

The outline is due by the 2nd day of class and is worth 5 points. Please develop a new Outline even if you are continuing with the same site and host. **A copy of this Outline can be found on pages 12-13 of this syllabus. A copy of the Internship Contract can be found on page 14.**

b. **Statement of Learning Goals (10% of final grade)**

Develop and submit a written statement of individual learning goals for the practicum. This goal statement should be written similar to a “treatment plan” where you will outline your **goals** (at least 4), your **objectives** (“how to”) to reach those goals, prospective **dates** that you hope to achieve these goals and an operational definition of the goal’s resolution.

Example:

Goal	Date	Operational Definition
I will consistently increase my level of professional awareness.	April 29, 2014	I will read a book/articles or attend a presentation on a topic of my choice and discuss with colleagues by a specified date.
I will develop my skills in group counseling.	April 29, 2014	I will co-lead a bereavement support group with my on-site supervisor.

Goals should be well articulated and should address the issues within the following four

areas: (a) **counseling skills** (e.g., to improve intentionality, confrontation skills, be less directive, etc.); (b) **self-awareness** (e.g., “to increase my awareness of the tendency to want to save clients”); (c) **case -conceptualization skills** (e.g., “to conceptualize clients from a specific theoretical framework and to generate interventions from this framework”), and; (d) **professional awareness** (e.g., “I will read a book/attend a presentation in order to learn more about borderline personality disorder”). **This document is due by the 2nd group session and is worth 10 points.** There will be an opportunity at the mid-term and final for you to demonstrate the progress you’ve made on these learning goals.

- c. **Continuous Improvement/Wellness Plan (10% of final grade)**
Student-interns will develop a Continuous Improvement/Wellness Plan in order to continue the work they began on their personal wellness in the Introduction to Counseling course. **This plan is worth 10 points and is due by the 2nd group meeting** (*please see attached instructions and rubric on pages 15 and 16*).
- d. **Case Presentation (30% of final grade)** All interns will be responsible for presenting a detailed case presentation of a client currently being seen (guidelines are provided in the syllabus below). The purpose of these case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Your introduction and review of the session should take 5 to 10 minutes; this will be followed by a time of group feedback and discussion. These case presentations will be given on a rotating basis throughout our work together (one to two presentations per class). A detailed Case Presentation Write-up should include the items found on **page 17**. This will be **worth 30 points**.
- e. **Counseling Internship Log (15% of final grade)** Students will complete the Counseling Internship Log (found on **page 18**) and turn it in monthly (see due dates). A well-maintained and accurate log-book is **worth 15 points**.
- f. **Participation and Site Supervisor Feedback (30% of final grade)** Supervision is an exciting and yet demanding process. You are expected to attend and **actively** participate in all scheduled supervision sessions, offer constructive comments ("feedback") and questions to other supervisees, and generally to be **involved** (express your needs, listen empathically to each other, make this *your* group). The university supervisor will also be in contact with your site supervisor and will be receiving periodic updates of your performance. Your *mid-term* and *final* evaluation (completed by your site supervisor) will play a major role in your obtaining these **30 points** (see **Qualtrics links above**).

Non-Graded Assignments

(but crucial elements of the course) – Please submit a copy of each item detailed below

Completion of Clinical Hours: *A minimum of 600 clock hours of supervised experience in an appropriate setting, which includes a minimum of 240 direct service clock hours (CACREP Marital, Couple, and Family Counseling D and Mental Health Counseling D).* **Incompletes will only be issued to those students who made every effort to complete their hours** but (with

site supervisor verification), were unable to do so.

- a. **Completion of Group Supervision Hours:** *The student’s internship includes...an average of (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member (CACREP S. III.H.3).*
- b. **Completion of Individual Supervision Hours:** *The student’s internship includes . . . weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship (usually performed by the on-site supervisor) (CACAREP S. III.H.2).*
- c. **Professional and Ethical Performance at Mental Health or Marriage and Family Site:**
 - vi. Each student-intern is strongly encouraged to join the American Counselor Association (ACA; \$85.00 for students). Information is available at: www.counseling.org
 - vii. Each student-intern will purchase professional liability insurance for professional counseling graduate students (*available through ACA for a reasonable price*). Information is available at: www.counseling.org. Turn a copy of your insurance coverage to your internship instructor by the first or second week of class.
- d. **Evaluation of Counseling Internship Site**
 - a. Qualtrics link will be distributed by instructor.
 - b. Evaluations are due by April 29th prior to attending the last internship class.
- e. **CPCE:** Students are required to pass Counselor Preparation Competency Exam (CPCE) in order to graduate from the program. Check with the Program staff to determine date/time/ deadlines for applications.

Grading Scale: Basic Grading Guidelines

Assignment Point Breakdown	
Outline of Planned Internship Experience	5 points
Goal Statement	10 points
Continuous Improvement/Wellness Plan	10 points
Case Presentation	30 points
Logbook	15 points
Active Participation and Site Feedback	30 points
Total Points	100 points

University Grading Scale	
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	< 60

NOTE: To pass any clinical course in the Counselor Education Program (Techniques, Practicum, and Internship), a student must obtain a minimum of a “B.” Those who earn less than a “B” will, at the very least, need to repeat the course. This change went into effect as of December 7th, 2007.

Classroom Policies

Attendance Requirements:

Students are expected to attend all classes and supervision sessions and participate fully in exercises and assignments. Demonstrating commitment to your clients is also expected as part of being a professional. Therefore, (a) you may only miss a class because of illness or unexpected tragedy (you must notify the professor and the Clinic staff so your clients can be contacted); (b) official documentation is required from a doctor (or similar for the "tragedy") to verify your condition; and (c) no rearrangement of different scheduling times with clients will be allowed, nor will another classmate be allowed to “sit in” for you.

Professionalism and Confidentiality:

Due to the experiential and practical nature of this experience, professionalism is critical. Within the group supervision experience, student-interns will need the ability to accept constructive feedback and demonstrate respect toward his or her peers. Given that we may be dealing with personal and sensitive matters, both from our own and our clients’ lives, it is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class. This includes the discussion of clients in non-restricted areas such as the hallways, rest rooms, snack areas, etc. Any discussion about clients with fellow interns and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that the supervisor would break confidentiality is for the same reasons the intern would do so with a client.

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

Student Conduct & Academic Integrity:

By enrolling in this UCF course, you have accepted the responsibility to abide to policies and procedures set forth in the University of Central Florida *Golden Rules*.

<http://www.goldenrule.sdes.ucf.edu/Golden%20Rule%20-%202007-2008.pdf#page=2>

Outline of Planned Internship Experiences

The *Outline of Planned Internship Experience* outlines the specific objectives and duties of the student during his or her internship experience. The objectives and tasks should align with the Council for Accreditation of Counseling and Related Educational Program’s (CACREP, 2009) accreditation standards.

Intern: _____
Cell Phone: _____
Home Phone: _____
Email: _____

Site Name: _____
Site Address (*actual location address where you are working*):

Site Supervisor: _____
Telephone: _____
Telephone: _____
Email: _____

Beginning Date of Internship Experience:

Population (who are you working with):

Days/Hours (circle days you are working and write in the hours scheduled each day):

M	T	W	H	F	Sa	Sun

Outline of Planned Internship Experiences (cont.)

General Site Requirements:

Approved internship sites must (site supervisor, please initial each of these items):

- _____ Provide **one (1) hour of individual and/or triadic supervision** each week from a qualified supervisor.
- _____ Allow students to obtain a total of 900 hours (360 hours are direct client services) over the course of two semesters.
- _____ Provide opportunities for students to offer a variety of direct services to clients, (e.g., assessment, individual counseling, group counseling, couples counseling, and family counseling).
- _____ Provide experiences with a diverse population.
- _____ Allow students to participate in professional activities in addition to direct service (e.g., record keeping, group supervision, information and referral, in-service trainings, and staff meetings).

Student's Internship Experience Goals and Objectives

Direct services to be provided (*e.g., assessment, individual counseling, group counseling, couples counseling, and family counseling*)

Example:

“I will develop my skills in group counseling by co-leading a bereavement support group with my on-site supervisor at Seminole Behavioral Health. This group will begin in February and meet one hour a week for eight weeks.”

Non-direct services to be provided (*e.g., record keeping, group supervision, information and referral, in-service trainings, and staff meetings*)

Example:

“I will learn about agency policies and current issues by attending staff meetings each week.”

“I will improve my suicide risk assessment skills by participating in an in-service training on suicide risk scheduled for April 21 2013.”

Student Signature

Date

Site Supervisor Signature

Date

UCF Professor/Instructor Signature

Date

**Outline of Planned Internship Experiences (cont.)
INTERNSHIP CONTRACT**

_____ agrees to accept
(Site Name)

the following UCF Counselor Education graduate student as an intern:

(Graduate Student Name)

All parties have read and accept the responsibilities of the internship site as described in the class syllabus and the Clinical Experience handbook.

Site Name:

Name of Site Supervisor:

Student Signature

Date

Site Supervisor Signature

Date

UCF Professor/Instructor Signature

Date

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Field Experiences Coordinator
Play Therapy Certificate Coordinator
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Continuous Improvement/Wellness Plan

Intern: _____ Semester: _____

Academic Advisor: _____

Internship University Supervisor: _____

Accreditation/Credentialing/Ethical Significance:

American Counseling Association (ACA; 2005) Codes of Ethics C.2.f: Continuing Education: Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their field of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations with whom they work.

Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2009) Standard II.G.2.e: Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.

Instructions:

As stated in professional counselor preparation standards (CACREP, 2009) and ethical codes (ACA, 2005), it is imperative that counselors in-training develop plans to support their continuous professional and personal development and improvement. To support this goal, MHS 6830 students are required to construct a professional Continuous Improvement/Wellness Plan. From a holistic (bio-psycho-social-spiritual) perspective, the students' Continuous Improvement/Wellness Plan should include current, near future (within a year), and future (next five years) goals to support the following:

1. Physiological well-being
2. Psychological well-being
3. Social well-being
4. Vocational/professional well-being
5. Spiritual well-being

Student's Continuous Improvement/Wellness Plans should be written in behavioral terms and related to time (e.g., "I will attend an American Counselor Association national conference by 2013"). Furthermore, the Continuous Improvement/Wellness Plan is unique to the individual student; thus, it should be developed based on each students' professional and personal goals.

Rubric for Continuous Improvement/Wellness Plan

Intern: _____ Points: _____ (out of 10 total)

Elements of Continuous Improvement/Wellness Plan	Reference to Time	Acceptable (2 points)	Unacceptable (0 points)	Score (please circle one)
Physiological Goals: What will the intern do to support his or her physiological well-being?	Current	Physiological goals were well-written, clear, relevant, achievable, measurable, and bound to time.	Physiological goals were poorly written, unclear, not relevant, unachievable, ambiguous, and not bound to time.	2
	Near future			0
	Future			0
Psychological Goals: What will the intern do to support his or her psychological well-being?	Current	Psychological goals were well-written, clear, relevant, achievable, measurable, and bound to time.	Psychological goals were poorly written, unclear, not relevant, unachievable, ambiguous, and not bound to time.	2
	Near future			0
	Future			0
Social Goals: What will the intern do to support his or her social well-being?	Current	Social goals were well-written, clear, relevant, achievable, measurable, and bound to time.	Social goals were poorly written, unclear, not relevant, unachievable, ambiguous, and not bound to time.	2
	Near future			0
	Future			0
Vocational/Professional Goals: What will the intern do to support his or her vocational/professional well-being?	Current	Vocational/professional goals were well-written, clear, relevant, achievable, measurable, and bound to time.	Vocational/professional goals were poorly written, unclear, not relevant, unachievable, ambiguous, and not bound to time.	2
	Near future			0
	Future			0
Spiritual Goals: What will the intern do to support his or her spiritual well-being?	Current	Spiritual goals were well-written, clear, relevant, achievable, measurable, and bound to time.	Spiritual goals were poorly written, unclear, not relevant, unachievable, ambiguous, and not bound to time.	2
	Near future			0
	Future			0

University Internship Supervisor's Comments:

Case Presentation Outline

All interns will be responsible for presenting a detailed case presentation of a client currently being seen (guidelines are provided below). The purpose of these case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. If possible, include a brief video/audio presentation of the session (approximately 10 minutes of a selected piece of the session on which you would like specific feedback). Your introduction and review of the session should take 10 to 15 minutes; this will be followed by a time of group feedback and discussion. If you are able to secure a recording, please do not select an initial session with a client. Rather, you should strive to provide a sample of such things as a session where you attempted to implement an intervention, a sample of your best work, a sample of lesser quality work, and/or a termination session. These case presentations will be given on a rotating basis throughout our work together (one per group session). A detailed Case Presentation Write-up (which is to be distributed to everyone in the group) should include the following:

Personal Data about Client

- Age, race, culture (defined broadly), gender
- Family information/background
- Education/employment
- How client presents him/herself
- General impressions of the client
- Client's strengths and level of functioning
- Presenting concern(s) (w/5 axis diagnosis)

Cultural considerations

- Additional data *pertinent to working with this client* (religious/spiritual background, physical/intellectual limitations, relationship status, living arrangements, etc)

Summarization of Client's Counseling History

- Number of sessions you've had with the client
- What led the client to seek counseling at this time?
- A brief case conceptualization (What are your hypotheses? *Use language grounded in the theory from which you are working* with this client)
- Approaches used thus far
- What complicating factors exist (i.e. what's getting in the way of progress) if at all?

Solicit Specific Feedback

- What concerns do you have about this case/client?
- What kind of help/feedback would you like from the group?
- What should we be listening for in the chosen segment that you will play for us?

*****Please provide copies of a brief written outline or narrative summary of the above information for ALL group members.*****

MHS 6830 Counseling Internship Student Form/Activity Checklist

Intern: _____

Semester: _____

Site Name: _____

Form/Activity	Completed	Not Completed
• Application for Enrollment in Counseling Internship		
• CCS/Intern Eval from last semester		
• Proof of Liability Insurance		
• Last page of Syllabus signed and submitted		
• Internship Contract		
• Outline of Planned Internship Experience		
• Supervisor's Professional Disclosure Form		
• Case Presentation(s)		
• Counseling Internship Log (<i>1st month</i>)		
• Counseling Internship Log (<i>2nd month</i>)		
• Counseling Internship Log (<i>3rd month</i>)		
• Continuous Improvement/Wellness Plan/Goal Statement		
• Mid-term Internship Site Supervisor Evaluation Form		
• Final Internship Site Supervisor Evaluation Form		
• Evaluation of Counseling Internship Site		
• Portfolio (<i>submitted to Advisor</i>)		
• Successful Completion of CPCE		
• Site Visit Done		

I have read and understand all the assignments and requirements within this syllabus for MHS 6830: Internship I & II – Semester, Year. I also understand that my grade for the aforementioned class will depend upon my successful completion of these assignments, and my signature below attests to my understanding.

Signature

Date

**MHS 6830: Internship I & II
Student Information Sheet**

Personal Contact Information

Name (and preference):

Program Track/Major:

Telephone number(s):

Email address: **PLEASE NOTE – all course correspondence will be sent to your Knights email address. Be sure to forward that email to the address you check regularly.**

What are some things that you want your faculty supervisor to be aware of as you begin/continue your work with clients?

Do you have any questions for the faculty supervisor?

Is there anything else that I need to know about you to help me to supervise you more effectively (e.g., time constraints, other responsibilities, etc.)?

SITE APPROVAL AND RENEWAL

PROCESS

Internship students must work at an APPROVED site. Many students arrange to complete their internship at a site that was previously approved and has maintained their “approved” status. Occasionally, a student becomes aware of a site that has either never been approved or one that has lost its “approved” status. The following information describes the necessary process and forms needed to re-approve a previously approved site or to secure approval for a new site. Students should work closely with their internship instructor and the site administrator.

LIST OF INTERNSHIP SITE APPLICATION FORMS

1. Internship Site Approval Form (APPENDIX F)
2. Internship Site Agreement Form (APPENDIX F)
3. Internship Site Descript Form (APPENDIX F)

These documents provide useful information. Unless the internship site is applying with a new or renewal application, no signature required.

Note: The Counselor Education Program conducts re-approval of internship sites once every two years.

APPENDICES

APPENDIX A

PRACTICUM AND INTERNSHIP APPLICATION

Name: _____

Mailing Address: _____

Home Phone: _____

Cell Phone: _____

Work Phone: _____

Email: _____

PID #: _____

Degree Program: Choose one Certificate: Choose one

Have you been fully admitted into the Counselor Education Program at the UCF? Y N (check)

Which Semester are you applying for Practicum or Internship (*one form per semester*): Choose one Year: _____

Have you attached a degree audit to this application (one degree audit per application)? Y N (check)

Have you completed a minimum of 27 credit hours in Counselor Education? Y N (check)

What other languages (if any) do you speak in addition to English? _____

Please check which Clinical Experience you are applying for:

Practicum I Practicum II Internship I Internship II (*Permission is required for a 3rd Prac or Intn*)

Practicum Courses

Please write "1st" or "2nd" to indicate your first and second choice for Practicum (note which sections are available):

There is no guarantee that you will be placed in your first or second choice but every effort will be made to find the best placement for you.

Mondays: Day

Tuesday: Day

Wednesday: Day

Thursday: Day

Monday: PM

Tuesday: PM

Wednesday: PM

Thursday: PM

Mental Health Pre-requisites for Prac: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, & MHS 6702

Marriage & Family Pre-requisites for Prac: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, & MHS 6702

School Pre-requisites for Practicum: MHS 5005, MHS 6400, MHS 6401, MHS 6500, SPS 6815

Have you completed the pre-requisites for practicum? Y N (check)

Internship Courses (Internship class is on Tuesdays for MH and MCFT and Wednesdays for School at 4PM)

If internship, number of credit hours for which you are registering (usually 3): _____

Mental Health and Marriage & Family Pre-requisites for Internship: same as those for MHS 6803 plus completion of MHS 6803 (I) & MHS 6803 (II)

Have you completed the pre-requisites for internship? Y N (check)

I understand that to obtain licensure in Marriage & Family Therapy with the State of Florida, I must complete 180 hours of marriage and family therapy services in a marriage and family therapy setting. Initial _____

Application Due Dates:

June 1st for admission into Fall Practicum/Internship courses

October 1st for admission into Spring Practicum/Internship courses

March 1st for admission into Summer Practicum/Internship courses

Note that the Office of Clinical Experiences has an earlier deadline for School Counseling Internships in the schools.

Registration Process:

Return completed application form and a recent degree audit to the Program Assistant in COE Suite 322 by the deadline. Spaces in clinical courses are limited. Preferences will be given to students with the most credit hours prior to applying for Practicum/Internship.

We cannot guarantee admission to any student who turns this form after the deadline.

By signing this form, I give the Counselor Ed Program permission to register me into MHS 6803 or MHS 6830.

Student Signature _____

Advisor's Signature _____

APPENDIX C
SITE SUPERVISOR INFORMATION FORM

- Each semester, you are required to gather the following information from your Site Supervisor and the Affiliate Supervisor. An affiliate supervisor is a person designated to be the on-site point of contact when the on-site supervisor is not available. This person is defined as an individual who hold as least a master's degree in a helping profession and is identified as the lead or consulting counselor when the on-site supervisor is off-site.
- This information will be used (a) by the University internship instructor to contact the Site supervisor for consultation purposes and (b) to maintain our Program's records for the purposes of ongoing evaluation and accreditation.

Supervisor's Name:

Licenses/certifications [please spell out any unique qualifications, e.g., QCS (FL) = Qualified Clinical Supervisor, Florida]:

Years of clinical experience:

Areas of specialty:

Site Location:

Contact telephone numbers:

Email address:

Site website:

Affiliate Supervisor's Name:

Licenses/certifications [please spell out any unique qualifications, e.g., QCS (FL) = Qualified Clinical Supervisor, Florida]:

Years of clinical experience:

Areas of specialty:

Appendix D: Internship Site Supervisor Evaluation Form
MHC Internship Version- http://ucf.qualtrics.com//SE/?SID=SV_cNH5Zn5HQ4IHuTj

Thank you for hosting and supervising a UCF Mental Health Counseling student!

Directions: The Internship Site Supervisor Evaluation Form (“Intern Eval”) assesses counseling interns’ skill development and professional competencies and provides interns with direct feedback regarding these areas. The ultimate goal of this document is to offer interns a focus in practical areas for improvement to support their development as effective and ethical professional counselors. Please evaluate the intern’s professional dispositions and behaviors and record your score in the column on the right. This form will be used at least twice during the academic semester – once at the mid-term and once as a final evaluation. Please review the results of this Intern Eval with your intern before submitting it to the University Supervisor (directions for how to do so are below).

Please note: If the intern is “Below Expectations” on any one of the indicated Specific Descriptors found under the Disposition/Behavior headings, please rate him/her as “Below Expectations” (0) for the entire Disposition/Behavior. This will focus the intern on necessary developmental issues and trigger a review of this student. Also, for any disposition/behavior marked as “Below Expectations,” please provide a narrative regarding this item in the “Narrative Feedback from Site Supervisor” section at the end. Finally, interns must demonstrate competence at the “Meets” or “Exceeds” levels in all domains prior to their completion of *MHS 6830: Counseling Internship* & before moving into their next semester of internship and/or before graduation.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (2)** = the mental health counseling intern demonstrates **strong** (i.e., *exceeding*) the expectations of a beginning mental health counselor) knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s).
- **Meets Expectations / Demonstrates Competencies (1)** = the mental health counseling intern demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s). A beginning mental health counselor *should be at this level* at the conclusion of his or her internship.
- **Below Expectations / Insufficient / Unacceptable (0)** = the mental health counseling intern demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s). Remediation is necessary.

Returning the form to the University Supervisor: Once you have completed this Intern Eval, please save the document to your computer with the following title: “Intern’s Last Name – Mid-Term (or Final) Eval.doc”

For example: Hagedorn – Final Eval.doc

Then, please attach the document to an email that is sent to **both the intern and to the University Supervisor**. The University Supervisor will acknowledge the receipt of this document.

Professional Skills, Dispositions, & Behaviors – CACREP Specialty Area Standards for Clinical Mental Health Counseling (2009)

CACREP Standard	<p align="center">Primary Professional Dispositions & Behaviors with Specific Descriptors</p>	<p align="center">Exceeds expectation of a beginning mental health counselor (2)</p>	<p align="center">Meets expectation of a beginning mental health counselor (1)</p>	<p align="center">Below expectation of a beginning mental health counselor (0)</p>
	<p>Counseling and the Therapeutic Alliance</p> <ul style="list-style-type: none"> • Demonstrates genuineness/congruence in client relationships. (II.G.5.b) • Demonstrates ability to attend/listen to clients. (II.G.5.c) • Demonstrates general capability for establishing positive, helpful relationships with clients (II.G.5.a-g) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.1 B.2	<p>Legal & Ethical Behaviors (Foundations: Skills and Practices)</p> <ul style="list-style-type: none"> • Adheres to the ethical guidelines of the ACA and the laws and rules of the State of Florida, including practices within competencies. • Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.9	<p>Professionalism Part I (Personal Behaviors)</p> <ul style="list-style-type: none"> • Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. • Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. • Maintains appropriate boundaries with supervisors, peers, & clients • Demonstrates ability to flex to changing circumstance, unexpected events, & new situations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Professionalism Part II (Site-Specific Behaviors)</p> <ul style="list-style-type: none"> • Behaves in a professional manner towards supervisors, peers, & clients (includes appropriates of dress & attitudes). Able to collaborate with others. • Attends all clinical practice activities in their entirety (engaged & prompt). • Demonstrates an understanding of & appreciation for site policies & procedures. • Engaged in the learning & development of his/her counseling competencies. • Responds non-defensively & alters behavior in accordance with supervisory feedback • Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, TX plan, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CACREP Standard	<p align="center">Primary Professional Dispositions & Behaviors with Specific Descriptors</p>	<p align="center">Exceeds expectation of a beginning mental health counselor (2)</p>	<p align="center">Meets expectation of a beginning mental health counselor (1)</p>	<p align="center">Below expectation of a beginning mental health counselor (0)</p>
D.1	<p>Intervention & Treatment Planning (Counseling, Prevention, and Intervention Skills and Practices)</p> <ul style="list-style-type: none"> • Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. • Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D.3	<ul style="list-style-type: none"> activities. Applies effective strategies to promote client understanding of and access to a variety of community resources. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to use procedures for assessing and managing suicide risk. Applies current record-keeping standards related to clinical mental health counseling. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. 				
D.4					
D.5					
D.6					
D.7					
D.8					
H.1		Assessment Skills and Practices <ul style="list-style-type: none"> Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. Demonstrates skill in conducting such things as an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. 			
H.2		<ul style="list-style-type: none"> Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H.3					
H.4					
CACREP Standard	<p align="center">Primary Professional Dispositions & Behaviors with Specific Descriptors</p>	<p align="center">Exceeds expectation of a beginning mental health counselor (2)</p>	<p align="center">Meets expectation of a beginning mental health counselor (1)</p>	<p align="center">Below expectation of a beginning mental health counselor (0)</p>	
L.1	Diagnostic Skills and Practices <ul style="list-style-type: none"> Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i>, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L.2					
L.3					

<p>F.3</p> <p>D.2</p> <p>F.1</p> <p>F.2</p>	<p>Multicultural Competency (Diversity and Advocacy Skills and Practices)</p> <ul style="list-style-type: none"> • Demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.) • Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. • Applies multicultural competencies to counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. • Maintains information regarding community resources to make appropriate referrals. • Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>J.1</p> <p>J.2</p> <p>J.3</p>	<p>Program Evaluation (Research and Evaluation Skills and Practices)</p> <ul style="list-style-type: none"> • Applies relevant research findings to inform the practice of counseling. • Develops measurable outcomes for counseling programs, interventions, and treatments. • Analyzes and uses data to increase the effectiveness of counseling interventions and programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Feedback from Site Supervisor

Please note the intern's areas of strength, which you have observed:

Please note the intern's areas that warrant improvement, which you have observed (note any areas marked "Below Expectation"):

Please comment on the intern's general performance during his/her clinical experience to this point:

Intern's Name:

Site Supervisor's Name:

Today's Date:

Date that this evaluation form was reviewed with the intern:

*** *Note.* If the Site Supervisor is concerned about the Intern's progress, he or she should consult immediately with the university supervisor.**

CACREP (2009) STANDARDS RELATING TO THE INTERN EVALUATION

- Counselor characteristics and behaviors that influence helping processes (Section II, Standard G.5.b.)
- Essential interviewing and counseling skills (Section II, Standard G.5.c.)
- The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the *ACA Code of Ethics* and other relevant codes of ethics and standards of practice, if evaluation indicates that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study (Section I, *Standard P*).
- Professional practice, which includes practicum & internship, provides for the application of theory & the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic & demographic diversity of their community (Section III, *Professional Practice*).
- Students must complete **supervised internships** that **total a minimum of 600 clock hours** over a minimum of two academic terms. Each student's internship includes all of the following (Section III, *Standard G. 1-6*)
 1. At least **240 clock hours of direct service**, including experience leading groups.
 2. Weekly interaction that averages **one hour per week of individual and/or triadic supervision** throughout the internship, usually performed by the onsite supervisor.
 3. An average of **1 ½ hours per week of group supervision** provided on a regular schedule throughout the internship and performed by a program faculty member.
 4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
 5. The opportunity for the student to develop **program-appropriate audio/video recordings** for use in supervision **or to receive live supervision** of his or her interactions with clients.
 6. **Evaluation of the student's counseling performance** throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CACREP (2009) Specialty Area Standards in Clinical Mental Health Counseling relating to the Intern Eval

- *Foundational Skills and Practices (Clinical Mental Health Standards B.1-2)*
 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
 2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
- *Counseling, Prevention, and Intervention Skills and Practices (Clinical Mental Health Standards D.1-9)*
 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
 3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
 4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
 7. Applies current record-keeping standards related to clinical mental health counseling.
 8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
 9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- *Diversity and Advocacy Skills and Practices (Clinical Mental Health Standards F.1-3)*
 1. Maintains information regarding community resources to make appropriate referrals.
 2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
 - *Assessment Skills and Practices (Clinical Mental Health Standards H.1-4)*
 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
 2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
 3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
 4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
 - *Research and Evaluation Skills and Practices (Clinical Mental Health Standards J.1-4)*
 1. Applies relevant research findings to inform the practice of clinical mental health counseling.
 2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
 3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
 - *Diagnosis Skills and Practices (Clinical Mental Health Standards L.1-3)*
 1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
 2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
 3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Appendix E: Internship Site Supervisor Evaluation Form
MCFT Internship Version**

Thank you for hosting and supervising a UCF Marriage and Family Therapy student!

Directions: The Internship Site Supervisor Evaluation Form (“Intern Eval”) assesses counseling interns’ skill development and professional competencies and provides interns with direct feedback regarding these areas. The ultimate goal of this document is to offer interns a focus in practical areas for improvement to support their development as effective and ethical professional counselors. Please evaluate the intern’s professional dispositions and behaviors and record your score in the column on the right. This form will be used at least twice during the academic semester – once at the mid-term and once as a final evaluation. Please review the results of this Intern Eval with your intern before submitting it to the University Supervisor (directions for how to do so are below).

Please note: If the intern is “Below Expectations” on any one of the indicated Specific Descriptors found under the Disposition/Behavior headings, please rate him/her as “Below Expectations” (0) for the entire Disposition/Behavior. This will focus the intern on necessary developmental issues and trigger a review of this student. Also, for any disposition/behavior marked as “Below Expectations,” please provide a narrative regarding this item in the “Narrative Feedback from Site Supervisor” section at the end. Finally, interns must demonstrate competence at the “Meets” or “Exceeds” levels in all domains prior to their completion of *MHS 6830: Counseling Internship &* before moving into their next semester of internship and/or before graduation.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (2)** = the marriage and family therapy intern demonstrates **strong** (i.e., *exceeding* the expectations of a beginning mental health counselor) knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s).
- **Meets Expectations / Demonstrates Competencies (1)** = the marriage and family therapy intern demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s). A beginning mental health counselor *should be at this level* at the conclusion of his or her internship.
- **Below Expectations / Insufficient / Unacceptable (0)** = the marriage and family therapy intern demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), professional disposition(s), and professional behavior(s). Remediation is necessary.

Returning the form to the University Supervisor: Once you have completed this Intern Eval, please save the document to your computer with the following title: “Intern’s Last Name – Mid-Term (or Final) Eval.doc”

For example: Young – Final Eval.doc

Then, please attach the document to an email that is sent to **both the intern and to the University Supervisor**. The University Supervisor will acknowledge the receipt of this document.

Professional Skills, Dispositions, & Behaviors – CACREP Specialty Area Standards for Marriage and Family Therapy (2009)

CACREP Standard	<p align="center">Primary Professional Dispositions & Behaviors with Specific Descriptors</p>	<p align="center">Exceeds expectation of a beginning marriage and family therapist (2)</p>	<p align="center">Meets expectation of a beginning marriage and family therapist (1)</p>	<p align="center">Below expectation of a beginning marriage and family therapist (0)</p>
	<p>Counseling and the Therapeutic Alliance</p> <ul style="list-style-type: none"> • Demonstrates genuineness/congruence in client relationships. (II.G.5.b) • Demonstrates ability to attend/listen to clients. (II.G.5.c) • Demonstrates general capability for establishing positive, helpful relationships with clients (II.G.5.a-g) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>B.1 D.5</p>	<p>Legal and Ethical Behavior (Foundations: Skills and Practices)</p> <ul style="list-style-type: none"> • Adheres to the ethical guidelines of the ACA, ASCA, and IAMFC, including practices within competencies. • Demonstrates the ability to apply and adhere to ethical and legal standards in marriage couple and family counseling. • Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement and the business aspects of practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>D.6</p>	<p>Professionalism Part I (Personal Behaviors)</p> <ul style="list-style-type: none"> • Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. • Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate. • Maintains appropriate boundaries with supervisors, peers, and clients • Demonstrates ability to flex to changing circumstance, unexpected events, & new situations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Professionalism Part II (Site Specific Behaviors)</p> <ul style="list-style-type: none"> • Behaves in a professional manner towards supervisors, peers, and clients (includes appropriates of dress and attitudes). Able to collaborate with others. • Attends all clinical practice activities in their entirety (engaged and prompt). • Demonstrates an understanding of and appreciation for site policies and procedures. • Engaged in the learning and development of his/her counseling competencies. • Responds non-defensively and alters behavior in accordance with supervisory feedback • Completes all weekly record keeping and tasks correctly and promptly (e.g., case notes, TX plan, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>CA CRE</p>	<p align="center">Primary Professional Dispositions & Behaviors with Specific Descriptors</p>	<p align="center">Exceeds expectation of a beginning</p>	<p align="center">Meets expectation of a beginning</p>	<p align="center">Below expectation of a beginning</p>

		marriage and family therapist (2)	marriage and family therapist (1)	marriage and family therapist (0)
B.2 H.3 D.3 D.1 D.4	<p>Intervention and Treatment Planning (Counseling, Prevention, and Intervention Skills & Practices)</p> <ul style="list-style-type: none"> • Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems. • Determines which members of a family system should be involved in treatment. • Uses systems theories to implement treatment, planning, and intervention strategies. • Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement. • Demonstrates the ability to use procedures for assessing and managing suicide risk. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.2 H.1 H.2	<p>Assessment Skills and Practices</p> <ul style="list-style-type: none"> • Uses systems theory to conceptualize issues in marriage, couple, and family counseling. • Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective. • Uses systems assessment models and procedures to evaluate family functioning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.1 F.2 F.4 F.2 F.3	<p>Multicultural Competency (Diversity and Advocacy Skills and Practices)</p> <ul style="list-style-type: none"> • Demonstrates the ability to provide effective services to clients in a multicultural society. • Demonstrates awareness, appreciation, and respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.) • Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families. • Maintains information regarding community resources to make appropriate referrals. • Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.1 J.2 J.3	<p>Program Evaluation (Research and Evaluation Skills and Practices)</p> <ul style="list-style-type: none"> • Applies relevant research findings to inform the practice of marriage, couple, and family counseling. • Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments • Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Feedback from Site Supervisor

Please note the intern's areas of strength, which you have observed:

Please note the intern's areas that warrant improvement, which you have observed (note any areas marked "Below Expectation"):

Please comment on the intern's general performance during his/her clinical experience to this point:

Intern's Name:

Site Supervisor's Name:

Today's Date:

Date that this evaluation form was reviewed with the intern:

*** *Note.* If the Site Supervisor is concerned about the Intern's progress, he or she should consult immediately with the university supervisor.**

Appendix: CACREP Standards Relating to the Intern Eval

- Counselor characteristics and behaviors that influence helping processes (Section II, Standard G5.b.)
- Essential interviewing and counseling skills (Section II, *Standard G5.c.*)
- The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the *ACA Code of Ethics* and other relevant codes of ethics and standards of practice, if evaluation indicates that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study (Section I, *Standard P*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Students must complete **supervised internships** that **total a minimum of 600 clock hours** over a minimum of two academic terms. Each student's internship includes all of the following (Section III, *Standard G. 1-6*)
 7. At least **240 clock hours of direct service**, including experience leading groups.
 8. Weekly interaction that averages **one hour per week of individual and/or triadic supervision** throughout the internship, usually performed by the onsite supervisor.
 9. An average of **1 ½ hours per week of group supervision** provided on a regular schedule throughout the internship and performed by a program faculty member.
 10. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
 11. The opportunity for the student to develop **program-appropriate audio/video recordings** for use in supervision **or to receive live supervision** of his or her interactions with clients.
 12. **Evaluation of the student's counseling performance** throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
 13. In all clinical experiences, MCFT students must accumulate **180 direct client contact hours with married couples, families or unmarried dyads**.

CACREP (2009) Specialty Area Standards in Marriage, Couple, and Family Counseling relating to the Intern Eval

- *Foundational Skills and Practices (Marriage, Couple, and Family Standards B.1-2)*
 1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
 2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.
- *Counseling, Prevention, and Intervention Skills and Practices (Marriage, Couple, and Family D.1-6)*
 1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
 2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.
 3. Uses systems theories to implement treatment, planning, and intervention strategies.
 4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
 5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.
- *Diversity and Advocacy Skills and Practices (Marriage, Couple, and Family Standards F.1-4)*
 1. Demonstrates the ability to provide effective services to clients in a multicultural society.
 2. Maintains information regarding community resources to make appropriate referrals.
 3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.
 4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.
 - *Assessment Skills and Practices (Marriage, Couple, and Family Standards H.1-3)*
 1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.
 2. Uses systems assessment models and procedures to evaluate family functioning.
 3. Determines which members of a family system should be involved in treatment.
 - *Research and Evaluation Skills and Practices (Marriage, Couple, and Family Standards J.1-3)*
 1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
 2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
 3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

APPENDIX F

GRADUATING STUDENT INFORMATION FORM

Please take the time to complete this form to help us to keep track of our alumni. This will be important for several reasons (which are noted below). Upon completion of the form, please send it as an attachment to counsel@ucf.edu. Thank you in advance for your help in collecting this data.

1. Your Name:
2. Program track: School Marriage & Family Mental Health EdS PhD EdD
3. If you are recently married (or will be getting married in the near future) is there a different last name that you use? Yes No Please print it here:
4. Your current address:

5. Your current (non-UCF) email address:
6. Your preferred phone number:
7. Address where you will continue to receive mail (if different from number 4 above):

8. If you will be moving and know that address, what will it be:

9. Have you been hired for a counseling position? Yes No In process
 - Name of your employer:
 - Name of immediate supervisor:
 - Telephone number for employer:
 - Email address for employer:
 - Website for employer:

- Please consider the following:
10. Would you be interested in being a member of our Counselor Education Advisory Board (more information will be sent to you and you can decide at that point)? Yes No
11. Would you like to be added to our Facebook page? Yes No
This will be the avenue whereby we notify alumni of employment opportunities and information about professional development (e.g., seminars, conferences, CSI, and CEU opportunities)

Please note: should any of the above information change, PLEASE help us to keep our records current by sending an email to counsel@ucf.edu

APPENDIX G: STUDENT EVALUATION OF INTERNSHIP SITE

(To be completed by the student via Qualtrics - http://ucf.qualtrics.com//SE/?SID=SV_5j850lhsGMDgMx7)

Site: _____ Date: _____

Supervisor: _____ Phone: _____

1. Quality of Clients (i.e. accessibility to interns, functioning level for counseling interventions, age range, etc.).

2. Description of Counseling Activities.

3. Quality of On-Site Supervision (frequency, accessibility, commitment to intern's learning, etc.).

4. Special aspects of this site (advantages and/or limitations; e.g. taping vs. not taping, video equipment, etc.)

5. Recommendations to students interested in this site as a future internship.

6. Other Comments.

7. Overall rating of site -- Poor 1 2 3 4 5 Excellent

APPENDIX H

CLINICAL EXPERIENCE HOURS FOR STATE LICENSURE

Full Name:

PID (used to confirm passing grades on all clinical experience courses):

Last 4 digits of your Social Security # (placed on the letter for the state):

State to which you are applying for licensure:

Are you applying for Mental Health or Marriage and Family?

Address for the Licensing Board to which you are applying:

Instructions: You must submit signed copies (i.e. signed by your supervisor) of your hour logs for each semester of clinical experiences (practicum and internship) along with this summary report (scanned and legible copies are appropriate). Upon receipt of these documents, the Program will generate a letter verifying your completed hours to the State of your choosing.

Practicum: UCF Counseling Clinic

MHS 6803 Practicum in Counselor Education I (all programs)

Semester/year completed:

- Direct client contact hours:
- Indirect client contact hours:
- Total Practicum I hours:

MHS 6803 Practicum in Counselor Education II (MH & MCFT)

Semester/year completed:

- Direct client contact hours:
- Indirect client contact hours:
- Total Practicum II hours:

Grand Total of Practicum Hours:

- Direct client contact hours:
- Indirect client contact hours:
- Total Practicum I and II hours:

Internship I: Site name, contact person, and phone number:

MHS 6830/SDS 6947 Counseling Internship I

Semester/year completed:

- Direct client contact hours:
- Indirect client contact hours:
- Total Internship I hours:

Internship II: Site name, contact person, and phone number:

MHS 6830/SDS 6947 Counseling Internship II

Semester/year completed:

- Direct client contact hours:
- Indirect client contact hours:
- Total Internship II hours:

Grand Total Internship Hours:

- Direct client contact hours:
- Indirect client contact hours:
- Total Internship hours:

GRAND TOTAL PRACTICUM AND INTERNSHIP HOURS:

- Direct client contact hours:
- Indirect client contact hours:
- Total Practicum and Internship hours:

APPENDIX I

INTERNSHIP SITE APPROVAL FORM

Important Note Regarding Site Approval and Renewal Process:

- For Fall approval/biennial renewal – Site Approval Packet is due by April 15
- For Spring approval– Site Approval Packet is due by September 15
- For Summer approval– Site Approval Packet is due by January 15
-

The site needs to complete the following attached forms in this packet and mail with signature(s):

- Internship Site Agreement Form
- Internship Site Description Form

Instructions:

1. Please read and sign the Internship Site Agreement Form.
2. Please read and complete the Internship Site Description Form
3. **Email** complete packet and all documents to the coordinator of clinical experiences:

Viki P. Kelchner, PhD, LPCS, LPC, NCC, CSC
Assistant Professor of Counselor Education
Field Experiences Coordinator
University of Central Florida
College of Education, ED 322L
Orlando, FL 32816-1250
Email: wiki.kelchner@ucf.edu

Note: The Counselor Education Program conducts biennial re-approval of internship sites.

APPENDIX J

INTERNSHIP SITE AGREEMENT
BETWEEN
UNIVERSITY OF CENTRAL FLORIDA- COUNSELOR EDUCATION PROGRAM
AND

(Insert name of Internship site)

THIS AFFILIATION AGREEMENT, entered into and effective _____ (MM/DD/YYYY) is between the **UNIVERSITY OF CENTRAL FLORIDA**, on behalf of its Board of Trustees, and _____ (“Agency”).
WHEREAS, Agency is located at _____ and provides counseling and related services;

WHEREAS, University offers a Counselor Education Program and desires its students to obtain educational experiences by utilizing appropriate facilities and personnel of third parties;

WHEREAS, Agency has the appropriate facilities and personnel for Program’s students and has agreed to make such facilities and personnel available to University for educational purposes (“internship”); and

WHEREAS, Agency and University desire to cooperate to establish and implement such a Program involving the students and personnel of University and the facilities and personnel of Facility.

I. Responsibilities of the Agency:

1. Agency must have an approved On-Site Supervisor(s) that must provide one (1) hour of supervision for each 15 hours of direct client contact completed by the intern. On-Site Supervisors may choose to meet with the intern more often.
2. The On-Site Supervisor must be (1) a Florida licensed mental health counselor, (2) licensed clinical social worker, (3) licensed marriage and family therapist, or (4) licensed psychologist for a minimum of two years. On-site supervisors for school counseling interns must be certified in the state of Florida as a school counselor for a minimum of two years.
3. The Agency must be able to support the student’s clock hour requirements established by CACREP. Internship students admitted to the mental health track and marriage and family therapy program must complete 900 hours (minimum of 360 direct individual client contact; 180 direct marriage and family contact for students applying for Marriage and Family licensure) of internship. The Agency must be able to provide an experience that allows an intern to meet at least fifty percent of that requirement in a one semester internship assignment to the site.
4. Agency must provide clinical opportunities including one or more of the following: assessments, individual counseling (including career planning or academic advising), couples counseling, family counseling and group counseling.
5. Agency must provide non-client contact hour opportunities including one or more of the following: on-site staff meetings, individual supervision, paperwork (treatment planning, progress notes, etc.), research, in-service trainings, and etc.

6. Interns are to be provided the opportunity for assessments, individual counseling, group counseling, classroom guidance, and/or family counseling in order to demonstrate counseling skills and receive feedback regarding their performances.
7. Notify University, in writing, of any student whose work or conduct with clients or personnel is not, in the opinion of Agency in accordance with acceptable procedures or standards of performance or otherwise could disrupt client services or Agency's operation. Agency may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of services or for unprofessional behavior. In such event, said student's participation in the internship at Agency shall immediately cease, subject to being resumed only with the mutual agreement of Agency and University. The on-site supervisor must address any concerns regarding any aspects of an intern's work quality or productivity with the Internship Instructor and Clinical Coordinator before any decisions are made to release a student from their intern responsibilities.
8. Agency has ultimate responsibility for the provision and quality of services at the Agency; further, Agency has responsibilities over its operations.
9. Orient the internship student to the site.

II. Responsibilities of the On-Site Supervisor:

1. On-site supervisors need to participate in the Site Supervisor Orientation held the third week of the semester during the internship class at UCF. Students will provide supervisors with information on date, time and directions.
2. On-site Supervisors are to arrange for interns to take part in staff meetings, case staffing, and in-service training.
3. On-site Supervisors are requested to complete a midterm and a final evaluation of the intern's performance (available at <http://education.ucf.edu/counselored/>, 'Important Resources' link on the left).
4. On-site supervisor will be required to sign off on the internship student's hour log at the end of each semester. All logs will be turned in at the end of internship prior to graduation.
5. On-site supervisors may suggest appropriate reading(s) relative to that particular site for the intern. The readings may be a book, articles, manuals or related readings that the On-site Supervisor believes to be most beneficial to aid the intern in better understanding the site and/or clients served.
6. The on-site supervisor agrees to consult with the UCF instructor concerning the student counselor's performance.
7. The on-site supervisor agrees to contact the UCF instructor at any time during the field placement when the student's knowledge, attitudes or skills are not acceptable for the missions of the placement site.

III. Responsibilities of the University:

1. The University will confer with the Agency before the placement of any Student in order to establish or to review the purpose, provisions and responsibilities involved in the internship.
2. The University will identify an individual, typically the internship professor, who will serve as a liaison between the University and the Agency as needed concerning the requirements and objectives of the internship. The internship professor will meet with the site supervisor at least one time during the semester to discuss the student's progress at the internship site.

3. Upon receipt of Agency's written notice of a student whose work or conduct with clients, patients or personnel is not in accordance with acceptable procedures or standards of performance or otherwise could disrupt client services or Agency's operations, evaluate such student's conduct and remove the student from Agency except as the parties otherwise agree in writing.
4. Inform the student intern that he or she is expected to consistently follow the policies, professional activities, procedures and legal responsibilities of the Agency and the University.
5. Internship instructors will provide information regarding professional development opportunities.
6. The University has full responsibility for the academic content of the educational activity and the credit granted for its satisfactory completion.

IV. Independent Contractors:

1. Agency and University are independent contractors. Neither the University nor any of its employees or students shall hold themselves out as employees or agents of Agency. Likewise, neither the Agency nor any of its employees shall hold themselves out as employees or agents of the University.
2. The Student is not an employee of Agency or University for purposes of this internship site agreement and placement hereunder, and is not entitled to financial remuneration during placement unless otherwise arranged for with the Agency and University. Travel to and from the field placement Agency is paid by the Student.

V. Term of Agreement; Termination:

1. This Agreement shall last for two years from the last date of execution below. The parties may renew this Agreement at the end of the initial term (or any renewal term) for an additional two year term by signing a letter of renewal.
2. Either party may terminate this Agreement at any time during its term by providing sixty (60) days' notice. If notice of termination is given, this Agreement shall terminate at the end of the sixty (60) days' notice; EXCEPT THAT the internship shall continue as necessary on a limited basis for the purpose of permitting students actually participating in an internship at the time of notice of termination to finish the internship at Agency.

VI. Nondiscrimination:

Neither the University nor Agency will discriminate against any person because of race, color, creed, sex, sexual orientation, religion, age, veteran's status, national origin, or physical disability.

VII. General Provisions

1. Liability Coverage Provisions. University requires each student to maintain a policy of liability insurance, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate. The Agency may require an assigned student to provide proof of coverage prior to initiation of the internship.

2. On-Site Supervisor Benefits. In addition to learning opportunities that exists in the supervision process and additional assistance an intern can provide an agency, On-site supervisors may attend, free of charge, one UCF Counselor Education sponsored continuing education program. These include Chi Sigma Iota CEU workshops (Fall and Spring), the Institute for School and Mental Health Counseling (Summer), or other seminars that are offered. Please check our website for details.
3. Amendment. This agreement may be modified at any time by mutual agreement of the parties executed in writing in advance of the effective date of the amendment.
4. This Agreement may not be assigned by either party, except with the written agreement of the other party.
5. Governing Law. This Agreement shall be construed in accordance with the laws of the State of Florida.

AGREED TO:

FACILITY

UNIVERSITY OF CENTRAL FLORIDA _____

(Signature)

(Signature)

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Contact Information for Agency:

Contact Information for the University:

Name: _____

Name: Dr. Viki P. Kelchner

Email: _____

Email: viki.kelchner@ucf.edu

Phone: _____

Phone: (407) 823-4754

Fax: _____

Fax: (407) 823-3859

Please email an original signed copy of this document to: viki.kelchner@ucf.edu

APPENDIX K

INTERNSHIP SITE DESCRIPTION FORM

Site Name: _____

Address 1: _____ Address 2: _____

City: _____ State: _____ Website: _____

Telephone Number: _____ Fax Number: _____

Name of On-Site Supervisor: _____

On-Site Supervisor's Licensure: _____ License #: _____

On-Site Supervisor's Telephone Number: _____

Agency Administrator in Charge of Internship: _____

Administrator's Title in Agency: _____

Administrator's Telephone Number: _____

Description of site and clients (100 words max):

Please describe the application procedure for your site (100 words max):

Special consideration or needs of site (50 words max): _____

Hours of operation: _____ Clients are seen: Onsite Offsite Both

With client permission, what type of taping is allowed? Video Audio
 Both None

Does this site *require* a one or two semester commitment? One semester Two Semesters

This is a possible site for: Child Counseling/Play Therapy Adolescent Counseling and Therapy

Couples counseling Family Counseling Group Counseling Individual Counseling

Breakdown of services offered in this setting (indicate on a percentage scale 1-100%):

Assessment	_____%
Case Management	_____%
Behavioral Management	_____%
Individual Counseling	_____%
Couples Counseling	_____%
Family Counseling	_____%
Group Counseling	_____%
Other	_____%
Total breakdown=	100%

APPENDIX L

REFERENCE LIST

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