



Annual Report (2023-2024)
Counseling Program
Department of Psychology & Counseling
Alabama A&M University

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ABOUT THE PROGRAM

The master's in counseling is a terminal master's program that provides students with the skills necessary to become master's level practitioners and prepares them for doctoral-level training in Counseling and certification or licensure. The program curriculum requires 60 credit hours, a 100-hour practicum, and two (2) 300-hour internship experiences in a setting appropriate for the career trajectory, and a comprehensive examination or thesis. The counseling program requirements are aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. The program is currently seeking accreditation by CACREP for the CLRC specialty.

The master's program generally takes about two years to complete. Students' core course work includes approaches to individual and group counseling; ethical and professional issues in counseling; professional and ethical issues in counseling; intelligence and personality assessment; lifespan and career development; research in counseling; and multicultural issues. Currently, graduates of the program are eligible for licensure as a Licensed Professional Counselor in the State of Alabama.

INTRODUCTION TO THE CLINICAL EXPERIENCE

The supervised practicum and internship are a critical component of the student's educational experience. The practicum/internship experience is designed to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's concentration. It is expected that each student will be able to incorporate and utilize individual and group counseling skills in accord with the theories of counseling in providing direct services to clients who represent the ethnic and demographic diversity of their community. The student is expected to demonstrate professional and ethical behavior at the internship placement. Students who violate this code of conduct may risk being terminated from his or her internship site.

Requirements

According to CACREP, the following guidelines are set forth:

PRACTICUM

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- Practicum students complete at least 40 clock hours of direct service including the use of counseling, consultation, or related professional practice with actual clients that contributes to the development of counseling skills.
- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor

education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

INTERNSHIP

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

GROUP LEADERSHIP REQUIREMENT

- During COUN 597: Counseling Practicum, COUN 600 Counseling Internship I, or COUN 601: Counseling Internship II, students must co-lead a counseling or psychoeducational group. The group must account for a minimum of 10 hours of direct contact with client.

SUPERVISOR QUALIFICATIONS

- Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;

(4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

- Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

As you enter the field component of the graduate program, it is essential that you recognize that you must actively seek out experiences to expand your knowledge and skills. You cannot sit back to wait on your Site Supervisor or the Internship instructor to do it for you. Additionally, please note that all core course work must be completed prior to applying for field experience.

Objectives of the Clinical Experience

- Provide appropriate settings and other learning activities for ensuring interns direct contact with clients, bureaucratic structure, professionals in the field, and problems related to the delivery of counseling/psychological services in the desired concentration.
- Provide the interns with practical experience in settings appropriate to their graduate area under the supervision of licensed psychologists for clinical interns, a licensed professional counselor (LPC) for counseling students or a certified rehabilitation counselor (CRC) for students seeking to become a certificated rehabilitation counselor upon graduation.
- Provide an opportunity for interns to enhance, "sharpen," and broaden specific skills and competencies necessary in the delivery of counseling or psychological services.
- Provide and encourage professional development.
- Create an awareness of professional ethics and values in the delivery of counseling and psychological services.

Objectives of Practicum & Internship Students

- Obtain adequate orientation to the agency, its organization and relationship to the University and other agencies in the system.
- Demonstrate appropriate organizational behavior and effectiveness in working in the agency system.

- Demonstrate the ability to work well under supervision, in collaboration with, and autonomously (and know how to display each role).
- Demonstrate the ability to identify problems, assess situations, and make appropriate diagnoses and utilize appropriate intervention strategies and approaches.
- Be able to observe, test, and otherwise, evaluate adequately as well as be able to interpret these data appropriately and objectively.
- Be able to provide input to the treatment concerning diagnosis and intervention.
- Objectively and accurately collect data and record data in charts, consultation reports or other appropriate places specified by the intern site supervisor.
- Effectively use data from colleagues, observation, tests, charts, interviews, in interpreting, diagnosing, and providing input.
- Make sound decisions in selecting and using appropriate intervention method (i.e., the appropriate type of therapy/counseling and placements).
- Know when to suggest referrals.
- Demonstrate effectiveness in the therapeutic/counseling process.
- Engage in professional development and self-evaluation.
- Demonstrate knowledge of professional ethics.

Objectives of the Practicum/Internship for Students Seeking Rehabilitation Certification Upon Graduation

- Strengthen the understanding surrounding the history and philosophy of rehabilitation counseling and the role of legislation affecting persons with disabilities. This may include current trends and issues around current law, ethical tenets and the practice of rehabilitation counseling.
- Strengthen the understanding of the organizational structure of the vocational rehabilitation system, including public, private, for profit and not-for-profit service delivery.

- Provide a platform for the study of the case management process, including case-finding, service coordination and placement to vocational and non-vocational resources, referral and follow-up of service utilization, client advocacy and the attainment of knowledge of community resource and services.
- Strengthen the understanding of theories, methods and practice of career development, vocational assessment, planning, evaluation and work adjustment while working with clients with disabilities in a variety of settings.
- Strengthen the understanding of psychological and medical aspects of disabilities, and personal, social, cultural and functional limitations that impact disabilities.
- Provide a setting for utilization of occupational information, labor market trends while developing a working knowledge and understanding of occupational requirements, job analysis, and job modification.
- Provide a setting for the study of rehabilitation research literature, research methods, and analysis.

POLICIES AND PROCEDURES

Students will attend the mandatory field orientation prior to applying for practicum and/or internship. The orientation date and time will be announced via email from the Director of Clinical Training. Students will complete application for practicum and/or internship by the set due dates for placement in the impending semester.

Students will notify the program of desired placement from the approved sites through completion of the application for practicum/internship. **Students will not make contact prior to approval from approved faculty members.** Students will be placed in settings that do not create dual affiliations. Students will be placed at one site only. Students may not obtain hours from multiple sites. Students will be placed in non-profit agencies or organizations, if possible. Students may not seek placement out of state. Students may have two site supervisors if approved by the Director of Clinical Training.

Students will notify the Director of Clinical Training regarding desired placement with a non-approved site through the application for practicum and/or internship. **Students will only provide the location and contact information if available. Students will not make contact for placement without prior approval from approved faculty members.**

Students may have more than one designated supervisor at their site. Each supervisor must undergo site supervisor orientation and submit their qualifications prior to providing supervision.

Practicum/internship is a tutorial form of instruction consisting of common requirements yet vastly individualized. This process should symbolize the culmination of the psychology and counseling program. It will provide students with the opportunity to utilize their knowledge and course work by putting their education into practical application. The emphasis will be on being a helper who can provide the necessary conditions, skills, and knowledge to bring about better adjustment and functioning of those who are served. This will require a considerable amount of time and a serious commitment by each student. It is desirable that each student participate not just in “tasks to be performed for a grade”, but as a part of learning experiences, which will help students in evaluating, exploring, and developing personally and professionally.

Expectations of the Intern

- Students will attend the mandatory field orientation the semester prior to clinical experience.
- Students must complete an application and register for the practicum or internship the semester prior to the placement.
- Students must complete and submit the materials from the Practicum/Internship Application Checklist (See Appendix B). No student will be placed in an internship site until all required paperwork has been submitted. Students are expected to be registered in the appropriate practicum/internship class.
- Students in internship must complete 300 total clock hours for Internship I and 300 total clock hours for Internship II for the counseling and clinical concentrations. Practicum students will complete 100 clock hours.
- The internship student is expected to follow the agency calendar rather than the University calendar for holidays and semester breaks. Inform the site supervisor if it is necessary to be absent from the internship for any reason.
- The student is expected to arrange for reliable and regular transportation to and from the assigned agency for the internship.
- The intern will provide the supervisor with a copy of the Clinical Experience Handbook, including the contract form to be completed by the site supervisor and intern.

- The intern is expected to log all activities of the internship in [Time 2 Track](#). See Appendix E for quick guide.
- The meeting with the site supervisor should be on a weekly basis for a minimum of one hour.
- The intern is also required to attend group supervision sessions with the faculty supervisor throughout the semester.
- The intern is expected to provide an evaluation of the experience and all other required paperwork from the site supervisor in the time framed provided by the faculty supervisor.
- The intern must submit at least 1 recording or live observation experience (See below for more information).
- Interns are expected to gain knowledge of the policies and procedure of the site placement and adhere to the policies and procedure while demonstrating ethical and professional behavior.
- Interns are expected to gain a working knowledge of community resources necessary for the coordination of services or referral of individuals to best meet their needs.

Time2Track Information

Time2Track is an online application for tracking training hours. Students may register for this at the beginning of their practicum semester. Students may select a monthly or yearly plan with Time2Track. Students will be provided a tutorial by their faculty supervisor during class time. See Appendix E for quick guide.

Recording/Live Supervision Information

Confidentiality is imperative to protect the privacy of both students and clients to ensure the highest standard of care. All students, university supervisors, site supervisors, and faculty at Alabama A&M University shall strictly adhere to the American Counselor Association (ACA) code of ethics and all applicable state and federal laws.

Procedures:

1. All practicum and internship students, university supervisors, site supervisors, and faculty at Alabama A&M University will read, understand, and follow the American Counseling Association (ACA) Code of Ethics regarding confidentiality.
2. All practicum and internship students, university supervisors, site supervisors, and faculty at Alabama A&M University shall adhere to the ACA Code of Ethics and all applicable state and federal law regarding client identity and records.
3. Any ethical violation relevant to client confidentiality or other areas may result in termination of practicum or internship responsibility.

4. Written authorization shall be required for the release of any client information. The authorization shall be signed and dated by all students/clients. Parent or guardian shall sign authorization for minors.
5. Exceptions for release of information without a legally signed release of information from the client or parent/guardian must be in accordance with the ACA Code of Ethics.
6. Students are also subject to the guidelines, policies, and procedures of confidentiality as outlined at the site.

Procedures to Ensure Confidentiality of Recordings and/or Transcripts:

CACREP (2016) requires counseling programs to include audio/visual recordings and/or live supervision of interactions with clients. Prior to taping, each person being recorded must sign a Consent to Record Form (See Appendix F).

1. Prior to beginning any recording, you are to explain the parameters as outlined in the consent form.
2. If the client is under the age of 18, parental consent is required. Additionally, each group participant is required to sign a consent form.
3. There must be two copies of the Consent Form. Please sign both copies and have the client sign both copies. One copy is for your file, and one copy is for the client.

PRACTICUM & INTERNSHIP COURSES – COUN 590/597/600/601

These courses provide counseling experience in an agency or school setting. Students will be carefully supervised and receive practice in counseling, interviewing, in-service training, orientation procedures, and data collection. These courses will provide a safe forum where students can discuss issues, concerns, and learning outcomes.

Pre-practicum: The goal of pre-practicum is to prepare students for their clinical experience by introducing advanced counseling techniques, continued skilled practice through mock counseling sessions with classmates, finalize required documents for field application (i.e., resume, cover letter), and perform mock placement interviews.

Practicum (100 hours): The goal of practicum is to provide students with a supervised counseling experience in individual group counseling. Emphasis will be placed on basic counseling skills and application of knowledge. Students will obtain 40 direct service hours and 60 indirect service hours.

Internship I and II (300 hours each not to be combined): Internship is designed to provide either an in-depth or breadth experience in practical work settings. Internship is a post practicum experience in which the student gains practical and professional experience in the work setting. Students will obtain 120 direct service hours and 180 indirect service hours.

Course Objectives

As these courses represents one of your first experiences in working with clients, there are several important objectives relative to your professional development. After taking these courses, students should be able to:

- Knowledge of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling settings.
- Understand the roles of counselors in various practice settings and the relationships between counselors and other professionals in these settings.
- Demonstrate and understanding of ethical and legal considerations specifically related to the practice of counseling (e.g., the ACA Code of Ethics) and engage in appropriate ethical behavior in clinical situations.
- Understand and demonstrate basic and advanced helping skills with a variety of clients with diverse presenting problems.
- Understanding of how to apply appropriate individual, couples and/or family, group, and systems modalities for initiating, maintaining, and terminating counseling. This includes the use of crisis intervention, and brief, intermediate, and long-term approaches to counseling that demonstrates a collaborative endeavor between counselor and client.
- General principles of assessment and an understanding of symptoms to look for when conducting a thorough bio-psychosocial assessment in all counseling settings.
- Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
- Evaluate effectiveness of intervention(s) provided.
- Prepare and maintain records required by the site where placed.
- Learn to use individual and group supervision effectively.
- Complete the Alabama Board of Examiners in Counseling (ABEC)'s requirements for the internship experience including client contact time, on site hours, and supervision hours, and fulfill additional requirements as specified in the internship handbook.

Course Requirements

In order to meet the Counseling Program's requirements as approved by the Alabama Board of Examiners in Counseling (ABEC) and the Alabama Board of Examiners in Psychology (ABEP), the following is required of each intern:

- Internship students will accumulate 300 clock hours of two-course internship experience at the internship site during each semester (for a total of 600 hours for the internship year). Students may not enroll in internship courses simultaneously. Practicum students will accumulate 100 clock hours at the practicum site.
- A minimum of 120 hours will be spent each semester in direct service for internship students and a minimum of 40 direct service hours for students enrolled in practicum.
- A minimum of one hour per week for both practicum and internship students, will be spent in individual and/or triadic supervision with the field or faculty supervisor.
- One-hour individual supervision meetings with the instructor may be required at the request of either the student or faculty supervisor.
- A minimum of 1.5 hours will be spent in group supervision per week with the faculty supervisor.
- Interns will be required to lead at least one counseling or psychoeducation group during their practicum and/or internship experience.
- The intern will be available for at least one site visit by the faculty supervisor. It is recommended that the site supervisor also be available.
- Interns will participate in a variety of professional activities other than direct service and use a variety of professional resources such as assessment instruments, computers, print and nonprint media, professional literature, and research. The intern will pay special attention to diversity issues in all these activities and will identify resources for working with diverse client populations.
- **Agency Agreement.** The Counseling Program is required to submit an agency agreement between the intern and the agency where the internship is to be conducted. You cannot see clients at your agency until this agreement is completed. Interns will not be permitted

to accrue internship hours prior to the start of the semester and/or prior to having all necessary paperwork completed.

- **Memorandum of Understanding (MOU).** Each intern is required to submit MOU signed by the university instructor, intern, and field supervisor. You cannot see clients at your agency until this agreement is completed. Interns will not be permitted to accrue internship hours prior to the start of the semester and/or prior to having all necessary paperwork completed. You should also specify in your contract how you will manage your case load during university semester breaks. This must be worked out between you and your site supervisor.
- **Evaluations.** Site supervisors will complete mid-term and final evaluations of student progress and student will complete mid-term and final evaluations of the site and site supervisor.
- **Weekly Logs.** Each week you will print your logs from Time2Track and submit them on Blackboard. You should document both direct and indirect service hours. You should keep a running total of your hours. At the end of each log report your hours for the week, and total hours for the semester. Your site supervisor must initial this log before you hand it in.
- **Attendance.** Attendance is a requirement of the course. After one unexcused absence your grade will be lowered by one full letter grade; subsequent unexcused absences may result in the failure of the course.
- **Liability Insurance.** Each intern is expected to have professional individual professional counseling liability coverage for his or her practicum and internship. Students must have malpractice insurance coverage of \$1,000,000 per each incident and \$3,000,000 in aggregate. This should be purchased through the American Counseling Association. You should hand in a complete copy of your liability insurance policy. You will not be permitted to see clients until you provide proof of liability insurance. Other required documents. Students must submit a 10-panel drug test, a recent TB Skin Test, etc. must be completed before review and placement.
- **Recording:** All students are required to have their clinical work reviewed by their University Supervisor during their field experiences. Students must submit a minimum of 2 recordings or live observations for review during practicum and internship. Recordings must be a minimum of 40 minutes in duration. The recording should have no identifiable information pertaining to the client. More information available in the Policy and Procedures section.

Evaluation of Grading Procedures

Based on a clear understanding of objectives and purpose of the internship, the site supervisor is responsible for evaluation of interns at midterm and one week before the University semester ends. The evaluation forms used by the site supervisor include narrative indicating the interns' strengths, weaknesses, knowledge, skill techniques, and potential for counseling practice. The evaluation is to be discussed in detail with the interns.

Both the midterm and final evaluation should be signed by the intern and the site supervisor. These signatures are intended to confirm that both parties have reviewed the evaluation. The responsibility for the interns' grades rests with the internship course instructor and the intern supervisor. The final grade is based on the quality of the intern's work (i.e., meeting competencies listed in syllabus and work performed at the internship site) and quantity of the intern's work (i.e., completion of appropriate number of hours of direct and indirect client contact hours).

The evaluation of a student is an almost daily process and inherent in the nature of the intern field experience. Each conference between a student and instructor should offer help to the student in appraising performance, progress, and learning needs.

The evaluation process is an ongoing component of practicum/internship experience involving the intern and the site supervisor in a supervisory-modeling, teaching-learning interaction. The site supervisor must take responsibility for proving these roles and evaluating student performance. Interns must take responsibility for their learning and must develop the ability as a professional to critically examine their own performance.

The purpose of the practicum/internship process is to provide a more precise basis for evaluation. The application of psychology, counseling, etc., theories and knowledge, evaluating competencies and skills employed in the practice of psychology, and evaluating the potential for becoming an effective person in the helping profession.

APPLICATION & PLACEMENT PROCESS

\When to apply for the field experience (practicum/internship)?

When you have completed your core coursework (See Appendix A), the next steps are:

1. Attend the mandatory field orientation. The field orientation prepares you for the application and placement processes. If you fail to attend the field orientation, contact the Director of Clinical Training and they will determine if you can continue with this application process on a case-by-case basis.
2. After the orientation, you may apply on Laserfiche. You must complete the Practicum/Internship Application Checklist **AND** the Practicum/Internship Application

on Laserfiche (See Appendix B). Your application must be **submitted by the deadline**, if you do not submit a complete application you will have to wait until the following semester to enroll in practicum or internship. If you have questions about the application process, please contact the Director of Clinical Training.

3. When your application is approved, the Director of Clinical Training will send you an email with sites that are accepting new interns for the coming semester. You will send back your top three sites along with a cover letter and resume. **Do NOT** contact the sites independently as it is the responsibility of the Director of Clinical Training to serve as a liaison between interns and site supervisors until placement has been completed.
4. After reviewing interested interns' cover letters and resumes, the site supervisor will reach out to applicants to schedule an interview. After the interview, the site supervisor will determine if they will invite the student to be an intern.
5. The site supervisor will reach out to the student and DCT with their decision.
6. If accepted, the student and site supervisor will find an agreed upon meeting time to complete the Field Learning Agreement (See Appendix C).

Factors to consider when choosing a site.

Students should consider the type of work they want to do after completing their Master's degree and the clinical populations (e.g., children, adolescents, substance abuse) that interest them most. Students should also consider their schedules and the number of days and ideal times of day they would like to report to their site. For example, some sites open as early as 5am while some stay open until 8pm and are open on weekends.

Students should also consider the availability of in-service training opportunities. Students should also consider the site's ability to provide enough contact hours to meet the requirements. Additionally, students should have the opportunity to lead or co-lead a group.

The site supervisor must be licensed as an LPC or Licensed Psychologist and/or have the required experience. Students will not be allowed to complete an internship experience without an approved licensed supervisor present on site. Students must also consider the site supervisor's availability to conduct individual or triatic weekly hour-long supervision.

Background Check

All students are required to complete a criminal background check prior to their clinical experience. Some states will not issue a professional counseling license to those with a failed background check. If an applicant or student has questions regarding such, it is recommended they check with the state professional counseling licensure board prior to applying to the Master's degree professional degree program. See the Counseling Program coordinator or faculty supervisor for further information. Also note that some field experience sites require completion of a background check prior to accepting students to the field experience. All background checks are at the expense of the student. See the Counseling Program coordinator or faculty supervisor for more information.

Professional Liability Insurance

All students are required to purchase and provide proof of professional liability insurance prior to beginning their field experience and retain coverage through the duration of the field experience. Professional liability insurance is at the expense of the student and may be retained through HPSO (Health Professionals Service Organization) found on the American Counseling Association's website www.counseling.org. The Counselor Program requires all students to be covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. Students must have malpractice insurance coverage of \$1,000,000 per each incident and \$3,000,000 in aggregate.

Path to Licensure

To attain licensure in the field of professional counseling (LPC/LMHC/LCPC) or marriage and family therapy (LMFT), graduates must complete further clinical supervised training, pass nationally-normed field related examinations (NCE and/or NCMHCE), pass a jurisprudence exam in some states, and may have to complete additional coursework depending on the state licensure requirements. Required exams, additional focused coursework, and/or number of required clinical supervised training hours following degree completion is dependent on the state/country in which the graduate pursues licensure. For delineation of individual state licensure requirements, consult the following web sites and/or your state professional licensure board website:

<http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>

Application Deadlines

The following dates are tentative and are subject to change. Students are responsible for checking with program for updates dates.

April 1st for Fall placement.

October 1st for Spring placement.

ROLES & RESPONSIBILITIES

The Director of Clinical Training (DCT) is responsible for the coordination between the University and the agency providing the internship experience. The DCT evaluates the educational experience offered in the agency. Additionally, the DCT advises the department's faculty on the strengths and weaknesses of the agency's placement, with emphasis on the quality of the learning experiences available. The DCT and the intern's supervisor make an ongoing

appraisal of the student's performance before reporting the final grade. Open communication between the university, the agency, and intern supervisor(s) is extremely important.

To effectively function, the DCT develops relationships and engages in activities with the site supervisor(s), the intern, and the University. The DCT is responsible for making himself or herself available for additional meetings with the intern and site supervisor throughout the semester. The DCT is responsible for evaluating the intern's overall performance and growth and will meet occasionally with the intern. The site supervisor shares the evaluation that is submitted with the intern. The evaluation is placed in the student's permanent record after the conference.

The Director of Clinical Training will:

1. Meet with each agency at least once per semester (and more often as may be required) with the intern's site supervisor. These conferences include discussions regarding student assignments, ability to become involved in agency situations, problems and reactions to agency settings, suggestions as to obtaining greater experience through other agencies, and the relation of classroom learning to the field instruction settings. (See Site Visits below for more details)
2. Cooperate in solving problems resulting from student placement.
3. Respect agency rules and regulations.
4. Explain the Internship Program objectives to the intern, site supervisor(s).
5. Ensure students obtain the broadest experience from their internship.

Responsibilities of the Director of Clinical Training

The Director of Clinical Training (DCT) is a core faculty member with knowledge of the Counseling Program and the greater Huntsville community. This faculty member is responsible for confirming the placement of the intern and monitoring the clinical experience of interns. The DCT answers inquiries regarding clinical experiences and has clearly defined responsibilities as the Director of Clinical Training.

Primary Responsibilities

- Encourage students to become fully aware of internship requirements.
- Encourage students to make appropriate and timely contacts with their site supervisor and faculty supervisor.
- Ensure those internship courses sections do not exceed 15 students and monitor enrollment so that the appropriate number of course sections are offered.
- Verify the credentials of site supervisors.
- Remind faculty to facilitate students working in as diverse a field placement as possible.
- Arrange, as needed, orientation and training activities for site supervisors.

- Assist faculty, students, and site supervisors, at their request, with problems arising from internship activities.
- Selection of the agencies to be used for field instruction.
- Screening of the students to be placed in selected agencies.
- Selection and assignment of learning experiences.
- Develop the evaluation instruments.
- Jointly determine student's final grade each semester. If a student is terminated for just cause, the student will receive a failing grade for the semester.
- Promptly attending to and providing consultation regarding problem situations.
- Development of or make interns aware of field seminars, programs, and workshops related to field instruction.
- Coordination of class and field responsibilities.
- Conduct semesterly site visits

Site Visits

DCT will conduct semesterly visits to each site and meet with the site supervisor and intern(s). Sites that do not have students for that semester will not be visited. DCT will use the Site Visit Evaluation (See Appendix D) to assess the site's adherence to the policies and procedures as well as the intern's performance at the site.

Site Supervisor Requirements

The internship site will provide a site supervisor with the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, i.e., Associate Licensed Counselor (ALC) Licensed Professional Counselor (LPC), Licensed Psychologist, or Certified Rehabilitation Counselor.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision including completing the orientation training provided by the Counseling program.

Responsibilities of the Site Supervisor

The faculty and staff of the Counseling Internship Program at Alabama A&M University are appreciative of the agencies that are willing and able to invest their resources in the development of our students. We owe those agencies a great debt of gratitude.

- Uphold the Field Learning Agreement.
- Become familiar with the objectives of the Internship Program.
- Prepare other staff, in advance to the student's arrival, and involve them in contributing to the intern's learning process, so they too will understand the goals and objectives of the Internship Program.
- Orientation for the intern to the agency.
- Provide 1 hour per week individual or triadic supervision.

Be familiar with the information provided by the University on the intern by the time of his or her arrival at the agency.

- Designation of a workspace for the intern.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum and internship.
- Live supervision of the student's interactions with clients if there is not an opportunity for the development of program-appropriate audio/video recordings for use in supervision.
- Provide an opportunity for the student to lead a counseling and/or psychoeducation group during either the student's practicum or internship experience.
- Initial close supervision of the intern and gradually allowing some independence and autonomy.
- Selection of the tasks and experiences planned for the intern in the agency.
- Immediate contact with the Director of Clinical Training with any issues concerning interns.
- Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship.
- Cooperate and make possible for students to carry out assignments in connection with the Internship class and/or the required tasks or the evaluation form.
- Add or subtract certain pertinent assignments in connection with work in the internship with consultation of the DCT.
- Meet with the DCT at appropriate intervals to discuss the existence of problems during the internship.
- Complete the mandatory site supervisor orientation.
- Strive toward establishing and maintaining a professional relationship with the Counseling Program and the students involved in the Internship Program.
- The agency shall retain the right to require the removal from and/or deny access to any student or faculty member whose opinion of the agency's administration is disruptive, disreputable, or otherwise, destructive of the agencies established practices.

Site Supervisor Required Reports

It is expected that the site supervisor will submit the following reports:

1. Acceptance letter or email for students accepted to intern at your agency.
2. Submission of Midterm Evaluation by the required date (See Appendix D)
3. Submission of the Final Evaluation by the required date (See Appendix D)

It is extremely important that the agency dedicate and commit itself to following through with the intern until the expiration of the time period agreed upon. Therefore, an articulation agreement between the agency and the University is signed prior to requesting placement of student. The Articulation Agreement must be on file.

Responsibilities of the Student

During the field experience, the students have responsibilities and specific criteria that must be met. Students must have completed all academic requirements with at least a “B” average and the approval of their advisor to begin field instruction. Students must complete their core courses prior to clinical experiences. See Appendix A for a list of core courses. **NO EXCEPTIONS!**

The University and the site setting make a joint effort to provide the student with an appropriate educational and practical field experience. In obtaining this goal, the Director of Clinical Training and the agency’s site supervisor(s) collaborate on basic expectations of the student, not unlike those of others working in the agency.

When students are placed in agencies, they become part of the working structure with work and task assignments originating from the agency intern site supervisor(s) during the practicum/internship period. Therefore, as a regular staff member, you will follow the agency’s protocol for its employees.

- Maintain confidentiality with all agency affairs, records, and case materials. (*Interns who violate this ethical standard may be terminated from the internship site and receive a failing grade for the Internship class.*)
- Uphold the Field Learning Agreement.
- Continually evaluate professional growth and development through assessment of practice behavior and skills.
- Embrace and uphold the standards and ethics of the profession. You must follow the American Counseling Association’s Ethical Guidelines or other relevant codes of ethics and use it as a guide for behaving in a professional, ethical manner.
- Use professional standards and ethics as a guide when functioning in agencies.
- Promote the effective and humane operation of systems that provide people with services, resources, and opportunities.

- Observe agency policy regarding service delivery and professional behavior.
- Provide information and support appropriately.
- Use appropriate interpersonal skills and develop meaningful relationships.
- Observe the agency's holidays. In addition, students will observe University holidays and special convocations. If there is a conflict, an official excuse must be granted.
- Attendance: **Do not miss days at your internship.** If you must miss due to an emergency, **immediately** discuss the matter with your site supervisor. See *Attendance Policies* for more details.
- Know the internship site's emergency procedures and follow them. Interns must notify their supervisor immediately with any emergencies.
- Be prepared for supervision. You will need to listen to your tapes (if any), identify your strengths, weaknesses, and be prepared to request specific help from your site supervisor.

Student Required Reports

It is expected that the student will submit the following reports:

1. Submission of Field Learning Agreement (See Appendix C)
2. Submission of Practicum/Internship Placement Acceptance Form (See Appendix C)
3. Submission of Midterm & Final Self Evaluation by the required date
(See Appendix D)
4. Submission of Midterm & Final Evaluation of Site Supervisor by the required date (See Appendix D)

Attendance Policies

Hours

Students are responsible for observing regular agency working days and working hours (which may not coincide with the University schedule). Your practicum class requires you to perform 100 clock hours and your internship class requires you to perform 600 clock hours.

Extra time

Extra time may be required, or permitted by the internship agencies for educational purposes, i.e., night meetings, workshops, programs, field trips, etc. At any rate, extra time should be worked out with the site supervisor and/or agency.

Holidays

Students are allowed only those holidays observed and allowed by the agency. If students choose to observe special religious holidays, they are treated as absences to be made up.

Absences

Students are expected to telephone the agency's site supervisor not later than 8:30 a.m. to report illness, transportation problems, death in the family, or any emergency requiring your being absent during internship time. The student must **also** telephone or email the Director of Clinical Training. If the DCT is not available, leave a message with the Program Secretary at 256.372.4764. It is the intern's responsibility to make arrangements for the makeup of missed time by special arrangement with the site supervisor. Interns who acquire **4 or more absences** may risk termination from the internship site.

Transportation policy

Students are responsible for their transportation to and from the agency. However, unless prevented by agency policy, it is expected that the agency assumes the expenses for all agency delegated activities that involve travel.

Students are not permitted to make home visits unless they are accompanied by the Site Supervisor or the Supervisor's designated representative. Students are not permitted to transport clients under any circumstances.

Time and days at practicum/internship site

Interns must set their schedule in consultation with the site supervisor. After a schedule is set, interns are expected to adhere to it. In some instances, interns may be asked to be available for evening assignments. The arrangement for evening hours is made by the agency intern supervisor with the intern.

RESOLUTION OF GRIEVANCES & PROBLEMS

If an issue occurs, the intern and site supervisor are to attempt to resolve the problem together. If this not successful, they are to inform each other of their intention to seek additional help and contact the Director of Clinical Training. If the issue remains unresolved, the Director of Clinical Training will consult with the Program Coordinator. If the problem cannot be not resolved within the Counseling program, the Program Coordinator will contact the Chair of the Psychology and Counseling Department.

The following procedure is used for resolving an intern's grievance:

1. Intern and Site Supervisor
2. Director of Clinical Training
3. Program Coordinator

If the problem is not resolved within the Counseling Program, the following procedure is used:

4. Chair of the Department of Psychology & Counseling
5. Dean of the College of Education, Humanities and Behavioral Sciences
6. Provost and Vice President of Academic Affairs
7. President of the University

In this process, it is crucial that open communication is maintained. The student and the site supervisor share the responsibility for identifying and dealing with problems as soon as they become evident. If necessary, the problem will be reviewed by the process described earlier.

Premature Termination from the Site

Your premature termination from your site may occur for one of the following three reasons:

1. Placement ends due to the site supervisor or site's responsibility.

- a. Site placement ends due to inappropriate management by the site supervisor/site in accordance with AAMU Counseling's Internship Program policies.

RESOLUTION: The student will consult with the faculty supervisor and DCT to find another placement. The DCT will meet with a representative of the site to determine if the site may continue as a placement.

2. Placement ends due to intern's responsibility.

- a. Intern is terminated from the site for not complying with site policies and procedures or for displaying unethical conduct in interactions with clients, supervisor, or other site personnel.
- b. Intern is unable to complete or fulfill obligations to the site.
- c. Intern does not maintain eligibility (i.e., positive drug screen, findings on background check).

RESOLUTION: The student must **present** a professional development plan outlining the reasons for premature termination and **complete** this plan before they are eligible to be placed at another site. A potential outcome or consequence of this premature termination may be a "Failing" grade for the Internship course. If placement ends due to the intern's responsibility two or more times, the student may be dismissed from the program.

3. Placement ends with no fault or responsibility of the site or the intern.

- a. Placement ends due to the site being closed.

RESOLUTION: If the intern is terminated from the site, he or she will consult with the faculty supervisor and DCT to find another placement. Interns must attend interns attend the practicum/internship class to keep DCT abreast of any issues or challenges regarding site.

PROFESSIONAL DISPOSITIONS & EMOTIONAL FITNESS

The faculty of the counseling department assess each students' professional dispositions annually (See Appendix G). Students are expected to uphold these professional dispositions at their site which include: (a). sensitivity to diversity, (b), integrity, (c) professional conduct, (d) openness to feedback, (e) personal responsibility, (f) emotional regulation. If faculty determine a student does not meet expectations on 2 or more of these items, the student will have a remediation plan and will not be allowed to begin or continue their clinical experience until they complete their remediation plan.

Students should be mindful of their own mental health and emotional fitness throughout the program, especially during their clinical experience. Student may encounter clients and supervisors who display resistance or are difficult to work with. These encounters will highlight areas of growth. Although this can be difficulty or painful, this is an opportunity for growth that should be met with openness and a willingness to learn.

Awareness of biases, attitudes, values, and beliefs are essential for each student to assess how these affect their ability to counsel. Students who remain rigid and overly staunch in these areas can negatively impact their effectiveness as counselors. Acknowledging and accepting your deeply ingrained viewpoints and the limits they place on your work as a counselor is critical aspect of your professional development.

Students may choose to participant in personal counseling during their clinical experience to receive professional support, engender growth, and gain insight about themselves. In addition to the counseling resources available in the Huntsville area, students may contact the University Counseling Center () for information about free counseling services available to Alabama A&M students.

Self-care is also a crucial measure to maintain wellness during practicum and internship. Students will be discussing self-care through their university supervision and, likely, their site supervision. Students are encouraged to develop a self-care plan to follow. Here are self-care domains and example activities students may consider when creating their plan:

Physical Self-Care: Eat a healthy meal, Exercise, Drink water, Practice good sleep hygiene, Take a shower or bath

Mental Self-Care: Practice mindfulness, Take a break, Listen to music, Read a book, Listen to a podcast, Reflect on things you are grateful for

Spiritual/Social Self-Care: Pray, Meditate, Call/text a friend, Connect with nature, Journal

GLOSSARY

Director of Clinical Training (DCT) refers to the faculty member who provides group supervision, instruction, and administrative coordination. This individual acts as the liaison for the University and is the contact person for the on-Site Supervisor.

Direct Hours refer to the supervised use of counseling, consultation, or related professional skills with actual clients (e.g., individuals, couples, families, or group). These activities must involved interaction with the client and may include: (1) assessment, (2) counseling, (3) psychoeducational activities, and (4) consultation.

Faculty Supervisor refers to the faculty member who provides group supervision, instruction, and administrative coordination. This individual may act as the liaison for the University and the contact person for the practicum and /or internship site.

Group Supervision refers to the supervision provided by the faculty supervisor. Group supervision must occur weekly for 1.5 hours.

HIPPA Compliance refers to the Health Insurance Portability and Accountability Act that sets the standards and guidelines for dealing with protected health information (PHI), including physical, network and process security measures. Students must undergo HIPPA training prior to applying for their clinical experience.

Indirect Hours refer to other activities conducted during the clinical experience that do not involve client interaction. These may include: (a) observation, (2) record keeping, (3) administrative duties, (4) clinical and/or administration supervision, (5) continuing education.

Individual Supervision refers to the supervision by one's site supervisor which may occur 1:1 or 1:2 (triatic). Individual supervision must occur weekly for 1 hour.

Informed Consent refers to document and process of informing clients about the therapeutic relationship, nature and anticipated course of therapy, risks and benefits of therapy, involvement of third parties, limits to confidentiality, voluntary nature of their participation, and an opportunity for the client to ask questions. Informed consent must be obtained prior to the start of therapy.

Internship I and II (300 hours each not to be combined) is defined as an advanced supervised experience in counseling. Internship is designed to provide either an in-depth or breadth experience in practical work settings. Internship is a post practicum experience in which the student gains practical and professional experience in the work setting. (120-direct and 180indirect)

Practicum (100 hours) the goal of practicum is to provide students with a supervised counseling experience in individual group counseling. Emphasis will be placed on basic counseling skills and application of knowledge. (40-direct and 60-indirect)

Professional Disclosure refers to the document a counselor gives each client that provided information about their qualifications (i.e., degree, licensure, previous professional experiences), approach to therapy, and therapeutic setting (i.e., private practice, agency).

Site refers to any setting in which the student is working in order to complete training requirements. (Examples are community mental health center, University counseling center, hospital, school, student affairs offices, private agencies, etc.)

Students seeking rehabilitation counselor certification upon graduation will be assigned to a setting that provides a program of services designed to help individuals with disabilities function at the optimal level at which they are capable. This includes settings such as vocational rehabilitation agencies; mental health centers, correctional facilities; hospital settings, family service centers; comprehensive rehabilitation centers; state social service agencies; adolescent treatment centers; substance abuse treatment centers; and other rehabilitation facilities.

Site Supervisor refers to the staff member at each Site to whom the student is directly accountable while working at the Site. Students must receive supervision from a professional counselor with a minimum of a master's degree who holds licensure and/or certification (I.e., associate licensed counselor, licensed professional counselor, licensed psychologist, or certified rehabilitation counselor). The site supervisor oversees the total learning process of the student in the internship setting. The onsite supervisor's evaluation of the student provides the University with important information used to measure the student's level of performance as a developing practitioner.

Students seeking rehabilitation certification upon graduation will be placed in a setting where the student is supervised by an employee who has been appropriately trained and is a Certified Rehabilitation Counselor and/or appropriately identified to supervise in rehabilitation compactly.

LIST OF APPROVED SITES

1. AAMU Counseling Center
2. Ability Plus-(Rehabilitation Counseling)
3. Alabama Department of Rehabilitation Services (Rehabilitation Counseling)
4. Alabama Institute for the Deaf and Blind (Rehabilitation Counseling)
5. Alethia House
6. Bradford Health Services- (Birmingham only)
7. Bradford Health Services- Huntsville
8. Crisis Services of North Alabama
9. Decatur General West Hospital
10. FAME Life Coaching and Consulting
11. First Stop Homeless Shelter (Rehabilitation Counseling)
12. Grateful Recovery
13. Huntsville Hospital Behavioral Health Unit
14. L. Williams and Associates- (Birmingham only)
15. Limestone Correctional Center
16. Longwood Psychological Services
17. Luminous Counseling
18. Mental Health Center of North Central Alabama
19. Mountain Lakes Behavioral Healthcare
20. National Children's Advocacy Center
21. Oliver-Jackson and Associates LLC (Birmingham only)
22. Operation Make a Difference (Rehabilitation Counseling)
23. Phoenix Industries of Huntsville (Rehabilitation Counseling)
24. Rehab LLC- (Birmingham only) (Rehabilitation Counseling)
25. Sequel Youth and Family Services Owen's Crossroads
26. Transitions -KAP (Rehabilitation Counseling)
27. University of Alabama in Huntsville Counseling Center
28. Vantage Point LLC
29. Wellstone Behavioral Health
30. Behavioral Health Group

APPENDIX A: CORE COURSEWORK

The following is a list of core courses that must be completed prior to the student's clinical experience. The student must have a "B" average and have at least a "B" in COUN 540 Counseling & Helping Relationships before applying.

Core Courses	Semester	Grade
<i>COUN 514: Human Growth & Development</i>		
<i>COUN 520: Professional Orientation in Counseling</i>		
<i>COUN 530: Counseling Theories</i>		
<i>COUN 540: Counseling & Helping Relationships</i>		
<i>COUN 550: Group Counseling</i>		
<i>COUN 560: Career Counseling</i>		
<i>COUN 570: Multiculturalism in Counseling</i>		
<i>COUN 580: Assessment and Testing</i>		
<i>COUN 590: Research & Program Evaluation in Counseling</i>		
<i>COUN 594: Diagnosis and Treatment Planning</i>		
<i>COUN 596: Pre-Practicum</i>		

APPENDIX B: APPLICATION CHECKLIST

The following documentation should be submitted on Laserfiche.

<https://lsrfichewb.aamu.edu/Forms/practicum-internship-application-checklist>

<https://lsrfichewb.aamu.edu/Forms/practicum-internship-application>

<https://lsrfichewb.aamu.edu/Forms/hipaa-training-agreement>

	Core Coursework Completed
	Resume & Cover Letter
	Professional Disclosure Statement
	Driver's license or State Identification
	National background check
	Negative 10 panel drug screen
	Negative tuberculosis screening test
	Copy of active Liability Insurance Policy
	Documentation of active membership to a professional counseling organization (e.g., American Counseling Association, Alabama Counseling Association, National Rehabilitation Counseling Association)
	HIPPA Agreement with HIPPA Certification
	Ethic Agreement
	Graduate acknowledgement form

APPENDIX C: FIELD LEARNING AGREEMENT & ACCEPTANCE FORM

Field Learning Agreement

Alabama A&M University

College of Education, Humanities, and Behavioral Sciences

**Learning Contract between Alabama A & M and the Affiliating
Agency**

This agreement is between Mr. /Ms. _____, hereinafter called the internship student, Alabama A & M College of Education, Humanities, and Behavioral Sciences, hereinafter called the, Psychology and Counseling Department , and _____, hereinafter referred to as the affiliating agency.

The internship student, the Psychology and Counseling Department, and the affiliating agency do hereby make and agree to the following terms:

I. TERM

The term of this agreement shall be for the period beginning on _____ and ending _____. The agreement can be terminated, however, by any party with written notification.

II. DUTIES AND RESPONSIBILITIES

At the start of the internship, the internship student and the affiliating agency should cooperate in determining the most appropriate experiences for the student, including but not limited to assignment of duties and arrangement of supervision. The majority of duties for the student should be similar to those that he/she will perform upon licensure. Please indicate which duties the internship student can expect to perform:

Any of the following would be considered direct client contact hours:

Individual Counseling	Family Therapy
Group Counseling	Grief Counseling
Marital Counseling	Intake Interviews & Referrals
Career Counseling	Assessments & Diagnosing
Substance Abuse Counseling	Wellness & Prevention
Child/Adolescent Counseling	Deaf and/or Blindness Focus
Crisis Counseling	Other: _____

Any of the following would be considered indirect hours:

Supervision	Preparation for clients
-------------	-------------------------

Team or staff meetings

Reviewing sessions

Writing case notes

Reviewing & Interpreting Assessments

Client related paperwork

Diagnosing

Outreach

Staff meetings

Continuing Education

Other: _____

- A. **Internship Student.** The internship student agrees to perform the duties and responsibilities specified in a reliable, professional, and conscientious manner observing all the ethical and legal codes of the profession. The internship student agrees to maintain regular contact with the on-site supervisor and the faculty supervisor. The student is expected to comply with all the policies and procedures of the agency and agrees to secure and maintain professional liability insurance for the duration of the internship placement.
- B. **Affiliating Agency.** The affiliating agency will serve as a field experience where the internship student can provide bona fide mental health counseling under supervision. The affiliating agency will provide suitable resources for the provision of counseling services. The agency supervisor agrees to provide a minimum of 1 hour per week of individual supervision for the student. The agency supervisor agrees to complete the evaluation of the student based on some form of observation of the student's competency, (i.e., observing a session, watching a videotape of a session, or listening to an audiotape of a session), that is provided by the student.

The affiliating agency may also grant internship students, if given written permission by the client, permission to audio or video tape a session to be reviewed by the Psychology and Counseling Department faculty. It is understood by all parties that written consent to tape will be obtained from clients prior to taping and that session tapes may be reviewed in confidence with the site supervisor, university supervisor, and possibly with other internship students in the context of group supervision. Tapes will be erased or destroyed no later than the end of the semester. In some cases, brief transcripts may be made of segments of the sessions for training purposes. In no case will the client be identifiable from these transcripts.

Further, clients will be informed of the status of the "student intern" as a student in internship, and a treatment consent form will be signed by all clients of the student.

- C. **Psychology and Counseling Department.** The Psychology and Counseling Department will be actively involved in overseeing the student's experiences and will also participate in the supervision of the internship student. The Psychology and Counseling Department will maintain contact with the student and the site to ensure that duties and responsibilities are followed. As such, The Psychology and Counseling Department and its designated representative will be involved in any problems that may arise between the

internship student and the site. The Psychology and Counseling Department shall be notified immediately when a problem occurs.

III. ON-SITE SUPERVISOR QUALIFICATIONS:

The On-Site Supervisor acknowledges that they possess all of the following criteria for providing supervision:

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses in the state where the professional counseling services are to be conducted with clients.
- A minimum of two years of pertinent professional experience in mental health counseling.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.

IV. THE ON-SITE SUPERVISOR AGREES TO:

1. Weekly supervision that averages to one hour per week of individual and/or triadic supervision throughout the practicum/internship.
2. The completion of a brief form on alternating weeks (Bi-Weekly Supervision Consultation Form) concerning the Graduate Student's progress. The Graduate Student is responsible for having these forms returned to their Group Supervisor.
3. The completion of an evaluation of the Graduate Student (Evaluation of the Student by the On-Site Supervisor Form) at the end of the semester. The due date will be told to the On-Site Supervisor by the Graduate Student.
4. The completion of a short evaluation of the graduate program at the end of the semester.
5. During Practicum, a meeting with the Clinical Coordinator at least once during the semester at the On-Site Supervisor's convenience. Additionally, anytime the On-Site Supervisor has any concerns about the Graduate Student, the On-Site Supervisor will contact the Clinical Coordinator as soon as possible.
6. Monitor all cases seen by the Graduate Student. a. Co-sign all clinical chart documentation completed by the Graduate Student.
7. Refrain from charging Graduate Students for On-Site Supervision

V. THE GRADUATE STUDENT AGREES TO:

1. Obtain malpractice insurance before beginning any clinical training course (i.e., Practicum or Internship).
2. Perform all duties in accordance with state laws and the Ethical Standards of the American Counseling Association.
3. Orient himself or herself to all the agency's policies and procedures.

4. Complete a minimum of 40 Direct Client Service hours and 60 Indirect hours when enrolled in Practicum.
5. Complete a minimum of 120 Direct Client Service hours and 180 Indirect hours when enrolled in Internship I or II.
6. Attend weekly 1 individual or triatic supervision with site supervisor for a minimum of 10 weeks.
7. Attend weekly 1.5 hours of group supervision with faculty supervisor for 15 weeks.
8. Provide program-appropriate audio/video recordings for use in supervision or participate in live supervision.
9. Notify the On-Site Supervisor and the Clinical Coordinator immediately if any problems arise.

VI. GOALS AND OBJECTIVES

1. Please list your desired goals and objectives that you wish to achieve during your field experience.

i. Goals

- 1.
- 2.
- 3.
- 4.
- 5.

ii Objectives

- 1.
- 2.
- 3.
- 4.
- 5.

III. TIME

Students are expected to spend a minimum of 100 hours for practicum and 300 hours for internship, students will engaged in practicum and internship activities. **Of those, 40 hours in practicum and 120 hours in internship are to be direct client contact hours**; examples of which are listed in the above table. The remaining hours may or may not be accrued at the site.

IV. **LIABILITY INSURANCE**

Students enrolled in any clinical experience with the Psychology and Counseling Department are required to have individual professional counseling liability insurance policies while enrolled in practicum and internship. Students must have malpractice insurance coverage of \$1,000,000 per each incident and \$3,000,000 in aggregate.

V. **EVALUATION**

At the end of the internship, the on-site supervisor will be asked to complete an evaluation form provided by the Psychology and Counseling Department. Before mailing this evaluation, the on-site supervisor should review the completed evaluation with the student. The student will likewise complete an internship site evaluation form

VI. **COPIES OF THIS AGREEMENT**

One copy of this contract will be provided for the student, and one copy will be provided for the affiliating agency. The Psychology and Counseling Department will also maintain one copy in the student's folder. Additional copies may be requested as needed.

VII. **SIGNATURES**

_____	_____
Student Signature	Date
_____	_____
Site Supervisor	Date
_____	_____
Faculty Supervisor	Date

Placement Acceptance Form

1. Name

2. Semester of current placement:

3. Choose your current enrollment:

Practicum

Internship I

Internship II

4. Please provide the name of the site you have been chosen to work with:

5. I agree to follow all rules, expectations, and processes, as mandated by the university and the site at which I am placed. I understand that any deviation from these expectations or a site disruption will result in my removal from the site and failure of the course. In the event that I fail the course, I will not be allowed to transfer those hours towards any future course or placement. I am expected to exhibit professional behavior at all times, as I am serving as a representative of Alabama A&M University

___ I agree to these terms.

___ I do not agree to these terms.

APPENDIX D: EVALUATIONS

Site Supervisor Evaluation (Midterm & Final)

Follow this link to view the evaluation in Microsoft Forms:

<https://forms.office.com/r/GkEu4MnAY0>

1. Student's name
2. Name of Placement Site
3. Site Supervisor's Name and License and/or Certification Number
4. Student's Course:

Practicum

Internship I

Internship II

Please rate your supervisee using the following scoring:

1=Strongly Disagree 2=Disagree 3=Neither agree nor disagree 4= Agree 5= Strongly Agree

Supervisee demonstrated a high level of interest in learning and developing their clinical skills	1	2	3	4	5
Supervisee contributed to professional environment.	1	2	3	4	5

Supervisee had an adequate base of knowledge regarding ethical and legal issues.	1	2	3	4	5
Supervisee had an adequate base of knowledge regarding the profession of counseling.	1	2	3	4	5
Supervisee had a strong work ethic.	1	2	3	4	5
Supervisee had professional/clinical skills appropriate to his/her level of training.	1	2	3	4	5
Supervisee demonstrated the ability to meet deadlines.	1	2	3	4	5
Supervisee had excellent communication skills.	1	2	3	4	5
Supervisee demonstrated a professional attitude with promptness and punctuality, professional dress, and the ability to accept constructive criticism.	1	2	3	4	5
Supervisee demonstrated leadership abilities.	1	2	3	4	5
Supervisee demonstrated maturity.	1	2	3	4	5
Supervisee demonstrated self-confidence.	1	2	3	4	5
Supervisee demonstrated enthusiasm.	1	2	3	4	5
Supervisee demonstrated a cooperative attitude.	1	2	3	4	5
Supervisee was willing to accept appropriate responsibility.	1	2	3	4	5
Supervisee followed the agency's policies and procedures.	1	2	3	4	5
Supervisee was able to establish rapport with other professionals.	1	2	3	4	5
Supervisee was able to establish rapport and a strong working alliance with his/her clients.	1	2	3	4	5
Supervisee displays the ability to initiate, develop, implement, and coordinate counseling services with clients in an effective and professional manner.	1	2	3	4	5
Supervisee displays the ability to convey warmth, unconditional positive regard, openness, tolerance, acceptance, and genuine concern for others, while maintaining boundaries of self.	1	2	3	4	5
Supervisee displays the ability to demonstrate qualities of responsibility, ability to adjust to changing situations within the counseling relationship, and flexibility of thought.	1	2	3	4	5

Supervisee displays understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.	1	2	3	4	5
Supervisee displays understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and mental health counseling service networks.	1	2	3	4	5
Supervisee displays understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including Diagnostic Statistical Manual and the International Classification of Diseases.	1	2	3	4	5
*Items 29-40 are for rehabilitation sites only. Non-rehabilitation sites proceed to item 41.					
Supervisee demonstrates skills to evaluate feasibility for services and case management strategies that facilitate rehabilitation and independent living planning.	1	2	3	4	5
Supervisee expresses knowledge and understanding of rehabilitation principles, problems and goals demonstrate the use of strategies to facilitate successful rehabilitation goals across the lifespan	1	2	3	4	5
Supervisee demonstrates knowledge and understanding of strategies to enhance coping and adjustment to disability and advocacy for the full integration and inclusion of individuals with disabilities	1	2	3	4	5
Supervisee displays knowledge and understanding of informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities.	1	2	3	4	5
Supervisee demonstrates the use of techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process.	1	2	3	4	5
Supervisee demonstrates the knowledge and understanding of evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning.	1	2	3	4	5

Supervisee demonstrates knowledge and evaluation and application of assistive technology with an emphasis on individualized assessment and planning.	1	2	3	4	5
Supervisee demonstrates knowledge of consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations.	1	2	3	4	5
Supervisee demonstrates knowledge and skill of consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions or permanent functional limitations or restrictions of individuals with disabilities.	1	2	3	4	5
Supervisee demonstrates knowledge and strategies to analyze work activity and labor market data and trends, to facilitate the match between and individual with a disability and targeted jobs.	1	2	3	4	5
Supervisee demonstrates an understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling and assisting individuals with disabilities to obtain services and applicable skills.	1	2	3	4	5
Demonstrate knowledge and application of career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace.	1	2	3	4	5

Overall Evaluation comments:

What overall grade would you assign to the counselor in training for their overall performance while interning at your site? Please provide a grade from A-F.

A = excellent performance B = good performance C = satisfactory performance D = less than satisfactory performance F = unsatisfactory performance

Site Supervisor Signature

Date

Student Evaluation of Site Supervisor (Midterm & Final)

Follow this link to view the evaluation in Microsoft Forms:

<https://forms.office.com/r/9zvKHCGLN9>

1. Name

2. Site Supervisor's name

3. Site

4. Course

Internship II

Internship I

Practicum

Please rate the site supervisor using the following scoring:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree N/A=Not Applicable

My supervisor:					
Explained his/her role as a supervisor.	1	2	3	4	N/A
Made me feel at ease with the supervisory process.	1	2	3	4	N/A
Gave me feedback about my role as a counselor that was accurate and that I could use.	1	2	3	4	N/A
Helped me clarify the issues that my client brought to the session.	1	2	3	4	N/A

Assisted me in understanding my own feelings about the client and his/her issues.	1	2	3	4	N/A
Encouraged me to develop a plan to work with specific clients.	1	2	3	4	N/A
Modeled appropriate counseling techniques when necessary.	1	2	3	4	N/A
My supervisor helped promote:					
My professional identity by encouraging membership in professional organizations.	1	2	3	4	N/A
Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies.	1	2	3	4	N/A
Legal and ethical practice by discussing modeling and appropriate ethical standards.	1	2	3	4	N/A
I felt:					
Confident of the counseling skills of my supervisor.	1	2	3	4	N/A
My supervisor respected me and was concerned with my professional growth.	1	2	3	4	N/A
My supervisor was committed to his/her role as a supervisor.	1	2	3	4	N/A
Motivated and encouraged me.	1	2	3	4	N/A
My supervisor served as an appropriate professional role model.	1	2	3	4	N/A
Supervision sessions allowed for personal and professional growth.	1	2	3	4	N/A
Recognizes his/her own limitations.	1	2	3	4	N/A
My supervisor was genuine, congruent, empathic, and honest.	1	2	3	4	N/A
My supervisor helped me:					

Clarify my own ideas about counseling theory.	1	2	3	4	N/A
Focus on specific counseling strategies to assist the client.	1	2	3	4	N/A
Develop techniques to resolve conflict.	1	2	3	4	N/A

Student Signature

Date

Student Self-Evaluation (Midterm & Final)

Follow this link to view the evaluation in Microsoft Forms:

<https://forms.office.com/r/vQb0BUALXc>

1. Name

2. Site

3. Course

Internship II

Internship I

Practicum

Rate yourself on the following items using this scale:

1 =Poor 2 =Fair 3 =Average 4 = Good 5 = Excellent

Ability to demonstrate active attending behavior.	1	2	3	4	5
Ability to listen and to understand nonverbal behavior.	1	2	3	4	5

Ability to understand accurately the client's point of view.	1	2	3	4	5
Ability to identify themes in the client's story.	1	2	3	4	5
Ability to respond with accurate empathy.	1	2	3	4	5
Ability to help the client's clarity and focus.	1	2	3	4	5
Ability to balance empathic response, clarification, and probing.	1	2	3	4	5
Ability to establish a collaborative working relationship with a client.	1	2	3	4	5
Ability to assess and activate client's strengths and resources in problem-solving.	1	2	3	4	5
Ability to identify and challenge unhealth or distorted thinking or behaving.	1	2	3	4	5
Ability to use advanced empathy to deepen the client's understanding of problems and solutions.	1	2	3	4	5
Ability to explore the counselor-client relationship	1	2	3	4	5
Ability to summarize.	1	2	3	4	5
Ability to understand and facilitate decision-making.	1	2	3	4	5
Ability to help clients set goals and move toward action in problem-solving.	1	2	3	4	5
Ability to help clients sustain actions in accordance with their goals.	1	2	3	4	5
Ability to help clients review and revise or recommit to goals based on new experiences.	1	2	3	4	5
Ability to open the session smoothly.	1	2	3	4	5
Ability to establish continuity from session to session.	1	2	3	4	5
Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child/elder abuse.	1	2	3	4	5
Ability to keep appropriate records related to the counseling process.	1	2	3	4	5
Ability to end the session smoothly.	1	2	3	4	5
Ability to recognize and address ethical issues.	1	2	3	4	5

Ability to integrate privacy practices and informed consent into initial session.	1	2	3	4	5
Ability to conduct an initial interview with clients.	1	2	3	4	5
Ability to conduct or assist in assessment activities.	1	2	3	4	5
Ability to formulate a treatment plan.	1	2	3	4	5
Ability to create progress notes/documentation.	1	2	3	4	5
Ability to refer clients to appropriate providers.	1	2	3	4	5
Ability to conduct case management activities.	1	2	3	4	5
Ability to conduct career counseling activities.	1	2	3	4	5
Ability to demonstrate program policy and procedures.	1	2	3	4	5
Ability to demonstrate knowledge and use of ethical standards.	1	2	3	4	5

Student Signature

Date

Site Visit Evaluation

Site Supervisor, based on your face-to-face visit or phone call conversation with the onsite supervisor (assigned to the student at site), rate the following areas about the practicum or internship site and the student's performance, using the following scale:

1. Is weekly individual supervision available for the student? Yes or No
2. Is weekly group supervision available for the student? Yes or No
3. What type of services student are exposed to at this site? Choose all that is applicable.

Individual Counseling

Group Counseling

Family Counseling

Inpatient Treatment

Outpatient Treatment

Assessment/Intake

Crisis Counseling

Treatment Planning

Other areas:_____

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

The site's crisis protocol.	1	2	3	4	N/A
Student's exposure to professional roles/functions within the site.	1	2	3	4	N/A
Student's exposure to and communication of agency goals.	1	2	3	4	N/A
Student's exposure to on-site training.	1	2	3	4	N/A
The site's arrangement for recording keeping.	1	2	3	4	N/A
Overall evaluation of site.	1	2	3	4	N/A
Student Performance					
Student has reported to site as scheduled.	1	2	3	4	N/A
Student has been proactive in seeking supervision when needed.	1	2	3	4	N/A
Student has been prepared to meet with clients from the beginning of the semester.	1	2	3	4	N/A
Student's overall performance on site.	1	2	3	4	N/A

Additional Comments:

Director of Clinical Training Signature

Date

APPENDIX E: Time2Track Quick Guide

[Quick Guide](#)

APPENDIX F: INFORMED CONSENT

Department of Psychology and Counseling Alabama A&M University

Informed Consent to Audiotape or Videotape Counseling Interviews

_____ (name of the practicum agency or setting) provides a variety of services to individuals and their families. It also supports the teaching and training mission of the counseling programs at the Alabama A&M University. Because the agency provides a teaching-training function, permission is frequently requested of its clients to audiotape and/or videotape the interviews that are conducted by the professionals-in-training. Audio taping and video recording the sessions are a significant component of counselor training. However, no recording is ever done unless the client has given permission to do so. Therefore, we use this consent form to obtain your permission to audiotape and/or video. Feel free to ask your counselor any questions about the purpose of taping and use of the tapes.

Your signature below indicates that you give _____ (name of your counselor-in-training) permission to be audiotaped / videotaped (circle one or both) and that you understand the following:

1. I can request that the tape recorder or video recorder be turned off at any time and may request that the tape or any portion thereof be erased. I may terminate this permission to tape at any time.
2. The purpose of taping is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned supervisor(s) in an individual or group supervision format, who may listen to the tape alone or in the presence of other counselors-in-training involved in direct supervision.
3. The contents of these taped sessions are confidential, and the information will not be shared outside the context of individual and group supervision.
4. The tapes will be stored in a secure location and will not be used for any other purpose without my explicit written permission.
5. The tapes will be erased after they have served their purpose.

Name of Client (Please print) _____

Signature _____

Date _____

APPENDIX G: PROFESSIONAL DISPOSITION ASSESSMENT

Rubric to Rate Dispositions & Academic Performance

Student:

Semester:

Date:

Remediation plan required if a student receives 2 or more ratings of “Does not meet expectations”.

Subskill	Does Not Meet Expectations 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	Score
Diversity and the belief that all students/clients can learn responding with empathy and sensitivity to unique human needs and understands fairness, justice, and equity.	Usually demonstrates a lack of empathy and sensitivity to diversity and multiculturalism. Usually does not demonstrate values of fairness, justice, and equity. Usually does not display behaviors related to social justice and advocacy.	Sometimes demonstrates a lack of empathy and sensitivity to diversity and multiculturalism. Sometimes demonstrates values of fairness, justice, and equity. Does not display behaviors related to social justice and advocacy.	Usually demonstrates empathy and sensitivity to diversity and multiculturalism. Usually demonstrates values of fairness, justice, and equity. Displays some behaviors related to social justice and advocacy.	Always demonstrates a lack of empathy and sensitivity to diversity and multiculturalism. Always demonstrates values of fairness, justice, and equity. Displays multiple behaviors related to social justice and advocacy.	

Integrity acting in ethical and moral ways, valuing honesty, following the appropriate professional code of ethics and the university code of honor, and upholding professional responsibilities, boundaries, and commitments.	Usually demonstrates inappropriate behaviors in and outside of Alabama A&M University (e.g., excessive drinking to the point of danger to self or others; swearing) Usually both ignores and crosses boundaries Usually does not honor commitments.	Sometimes demonstrates inappropriate behaviors in and outside of Alabama A&M (e.g., excessive drinking to the point of danger to self or others; swearing) Sometimes both ignores and crosses boundaries Sometimes does not honor commitments.	Usually demonstrates appropriate behaviors in and outside of Alabama A&M Usually has appropriate boundaries Usually honors commitments.	Always demonstrates appropriate behaviors in and outside of Alabama A&M Always has appropriate boundaries. Always honors commitments.	
Professional Conduct behavior and actions by respecting those in authority, peers, and others by advocating for themselves in a respectful way following the proper protocols, including dressing appropriately, set in place by the university and/or agency and following the chain of command when expressing grievances and managing conflict.	Decorum/Presentation/ Presence/Attire usually inappropriate for class context Usually ignores or disrupts speaker/instructor or	Decorum/Presentation/ Presence/Attire sometimes inappropriate for class context Sometimes ignores or disrupts speaker/instructor or	Decorum/Presentation/ Presence/Attire usually appropriate for class context Usually listens to speaker/instructor or	Decorum/Presentation/ Presence/Attire always inappropriate for class context Always listens very responsively to speaker/instructor or	
Openness to Feedback	Usually responds to	Sometimes to feedback	Usually responds to	Always utilizes feedback in	

accepting feedback from peers, professors, and/or supervisors without defensiveness and implements feedback appropriately.	feedback defensively and does not implement.	somewhat defensively and sometimes implements feedback.	feedback non-defensively and usually implements feedback.	productive and positive ways	
Personal Responsibility managing time well and demonstrating work ethic and conscientiousness in classroom and program engagement and course assignments	Usually ill-prepared for class, (e.g., failure to read text) Usually avoids or manipulates to find ways to escape working on the team	Sometimes is ill-prepared for class, (e.g., failure to read text) Sometimes avoids or manipulates to find ways to escape accepting duties on the team	Usually comes to class prepared Usually accepts duties and responsibilities and participates in the team effort	Always comes to class very well prepared Always assumes a leadership role on a team by not only contributing to the team's mutual tasks but also by exceeding assigned responsibilities	
Emotional Regulation managing anxiety and expresses feelings appropriately and effectively.	Usually does not express emotions appropriately. Displays excessive anxiety in the classroom.	Sometimes does not express emotions appropriately. Displays some anxiety in the classroom.	Usually expresses emotions appropriately. Displays little to no anxiety in the classroom.	Always expresses emotions appropriately. Displays no anxiety in the classroom.	
GPA	Less than 2.5	2.5-3.0	3.0-3.99	4.0 or above	
Oral Communication	Usually does not communicate clearly or effectively, and in a	Sometimes does not communicate clearly or effectively, and in a	Usually communicates clearly and effectively, and in a professional manner.	Always communicates clearly, effectively, and in a professional manner.	

	professional manner.	professional manner.			
Written Communication	Usually uses APA formatting guidelines. Multiple grammatical errors in written assignments Usually does not follow assignment instructions	Sometimes fails to follow APA formatting guidelines. Few grammatical errors in written assignments Sometimes fails follow assignment instructions	Usually follows APA formatting guidelines. No grammatical errors in written assignments Usually follows assignment instructions	Always follows APA formatting guidelines. No grammatical errors in written assignments Always follows assignment instructions	
Attendance/Participation	Usually does not contribute to class discussions Usually misses class and is usually late Usually distracted by emails, texts, Facebook, calls, etc.	Sometimes fails to contribute to class discussions Sometimes misses class and/or is often late to class Sometimes distracted by emails, texts, Facebook, calls, etc.	Usually contributes to class discussions Attends almost all classes and/or is sometimes late to class Usually focused and free of distractions from emails, texts, Facebook, calls, etc.	Always makes very valuable contributions to class discussions Never misses class and is never late to class Always focused and free of distractions from emails, texts, Facebook, calls, etc	
Completes Work in a Timely Fashion	Work is usually turned in late	Work is sometimes turned in late	Work is usually turned in on time	Work is always turned in on time	
Mean Score:					

APPENDIX F: ACA & CRCC Codes of Ethics

American Counseling Association Code of Ethics:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Code of Professional Ethics for Certified Rehabilitation Counselors:

<https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>