MASTER OF SCIENCE DEGREE IN MENTAL HEALTH COUNSELING

FIELD PLACEMENT PRACTICUM & INTERNSHIP HANDBOOK

Revised Spring 2025

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Table of Contents

Introduction 3

Mental Health Counseling Program Missions Statement ……...3

Mentla Health Counseling Program Objectives ……4

Field Placement in Clinical Mental Health Counseling 5

CACREP & Pace University Master of Science in Mental Health Counseling
Field Placement Courses 7

Field Placement Site Supervisor Requirements 7

Field Placement Retention, Remediation, Probation, and Dismissal Policy 13

Master Program Field Placement Guidelines 16

Amendments 19

Appendix A: Field Placement and Eligibility Form 20

Appendix B: Field Placement Agreement Letter 22

Appendix C: Record of Weekly Site Hours 25

Appendix D: Field Placement Site Evaluation Form 27

Appendix E: Field Placement Midpoint Intern Evaluation Form 29

Appendix G: Field Placement End of Semester Intern Evaluation Form …….. 28

Appendix F: Counselor Competencies Scale—Revised (CCS-R) 30

Introduction

The requirements for a Master of Science degree in Mental Health Counseling (the "Master Program") from Pace University include satisfactory completion of a one semester practicum, Practicum in Mental Health Counseling (MHC 694) and a two semester clinical internship, Field Experience in Counseling: Internship I (MHC 675) and Field Experience in Counseling: Internship II (MHC 676).

Practicum and internship (the "Field Placement") will provide the student with an opportunity to apply in a clinical setting the skills learned in the classroom, and to perform under supervision a variety of counseling activities that a professional counselor is expected to perform. The internship is an important component of the Master Program.

The three-semester sequence also is intended to assist graduates of the Master Program in meeting the requirements of the Council for Accreditation of Counseling & Related Educational Programs (CACREP), the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) for certification and/or state licensure. Each state has its own licensure requirements and it is every student's responsibility to ensure that her or his educational experiences, including clinical training, meet the licensing requirements of the state in which he or she plans to pursue licensure.

Mental Health Counseling Program Mission Statement

The mission of the Mental Health Counseling program is to develop and foster a curriculum and climate that promotes the values and mission statement of Pace University, as well as employ the most recently published standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We are committed to providing personalized instruction to our students to assist in the development and enhancement of their personal qualities and characteristics, knowledge, skills, and attitudes in becoming culturally competent and interpersonally-skilled mental health counselors working with children, adolescents, families, and adults in a variety of settings. Our academic training program operates within multicultural communities, embracing diversity across various demographic and ideological areas and adheres to the ACA Code of Ethics, promoting an environment of respect, safety, and trust. All members are encouraged to critically engage with the prejudices and biases, fostering a culture of respect for diversity, inclusion, and equity, while continually developing professionally relevant knowledge and skills. Lastly, we are committed to ongoing self-evaluation and growth of the program and the students, while maintaining a curriculum that meets the changing needs of students coming to Pace University's Mental Health Counseling program that provides them an exceptional education as a mental health counselor.

Mental Health Counseling

Program Objectives

1. Students will demonstrate knowledge of the history, philosophy, licensure, supervision, and ethics in the profession.
2. Students will show knowledge of multicultural characteristics, counseling competencies, advocacy, and social justice issues related to diverse groups.
3. Students will show knowledge of lifespan development, learning, and abnormal development including addictions, trauma, wellness, and resilience.
4. Students will show knowledge of career counseling theories and strategies including ethical considerations.
5. Students will demonstrate knowledge and skills in counseling in various modalities (individual, group, family) including suicide and crisis interventions.
6. Students will be knowledgeable of theories and practice of group counseling and participate in small group activity.
7. Students will show knowledge and skills in gathering, analyzing, interpreting and presenting data about clients and be familiar with assessment with DSM-5 TR.
8. Students will show understanding of research concepts and be able to interpret research literature and program evaluation.
9. Through supervised practice students will integrate knowledge and skills of a successful counselor.
10. Through self-reflection, students will develop an understanding of self in the process of counseling and show a personal approach to counseling.

Field Placement in Clinical Mental Health Counseling

The Field Placement experience is an essential component of graduate education in mental health counseling. Within the required supervised counseling experience, practicum and internship allow students to explore prospects in training with the opportunity to professionally and personally grow. During the Field Placement experience, students will be directed by an "on-site" clinical field supervisor, a Pace University faculty member, and when possible receive triadic supervision from an assigned doctoral student in the Ph.D. Program in Mental Health Counseling. The assigned doctoral student either must be currently enrolled or have completed Mental Health Counseling 732: Theories and Methods of Counselor Supervision.

The Field Placement experience is also a requirement of CACREP, ACA and the New York State Education Department Office of the Professions.

According to CACREP 2024 guidelines, the following counseling curriculum will be incorporated into the Field Placement:

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
12. the purpose of and roles within counseling supervision in the profession

Council of the Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP & Pace University Master of Science in Mental Health Counseling Field Placement Courses

The Field Placement experience at Pace University is divided into a three-credit practicum, Practicum in Mental Health Counseling (MHC 694) and six credit internship, consisting of Field Experience in Counseling: Internship I (MHC 675) and Field Experience in Counseling: Internship II (MHC 676).

- **MHC 694 Practicum in Mental Health Counseling**
- **MHC 675 Field Experience in Counseling: Internship I**
- **MHC 676 Field Experience in Counseling: Internship II**

In order to enroll in the one semester, Practicum in Mental Health Counseling (MHC 694) and a two semester clinical internship, Field Experience in Counseling: Internship I (MHC 675) and Field Experience in Counseling: Internship II (MHC 676), a student must have, among other things, successfully completed at least thirty-six (36) credits towards the Master of Science in Mental Health Counseling.

Students may enroll in MHC 694 during the Fall, Spring, and/or Summer semesters.

Upon successful completion of MHC 694, students may then enroll in MHC 675.

Upon successful completion of MHC 675, students may then enroll in MHC 676.

Students are to remain the same Field Placement for MHC 694, MHC 675, & MHC 676.

Field Placement Site Supervisor Requirements

An on-site clinical supervisor who is a licensed mental health professional, including a licensed mental health counselor (LMHC), licensed clinical social worker (LCSW), licensed psychologist, or psychiatrist must be assigned to each student intern. Licensed Master Social Workers (LMSW), Licensed Marriage & Family Therapists (LMFT) and School Psychologists are **not** permitted to supervise field placement students. The on-site clinical supervisor must be an employee, independent contractor or agent of the agency at which the internship is being performed. In addition, and in accordance with the standards established by CACREP, the Field Placement experience must meet the following requirements:

CACREP SECTION 4: PROFESSIONAL PRACTICE

The following standards apply to entry-level programs for which accreditation is being sought. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients.

ENTRY-LEVEL PROFESSIONAL PRACTICE

A. The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to

prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.

B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship.

E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:
   1. CACREP standards and definitions related to supervised practicum and internship;
   2. supervision agreement;
   3. evaluation procedures and requirements; and
   4. policy for student retention, remediation, and dismissal from the program.

H. Written supervision agreements:
   1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
   2. include emergency procedures; and
   3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.

I. The counselor education program provides orientation to fieldwork site supervisors regarding program requirements and expectations.

J. During entry-level professional practice experiences, the counselor education program engages in consultation with the fieldwork site supervisor to monitor student learning and performance in accordance with the supervision agreement.

K. The counselor education program provides professional development opportunities to fieldwork site supervisors for all program delivery types.

L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

SUPERVISOR QUALIFICATIONS

N. Counselor education program core or affiliate faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:
   1. relevant certifications and/or licenses,
   2. relevant training for in-person and/or distance counseling supervision, and
   3. relevant training in the technology utilized for supervision.

O. Doctoral students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must:
   1. have completed entry-level counseling degree requirements consistent with CACREP standards;
   2. have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
   3. be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor.

P. Fieldwork site supervisors have:
   1. a minimum of a master's degree, preferably in counseling or a related profession;
   2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
   3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
   4. relevant training for in-person and/or distance counseling supervision;
   5. relevant training in the technology utilized for supervision; and
   6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

PRACTICUM

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.

R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
   1. a counselor education program core or affiliate faculty member, or
   2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate

counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

T. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
   1. a counselor education program faculty member or
   2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

INTERNSHIP

U. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.

V. Internship students complete a minimum of 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

W. Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
   1. a counselor education program faculty member, or
   2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
   3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

X. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:
   1. a counselor education program faculty member or
   2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

PRACTICUM AND INTERNSHIP COURSE LOADS AND RATIOS

Y. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load

assignment.

Z. When individual/triadic supervision is provided solely by a fieldwork site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

AA. Practicum and internship students are not combined for group supervision.

BB. Group supervision for practicum or internship students should not exceed 12 students per group.

A complete description of the CACREP standards for clinical instruction may be found at Council of the Accreditation of Counseling and Related Educational Programs (CACREP).

Field Placement Retention, Remediation, Probation, and Dismissal Policy

This policy outlines the retention, remediation, probation, and dismissal procedures for students participating in field placement courses (MHC 694 Practicum, MHC 675 Internship I and MHC 676 Internship II). These courses are designed to provide students with practical clinical training and hands-on experience in the mental health counseling field. Students participating in field work experience courses must adhere to the highest standards of professionalism, integrity, and performance.

During the field placement portion of the program, it is essential that students uphold to the ACA Code of Ethics, university's code of conduct, program's professional code of conduct, fulfill all course requirements, while also upholding the reputation and expectations of the university and its partnerships with field placement agencies. Students are encouraged to seek support and guidance from their field placement coordinator if they encounter any challenges or concerns during their field placement experience.

Retention: Students will be retained in their field placement course if they meet the following criteria:

1. Adherence to the University's Code of Conduct, Program's Professional Code of Conduct and ACA Code of Ethics: Students are expected to conduct themselves in a professional manner at all times, following ethical guidelines and standards relevant to their field of study.
2. Fulfillment of Course Requirements: Students must fulfill all course requirements, including attendance, participation, completion of assignments, and submission of required field placement paperwork, as outlined by the course syllabus. Students must achieve a minimum grade of (B) or better in each field placement course to be eligible for enrollment in the next consecutive field placement course. If a student receives a grade of (B-) or lower in any field placement course, they will be required to repeat the course.
3. Satisfactory Performance at the Field Placement Agency: Students must demonstrate satisfactory performance and engagement at their field placement agency, as evaluated by their site supervisor, field placement coordinator and course instructor.

Remediation: If a student demonstrates deficiencies in meeting the retention criteria, they may be provided with an opportunity for remediation. Remediation may include:

1. Feedback/Evaluation: The student will receive feedback from their site supervisor and course instructor regarding areas of improvement and strategies for enhancing performance.
2. Development of Remediation Plan: The course instructor, academic advisor and field placement coordinator will collaborate to develop a structured remediation plan, outlining specific goals, actions, and timelines for remediation. The student will be provided with a copy of the remediation plan.
3. Additional Mentorship, Support and Resources: The student may be provided with additional support and resources, such as mentorship to address any academic or professional challenges.

Probation: If a student's performance does not improve satisfactorily during the remediation period, they may be placed on probation. Probationary status may include:

1. Continued Monitoring and Evaluation: The student's performance will continue to be monitored closely by their academic advisor, field placement coordinator, mentor and/or course instructor, with regular feedback and progress assessments.
2. Probationary Conditions: The student may be required to meet specific conditions during the probationary period, such as additional training, supervision, or academic assignments, to address areas of concern.
3. Probationary Review: At the end of the probationary period, the student's progress will be reviewed to determine whether they have successfully addressed the deficiencies and can return to good standing in the course.

Automatic Probation: Any student who is terminated from their field placement agency will automatically fail their designated field placement course. Students will then automatically be placed on academic probation and will be required to take a Leave of Absence (LOA) from the program for a minimum of one semester but limited to two consecutive semesters. In order to resume their studies, students must secure a new field placement agency and re-take the previously failed field placement course. The student's academic advisor will provide guidance and support in addressing any academic or professional concerns and the student's field placement coordinator will provide guidance and support in finding a new placement agency.

Dismissal: If a student fails to meet the conditions of probation or demonstrates serios misconduct or incompetence, they may be subject to dismissal from the field placement experience course. Dismissal may occur if:

1. The student fails to demonstrate improvement during the probationary period, despite receiving support and opportunities for remediation.
2. The student engages in behavior that violates ACA Code of Ethics, university's code of conduct, program's professional code of conduct or jeopardizes the integrity of the field placement agency and/or the university

Grading Policy Statement: Students must achieve a minimum grade of (B) or better in each field placement course to be eligible for enrollment in the next consecutive field placement course. If a student receives a grade of (B-) or lower in any field placement course, they will be required to repeat the course.

"K" Letter Grade Policy Statement: The "K" letter grade is intended to be used exclusively in situations where the agency experiences difficulty in providing field placement students with sufficient direct client contact or supervision. It may be assigned as a grade option only when the agency has acknowledged its responsibility for the limitations faced by the student in their field placement. "K" letter grades should only be given for any outstanding hours not course work. "K" letter grade can remain on a student transcript for up to one year and then must be changed to an F. Students who have a K grade are not permitted to advance to the following course until the letter grade is changed on their transcript. Students must have hours audited and approved by the field experience coordinator and will then be given permission to request a grade change. Faculty that gives "K" letter grades must change the grade through the new grade change system. Faculty must then email the grade change confirmation to the MS in MHC program manager, Meghan Seixas, for the student's record.

Medical or Mental Health Issues: If a student experiences any medical or mental health issues that affect their ability to fulfill their field placement requirements, they are not eligible for the "K" letter grade. Instead, they must adhere to the official leave of absence procedure, which allows them to temporarily suspend their field placement activities until they are fit to resume.

Official Leave of Absence (LOA): For any personal issues, including medical or mental health-related concerns, students must formally request an official leave of absence through the appropriate channels. This process requires providing certified documentation from a medical practitioner, counselor, or relevant authority outlining the reasons for the absence and the expected duration

Master Program Field Placement Guidelines

The following are the guidelines for students to secure a Field Placement for the practicum and internship. Please refer to the Appendices as directed.

Finding a Field Placement

1. **Identify a Potential Field Placement.** It is the student's responsibility to identify and obtain a Field Placement. To assist students in this effort, a list of potential Field Placement sites is available from the Field Placement Coordinator. This list is not all-inclusive and does not identify every potential Field Placement. The identification of potential Field Placement should begin as early as possible.
   After the student has identified potential internships that seem appropriate, he or she should conduct research about the agency to learn as much as possible in order to make an informed decision about which internship may best meet the student's needs, interests, and goals.

2. **Contact Agencies.** Students should call each agency they have identified that may have an internship of interest. Ask to speak with the Clinical Director or the Graduate Internship Coordinator. Ask questions about the agency as well as the specific clinical services, e.g., diagnostic testing, treatment planning, participation in group therapy, that a counseling student intern may be permitted to provide. In addition to learning about the agency and the Field Placement, the student must also present him or herself as a mental health counselor-in-training who is capable of providing valuable services to the agency and its clients. Do not make a decision based on a telephone conversation; request an in-person interview.
   Keep a log of the agencies and persons contacted, including the name of the agency, the title of the person, the method of contact (e.g., phone, e-mail, in- person, on-line), the dates of the initial contact and any follow-up contacts, and any important points that should be remembered.

3. **Interview.** An interview for a Field Placement should be approached in the same manner as a job interview. The student should bring a copy of his or her current resume, be prepared to describe his or her training and experiences in the Master Program as well as other relevant experiences, and to explain why he or she should be selected for the internship.
   Follow up every personal interview with a thank you letter or an e-mail. It is the student's responsibility to inquire periodically about the status of his or her request for an internship placement and to remind the agency of his or her continuing interest.

Securing a Field Placement

4. **Field Placement Eligibility.** Each prospective student must submit a completed Appendix A: Field Placement and Eligibility Form to the Field Placement Coordinator by a selected due date prior to the beginning of the semester for each Field Placement course, including: MHC 694, MHC 675, and MHC 676. (Appendix A).

5. **Insurance.** The purchase of professional liability insurance is required for the Field Placement experience. Students are required to obtain a minimum of $1,000,000 each claim/ $3,000,000 Aggregate of professional liability insurance. Information about insurance is available from the American Counseling Association and the New York State Mental Health Counselors. Students are also recommended to visit the Healthcare Providers Service Organization. Students must submit a copy of their professional liability insurance to the Field Placement Coordinator prior to the first day of class.

6. **Registration.** In order to participate in a Field Placement experience, the student must register for MHC 694, MHC 675, and MHC 676 in accordance with usual University procedures. Students are not permitted to enroll in MHC 694, MHC 675, or MHC 676 unless they have obtained an internship that has been approved by the Field Placement Coordinator. Students must consecutively register MHC 694, MHC 675 and MHC 676.
7. **Deadlines.** Students who fail to submit the required documentation by the deadlines identified by the Field Placement Coordinator are ineligible to participate in the Field Placement.
8. **Agreement Letter to On-Site Clinical Supervisor.** A letter will be sent to the on-site clinical supervisors by the Field Placement Coordinator for MHC 694, MHC 675, or MHC 676, as the case may be, confirming the expectations for the internship. The on-site clinical supervisor shall countersign the letter in the place provided and return it by e-mail to the Field Placement Coordinator. (Appendix B).
9. **Practicum/Internship.** During the Field Placement, students are required to perform the clinical activities at the time and location as may be agreed upon by the University and the agency to which the student is assigned. Students are also required to attend the internship seminar (MHC 694, MHC 675, or MHC 676, as the case may be).

Completion of the Field Placement Semester

10. **Record of Weekly Site Hours.** Students are required to complete Appendix C: Record of Weekly Site Hours. At the end of the semester, the student must submit the completed and signed Appendix C: Record of Weekly Site Hours to the on-site clinical supervisor. The on-site clinical supervisor will review and confirm Appendix C: Record of Weekly Site Hours, sign it and, within forty-eight (48) hours of the last day of each semester forward it to the Field Placement Coordinator.
11. **Evaluations.**
    Mid Semester, as indicated on the course syllabus, the on-site clinical supervisor must complete Appendix G: Field Placement Midpoint Intern Evaluation Form, share its contents with the student intern and have the intern sign it. Each student intern must submit to the instructor of MHC 694, MHC 675 and 676.
    On or before the last day of the semester, each student intern must submit to the instructor of MHC 694, MHC 675 and 676, as the case may be, a completed Appendix D: Field Placement Site Evaluation Form. Also, the on-site clinical supervisor must complete Appendix E: Field Placement End of Semester Intern Evaluation Form, share its contents with the student intern and have the intern sign it.
12. **Counselor Competencies Scale—Revised (CCS-R) – (Lambie, Mullen, Swank, & Blount, 2015)** - assesses counselors' and trainees' skills development and professional competencies. Additionally, Appendix F: CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors. Permission has been granted for use by a counselor education program faculty member to evaluate the students' performance at the completion of Practicum in Mental Health Counseling (MHC 694), Field Experience in Counseling: Internship I (PMHC 675) and Field Experience in Counseling: Internship II (MHC 676).

13. **Secure Audiotaping/Video Recording Client Sessions or On-Site Evaluation of Live Counseling Session.** Supervision of practicum and internship students includes facilitating the secure audiotaping or video recordings of two (2) client sessions of no less than thirty (30) minutes each that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types, (1) during MHC 694 Practicum and (1) during MHC 676 Internship II.

Amendments

These Guidelines do not create a contract and may be modified or amended at any time at the University's sole discretion. If the University makes any modifications or amendments to these Guidelines, it will, to the extent practicable, provide timely notice of the changes.

Appendix A

Pace University M.S. in Mental Health Counseling

FIELD PLACEMENT AND ELIGIBILITY FORM

Please check the box that applies to your current field placement status in which you are enrolled:

☐ **MHC 694 Practicum in Mental Health Counseling**

☐ **MHC 675 Field Experience in Counseling: Internship I (Prerequisite: 694)**

☐ **MHC 676 Field Experience in Counseling: Internship II (Prerequisites: 694, 675)**

Field Placement Student: _____
PRINT

Student Pace U # _____ E-mail: _____

Address: _____
STREET CITY STATE ZIP

Telephone: (_____)_____ Cell phone: (_____)_____

Expected graduation date: _____

Eligible for a Field Placement _____ semester.

By signing your name below, you are certifying that prior to registering for MHC 694: Practicum in Mental Health Counseling, you will have successfully completed at least **thirty-six (36) credits** toward the Master of Science in Mental Health Counseling.

REQUIRED COURSE CREDITS	CDTS
MHC 630 Helping Relationships: Theories and Techniques of Counseling I	3
MHC 631 Helping Relationships: Theories and Techniques of Counseling II **Prereq: 630**	3
MHC 632 Orientation to Addiction	3
MHC 652 Human Growth and Development	3
MHC 658 Group Dynamics **Prereq: 630, 672**	3
MHC 672 Psychopathology and Personality Disorders	3
MHC 687 Foundations of Mental Health Counseling and Consultation	3
MHC 677 Research and Program Evaluation **Prereq: 630**	3
MHC 678 Career and Lifestyle Development **Prereq: 630**	3
MHC 679 Marriage and Family Systems **Prereq: 630**	3
MHC 685 Social and Cultural Foundations of Counseling **Prereq: 630**	3
MHC 686 Appraisal and Assessment of Individuals, Couples, Families, and Groups **Prereq: 630**	3

Elective	3
Elective	3
Elective	3
Elective	3

By signing below, you are certifying that you have read and agreed to all the Field Experience requirements.

_____ Date: _____

SIGNATURE OF FIELD PLACEMENT STUDENT

Field Placement Start Date: _____ End Date: _____

Name of Clinical Agency: _____

Address: _____

STREET CITY STATE ZIP

On-Site Clinical Supervisor's Name: _____

Title: _____

Telephone: _____

E-mail address: _____

_____ Date: _____

Signature of Field Placement Coordinator

Appendix B

Pace University M.S. in Mental Health Counseling

FIELD PLACEMENT AGREEMENT LETTER

DATE

SUPERVISORS NAME
AGENCY'S NAME
ADDRESS ADRESS

Dear SUPERVISOR'S NAME:

As the Field Placement Coordinator, I understand you agreed to supervise the clinical counseling practicum and internship (the "Field Placement") of STUDENT'S NAME, a graduate student in the Pace University Master of Science in Mental Health Counseling Program. This experience is a necessary component of STUDENT'S NAME graduate education and will be greatly enriched by your participation.

I write to express our appreciation for your commitment to STUDENT'S NAME clinical counseling Field Placement, commencing on DATE and ending on DATE, and to provide some background information for you. The Council for Accreditation of Counseling and Related Education Programs (CACREP) has promulgated certain standards that must be met during a clinical internship, and they have been incorporated into the clinical internship program at Pace University. The program is CACREP accredited through October 31, 2026.

Graduate students in our Program are required to complete a Practicum in Mental Health Counseling consisting of one hundred (100) hours of supervised activities including forty (40) hours of appropriate direct service with clients. Additionally, they are required to complete two Field Experience in Counseling courses consisting of six hundred (600) hours of supervised activities including two hundred forty (240) hours of appropriate direct service with clients.

An on-site clinical supervisor who is a licensed mental health professional such as a licensed mental health counselor, licensed clinical social worker, licensed psychologist, or psychiatrist must be assigned to each Field Placement student. The on-site clinical supervisor also must be an employee, independent contractor or agent of the agency at which the Field Placement is being performed.

Our CACREP accreditation requires that all on-site clinical supervisors have a minimum of a master's degree, preferably in counseling or a related profession; active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession; a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled; relevant training for in-person and/or distance counseling supervision; relevant training in the technology utilized for supervision; and

To ensure that supervisors meet these qualifications, supervisors must provide a resume/curriculum vitae, active licenses/certifications and complete the Master in Mental Health Counseling Site Supervisor Training PowerPoint and confirm that you have done so by signing the Master in Mental Health Counseling Field Placement Site Supervisor Training Verification Form and return it along with the Field Placement Agreement Letter.

In addition to the intern's activities at the clinical site, he or she will be enrolled concurrently in a Practicum and/or Internship course at Pace University that complements and supports the student's clinical experience. This includes a three-credit practicum (Practicum in Mental Health Counseling - MHC 694) and six credit internship (two consecutive semesters) consisting of Field Experience in Counseling: Internship I (MHC 675) and Field Experience in Counseling: Internship II (MHC 676), conducted by a mental health counseling core faculty member and/or adjunct, which will reach out to you discuss student progress throughout the semester.

Among the tasks required to be performed by the on-site clinical supervisor for practicum and internship students are as follows:

- Experiences that will enable him or her to acquire the skills and knowledge necessary to work with the specific client population assigned to the intern.
- Observation and appropriate counseling opportunities that will enable him or her to apply counseling methods and techniques.
- Development of productive professional relationships with supervisors and peers.
- For students enrolled in Practicum, weekly interaction with supervisors that averages one (1) hour per week of individual and/or group supervision is required by the site supervisor. For students enrolled in the Field Experience in Counseling Internship courses, provide one (1) hour of direct supervision, either individually or in a group, for every five (5) hours the intern has of direct client contact.
- For students enrolled in MHC 675 Internship I, must lead or co-lead (1) hour of counseling or psychoeducational group.
- Supervision of practicum and internship students includes facilitating the secure audiotaping or video recordings of two (2) client sessions of no less than thirty (30) minutes each that are in compliance with applicable institutional, state, federal, and international privacy requirements for all programdelivery types. Please note that the program will be providing students with HIPAA compliant recording devices.
- For supervisors unable to meet the secure audiotaping or video recordings of client sessions requirement, they must observe students lead two (2) individual or group sessions and conduct live supervision of students' interactions with clients and confirm that you have done so by completing the On-Site Evaluation of Live Counseling Session form.
- Communicate with me about issues that may arise during the intern's placement at the clinical site and as may otherwise be necessary.
- Review and confirm the intern's completed Appendix C: Weekly Site Hours Form, sign it

- Complete the Appendix G: Field Placement Midpoint Intern Evaluation Form and Appendix E: Field Placement End of Semester Intern Evaluation Form, share its content with the intern

If you foresee any difficulty in meeting these requirements, or in the event of any emergency, or if you have any questions, please call me at (914) 773-3837 or send an email at acastro@pace.edu

Otherwise, please sign your name in the place indicated below and return the signed letter to me via email with:

- **Resume/CV;**
- **Active Licenses/Certifications; and**
- **The Master in Mental Health Counseling Field Placement Site Supervisor Training Verification Form.**

With your supervision, STUDENT'S NAME clinical Field Placement will be a rewarding one, and we thank you for your participation.

Very truly yours,

Alondra Castro, LMHC
Master of Science, Mental Health Counseling
Field Placement Coordinator
Phone: (914) 773-3837
Fax: (914) 773-3858

AGREED

_____ Date: _____

Signature of On-Site Clinical Supervisor

Please check below regarding your interest for field placement students for SEMESTER YEAR and/or SEMESTER YEAR:

_____ *Add us to your Practicum/Internship Contact List for the SEMESTER YEAR and/or SEMESTER YEAR. Students may contact me (if not, please specify) directly regarding an available position for internship.*

_____ *We are currently not taking any interns for the following semester (If possible, we would appreciate if you can please indicate when you think you will have available positions.)*

Appendix C

Pace University M.S. in Mental Health Counseling

RECORD OF WEEKLY SITE HOURS

Please check the box that applies to your current field placement status in which you are enrolled:

☐ **MHC 694 Practicum in Mental Health Counseling**
☐ **MHC 675 Field Experience in Counseling: Internship I**
☐ **MHC 676 Field Experience in Counseling: Internship II**

Field Placement Student: _____

Semester/Year: _____

Clinical Agency: _____

On-Site Clinical Supervisor: _____

Please record the date and hours (not minutes) spent each week performing the activities identified below.

Date	Direct Individual Counseling	Direct Group Counseling	Direct On-Site Supervision	Non-Counseling *

Supervisor Initials: _____ Date: _____

Date	Direct Individual Counseling	Direct Group Counseling	Direct On-Site Supervision	Non-Counseling *	
					Grand Total
Total					

By my signature below, I certify that the dates and hours set forth above are true.

_____ Date: _____

Signature of Field Placement Student

This Record of Weekly Site Hours is to be given to the on-site clinical supervisor and course instructor at the end of the semester for review and verification.

Hours Reviewed and Verified By:

_____ Date: _____

Signature of On-Site Clinical Supervisor

Appendix D

Pace University M.S. in Mental Health Counseling

FIELD PLACEMENT SITE EVALUATION FORM

(To be completed by the student intern)

Field Placement Student: _____

Semester/Year: _____

Clinical Agency: _____

On-Site Clinical Supervisor: _____

Please rate your internship experience using the scales provided below.

Overall satisfaction with your internship experience:

Very Dissatisfied 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Extremely Satisfied

Contribution of internship experience to your professional development.

Minimal 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Significant

Accessibility of on-site clinical supervisor:

Rarely Accessible 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Always Accessible

Participation of on-site clinical supervisor in internship activities:

Rarely Participated 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Regularly Participated

Degree of intern's interaction with members of treatment team:

Low 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ High

Any additional comments regarding your internship experience should be included here:

_____ Date: _____

Signature of Field Placement Student

Appendix G

Pace University M.S. in Mental Health Counseling

FIELD PLACEMENT MIDPOINT INTERN EVALUATION FORM

(To be completed by the on-site clinical supervisor)

Field Placement Student: _____

Semester/Year: _____

Clinical Agency: _____

On-Site Clinical Supervisor: _____

Please rate the student intern whom you have supervised using the scales provided below:

1. Demonstrates ability to relate appropriately to staff and coworkers.
   Rarely 1 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently
2. Demonstrates concern and care for clients.
   Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently
3. Accepts feedback from on-site clinical supervisor and other staff.
   Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently
4. Displays ongoing awareness of personal growth issues and makes appropriate efforts towards resolution.
   Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently
5. Demonstrates sensitivity to ethnic and cultural differences of others.
   Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

Additional comments concerning the intern should be included here:

I have reviewed this evaluation with the student intern.

_____ Date: _____

Signature of On-Site Clinical Supervisor

_____ Date: _____

Signature of Field Placement Student

Appendix E

Pace University M.S. in Mental Health Counseling

FIELD PLACEMENT END OF SEMESTER INTERN EVALUATION FORM

(To be completed by the on-site clinical supervisor)

Field Placement Student: _____

Semester/Year: _____

Clinical Agency: _____

On-Site Clinical Supervisor: _____

Please rate the student intern whom you have supervised using the scales provided below:

Assessment, Intervention and Treatment Planning Skills:

1. How effectively does the student conduct comprehensive diagnostic screening and assessments?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

2. How well does the student initiate and maintain the therapeutic alliances and apply evidence-based and theoretical interventions?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

3. How effectively does the student engage the client in collaboratively identifying therapeutic goals and developing a personalized treatment plan that aligns with the client's needs and preferences?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

Appropriate Use of Supervision:

4. How effectively does the student utilize supervision to improve clinical practice, demonstrate openness to feedback, and establish a productive learning relationship with the supervisor?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

5. How effectively does the student accept and integrate feedback from their on-site clinical supervisor and other staff to improve clinical practice?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

Counselor Dispositions:

6. To what extent does the student demonstrate professionalism and positive collaboration when relating to staff and coworkers?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

7. How consistently does the student display self-awareness regarding personal growth areas and take active steps toward their resolution?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

8. Demonstrates ability to write and maintain records and documentation of progress notes, treatment plans, or case notes in a timely manner?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

9. Adheres to the ACA Code of Ethics, relevant laws and maintains client confidentiality (e.g., informed consent, HIPAA, privacy and security of client records and communications)?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

Cultural Competency:

10. To what extent does the student demonstrate sensitivity, respect, and adaptability to the diverse cultural and ethnic backgrounds of clients and colleagues?

Rarely 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ Consistently

Additional comments concerning the intern should be included here:

I have reviewed this evaluation with the student intern.

_____ Date: _____

Signature of On-Site Clinical Supervisor

_____ Date: _____

Signature of Field Placement Student

Appendix F

The instrument is used with permission, as well as is adapted to meet the developmental needs of the students (i.e. harmful → detrimental)

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the UCF Counselor Education Program regarding use

Counselor Competencies Scale—Revised (Ccs-R) ©

(Lambie, Mullen, Swank, & Blount, 2015)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Detrimental (1)** = the counselor or trainee demonstrates detrimental use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

* Please note for the purposes of our evaluation, we have substituted the word detrimental.

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the "score" column on the left.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised* (CCS-R)

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard* 1.k.).
- Self-care strategies appropriate to the counselor role (Section II, *Standard* 1.l.).
- Multicultural counseling competencies (Section II, *Standard* 2.c.)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard* 3.h.).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard* 5.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard* 5.f.).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard* 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard* 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard* 5.n.).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard* H.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
    A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
    B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

F. Students must 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. G. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.

H. 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

I. Practicum students participate in an average of **1½ hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
  - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).
- Marriage, Couple, and Family Counseling
  - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).
- School Counseling
  - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Detrimental (1)
1.A		**Nonverbal Skills**	**Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc.** (*attuned to the emotional state and cultural norms of the clients*)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1.B		**Encouragers**	**Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"**	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1.C		**Questions**	**Use of Appropriate Open & Closed Questioning** (*e.g., avoidance of double questions*)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on openended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use openended questions, such as questions tend to confuse clients or restrict the counseling process.
1.D		**Reflecting $_a$** ***Paraphrasing***	**Basic Reflection of Content – Paraphrasing** (*With couples and families, paraphrasing the different clients' multiple perspectives*)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1.E		**Reflecting $_b$** ***Reflection of Feelings***	**Reflection of Feelings** (*With couples and families, reflection of each clients' feelings*)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1.F		**Reflecting $_c$** ***Summarizing***	**Summarizing content, feelings, behaviors, & future plans** (*With couples and families, summarizing relational patterns of interaction*)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.
1.G		**Advanced Reflection** ***(Meaning)***	**Advanced Reflection of Meaning, including Values and Core Beliefs** (*taking counseling to a deeper level*)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Detrimental (1)
1.H		**Confrontation**	**Counselor challenges clients to recognize & evaluate inconsistencies.**	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1.I		**Goal Setting**	**Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals** (*With couples and families, goal setting supports clients in establishing common therapeutic goals*)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be Detrimental to the clients.
1.J		**Focus of Counseling**	**Counselor focuses (or refocuses) clients on their therapeutic goals** (i.e., *purposeful counseling*)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals.
1.K		**Facilitate Therapeutic Environment** [a] **: *Empathy & Caring***	**Expresses accurate empathy & care. Counselor is "present" and open to clients.** (*includes immediacy and concreteness*)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1.L		**Facilitate Therapeutic Environment** [b] **: *Respect & Compassion***	**Counselor expresses appropriate respect & compassion for clients**	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

_____: Total Score *(out of a possible 60 points)*

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing towards Competencies (3)	Below Expectations/ Unacceptable (2)	Detrimental (1)
2.A		**Professional Ethics**	**Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.**	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
2.B		**Professional Behavior**	**Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.**	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2.C		**Professional & Personal Boundaries**	**Maintains appropriate boundaries with supervisors, peers, & clients.**	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2.D		**Knowledge & Adherence to Site and Course Policies**	**Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.**	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2.E		**Record Keeping & Task Completion**	**Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).**	Completes all required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
2.F		**Multicultural Competence in Counseling Relationship**	**Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.**	Demonstrates consistent & advanced multicultural competencies (knowledge, selfawareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, selfawareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, selfawareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, selfawareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.

2.G		**Emotional Stability & Self-control**	**Demonstrates selfawareness and emotional stability (i.e., congruence between mood & affect) & selfcontrol (i.e., impulse control) in relationships with clients.**	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
#	**Score**	**Primary Counseling Dispositions & Behaviors**	**Specific Counseling Disposition & Behavior Descriptors**	**Exceeds Expectations/ Demonstrates Competencies (5)**	**Meets Expectations/ Demonstrates Competencies (4)**	**Near Expectations/ Developing towards Competencies (3)**	**Below Expectations/ Unacceptable (2)**	**Detrimental (1)**
2.H		**Motivated to Learn & Grow / Initiative**	**Demonstrates engagement in learning & development of his or her counseling competencies.**	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2.I		**Openness to Feedback**	**Responds nondefensively & alters behavior in accordance with supervisory &/or instructor feedback.**	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2.J		**Flexibility & Adaptability**	**Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.**	Demonstrates consistent and strong ability to adapt & "reads-&flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
2.K		**Congruence & Genuineness**	**Demonstrates ability to be present and "be true to oneself"**	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____: Total Score *(out of a possible 55 points)*