Dear Counselor Education Graduate Students:

The clinical component (practicum and internship) of our graduate programs in counseling provides each student with a sequential, supervised experience as a counselor. This experience, which conforms to all Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards, gives the counseling student the opportunity to gain proficiency with therapeutic skills and interventions.

This manual outlines the clinical requirements for counselor education students at Fairfield University. As such, this document represents an invaluable resource that can be used to guide your clinical experience within the program.

Sincerely,

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# TABLE OF CONTENTS

Mission Statement and Disposition Statement .......................................................... 4  
Clinical Instruction ................................................................................................... 6  
Evaluation of Clinical Training .................................................................................. 8  
Counseling Relationships & Skills .......................................................................... 9  
Counseling Practicum ............................................................................................... 10  
Internship ............................................................................................................... 17  
Guidelines for Counting Clinical Hours ................................................................. 21  
Clinical Forms ......................................................................................................... 22  
Guidelines for Clinical Files ................................................................................... 23  
Securing a Practicum/Internship Site ...................................................................... 25  
Practicum/Internship Agreement ............................................................................ 26  
Site Supervisor Information Form .......................................................................... 28  
Permission to Record Form ..................................................................................... 29  
Permission to Record Parental Form ...................................................................... 30  
Record Keeping ....................................................................................................... 31  
Progress Notes: First Session .................................................................................. 32  
Progress Notes ....................................................................................................... 33  
Single Session Summary Form ............................................................................... 34  
Summary Report of Counseling ............................................................................. 35  
Group Work Process Notes ..................................................................................... 36  
Notes for Continuing Group Sessions ................................................................... 38  
Practicum Activity Log: Clinical Mental Health Counseling ................................... 39  
Practicum Activity Log: School Counseling ............................................................. 40  
Internship Activity Log: Clinical Mental Health Counseling .................................... 41  
Internship Activity Log: School Counseling ............................................................ 42  
Practicum/Internship Semester Summary Form ..................................................... 43  
Second Semester Intern Summary Form .................................................................. 44  
Practicum/Internship Site Evaluation Form ............................................................. 45  
Evaluation of Counselor Behaviors Checklist ....................................................... 46  
Supervision Record ................................................................................................. 49  
On-Campus Supervisor Evaluation ........................................................................ 50  
Site Supervisor Questionnaire ............................................................................... 51  
Protocol for Resolving Issues Occurring On Site for Practicum and Internship Students ..................................................................................................................52  
NBCC Standards for Clinical Supervision ............................................................... 55  
Assessment of Classroom Competence ................................................................... 56  
Applying for CT State Educator Certification ........................................................... 60  
Exit Interview Survey ............................................................................................... 61  
Clinical File Checklist ............................................................................................. 62
MISSION STATEMENT

The Counselor Education Department faculty acknowledge their obligation as gatekeepers to both the students who will pursue professional preparation as clinical mental health or school counselors, and to the larger public to be served by our graduates.

As a program within a Jesuit community, we maintain a primary focus on issues of social justice and the use of Ignatian pedagogy in our pursuit of academic, as well as clinical, excellence. We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the lifespan toward a greater sense of self-realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life’s problems; and to the pursuit of the highest standards of excellence in the counseling profession.

Fairfield University is located in Fairfield County, Connecticut, a county comprised of diverse communities that span urban, suburban and rural constituencies, and include neighborhoods of tremendous affluence as well as intense poverty. Our student population consists primarily of individuals residing in the local suburban communities that our diverse location includes. We are committed to training our students to meet the needs of these diverse communities by including experiences throughout their training that provide exposure to a variety of settings. Within these experiences we provide students with support and opportunities for challenge that encourage them to become reflective and critical practitioners as they work with individuals in the pursuit of increased self-awareness and well-being.

DISPOSITION STATEMENT

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Therefore, candidates of the Graduate School of Education and Allied Professions shall be required to adhere to the highest standards of ethical and professional conduct.

All prospective and admitted candidates of the Graduate School of Education and Allied Professions shall demonstrate personal and professional dispositions that are:

- embodied in the mission statement of the Graduate School of Education and Allied Professions;
- outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- mandated by their particular graduate programs and departments.

Candidates who fail to adhere to and comply with these personal and professional dispositional requirements may, at the discretion of the Dean of the Graduate School of Education and Allied Professions, be:

- denied admissions to the Graduate School of Education and Allied Professions;
• dismissed from the Graduate School of Education and Allied Professions;
• required to withdraw from Graduate School of Education and Allied Professions courses;
• required to successfully complete academic remediation as required and determined by the Dean of the Graduate School of Education and Allied Professions
• required to undergo appropriate counseling or other intervention as determined by the Dean of the Graduate School of Education and Allied Professions before being allowed to continue in their program of study
WHAT IS CLINICAL INSTRUCTION?

Clinical instruction includes those training and educational experiences related directly to the practice of counseling, including the mastery of specific skills. At Fairfield, we have designed our clinical training sequence in accordance with the CACREP standards. As such, counseling students will receive clinical training via a sequence of coursework designed to gradually expose them to increasingly independent experiences in the application of clinical skills.

Because the mastery of clinical expertise is considered essential to the development of any professional counselor, high standards of performance and professional behavior are expected and adhered to. Students are required to complete each of the clinical training courses with a grade of B or better in order to advance to the next clinical course. There are no exceptions to this requirement.

The clinical course sequence includes:

- Counseling Relationships and Skills (CN 553)
- Counseling Practicum (CN 558)
- Internship (CN 590)

During either the first or second semester of graduate study, students will need to enroll in Counseling Relationships and Skills (CN 553). The primary focus of this course involves the teaching and practice of specific counseling skills and interventions. Students will learn these skills within the context of a small class, and will practice them with each other. Upon successful completion of this course and all prerequisites, students will be permitted to enroll in Counseling Practicum (CN 558).

CACREP requires students to complete a supervised practicum that totals a minimum of 100 clock hours. These 100 hours of supervised experience will take place within either a school or community setting. Of the total 100 clock hours, forty (40) must qualify as direct service hours. These 40 hours must involve direct intervention with clients in either a group or individual setting. In addition, one hour of individual supervision, and two hours of group supervision will be provided weekly. Students are required to audio/video record their sessions with clients for use during supervision. Upon successful completion of practicum, students will be permitted to enroll in Internship (CN 590).

The CACREP standards require students to complete an internship of 600 clock hours. Two hundred and forty (240) of these 600 hours must be “direct service” hours. The remainder can include participation in professional activities such as record keeping, supervision, information gathering, making referrals, in service training, and staff meetings. Students must have the opportunity to audio/video record counseling sessions for use in supervision.

In addition to meeting the CACREP standards, the program at Fairfield meets the Connecticut State Department of Education regulations for school counselor certification. Connecticut currently requires that school counselors, who have not completed at least three
years of public school teaching as a certified teacher, complete a full-time, 10-month supervised school internship. This clinical experience should include counseling students, consulting with parents and staff, conducting classroom guidance instruction, developing curriculum, and other professional activities. In addition, the state of Connecticut requires that school counseling interns conduct a 10 week developmental guidance unit as a part of their internship experience.
EVALUATION OF CLINICAL TRAINING

Regardless of previous experience and/or coursework, the Counselor Education Department requires that all of our students complete all of the clinical courses at Fairfield University. Therefore, waivers and transfer credits are not available for any of the courses within the clinical training sequence.

In addition, students will be required to receive a grade of B or better in order to move into subsequent levels of clinical training. Personal and professional competencies are evaluated at each transition point in the clinical training. Interpersonal skills are critical for success in clinical training.

Finally, within each of the clinical courses, requirements will be described and evaluation procedures will be explained. Students are required to meet minimum expectations and evaluation will be ongoing in order to maintain clear communication.
Counseling Relationships and Skills (CN 553) is the initial clinical instruction course. Individuals must take this course in the first or second semester of enrollment.

This course is designed as an introductory course in basic counseling skills with various interpersonal communication and assessment techniques included. Application of these skills to the counseling process is emphasized. The course employs the use of role-playing, video/audio recording, and two-way mirror observation. Evaluation is based on demonstration of basic counseling skills including personalization skills.
COUNSELING PRACTICUM

Counseling Practicum (CN 558) represents the first field experience for students within the Counselor Education program. Students are required to complete 100 clock hours of supervised clinical experience in either a school or community setting during one academic semester. Of these 100 hours, 40 must be considered “direct service”. Direct service hours refer to those hours spent in direct contact with clients, either individually or in a group setting. One hundred hours translates to approximately 1.5 to 2 days per week on site throughout the course of an academic semester. Most students arrange to be on site at least 2 days per week in order to insure that their direct service hours can be met. It is important to plan ahead. Many sites will not allow new practicum students to see clients during the initial phases of practicum. It is therefore essential that you plan your time accordingly.

Counseling Practicum is a 3-credit course.

It is also important for students to insure that all prerequisite courses have been completed.

PREREQUISITES FOR PRACTICUM

Students must complete the Application for Practicum and have written permission to enroll in practicum. For your information, the following courses must have been COMPLETED prior to receiving permission to take practicum.

- CN433 Multicultural Issues in Counseling
- CN447 Lifespan Human Development
- CN467 Assessment in Counseling
- CN457 Career Development: Theory & Practice
- CN468 Professional Issues in Counseling
- CN455 Group Work: Theory and Practice
- CN500 Theories of Counseling/Psychotherapy
- CN553 Counseling Relationships and Skills
- CN432 Clinical Mental Health Counseling: Management, Delivery and Evaluation and/or
- CN531 School Counseling: Procedures, Organization and Evaluation
- PY436 or Psychopathology & Classification I or
- PY437 Psychopathology & Classification II
- CN465* Introduction to Substance Abuse Counseling
- CN515* Trauma and Crisis Intervention

* For CMHC track only
PRIOR TO ENROLLMENT IN PRACTICUM CLASS

Prior to enrollment in practicum, students must follow the procedure below:

1. Complete the online practicum application in its entirety and submit it to the Clinical Coordinator by the first Monday in October for spring enrollment and the first Monday in February for fall enrollment. Applications received after this date will not be considered.

3. Faculty will review applications received and will notify students in writing as to the decision regarding registration for practicum.

4. If permission is granted to register for practicum, you MUST meet with the Clinical Coordinator PRIOR to making any arrangements regarding a practicum placement. During this meeting you will complete the SECURING A PRACTICUM/INTERNSHIP SITE FORM.

5. The Practicum/Internship Agreement Form (sometimes referred to as “the contract”) and proof of liability insurance must be submitted to the Clinical Coordinator by the last Monday in February for fall enrollment and by the last Monday in November for spring enrollment.

SECURING A PRACTICUM SITE

Securing a site for your practicum experience should be a collaborative effort. You are required to meet with the Clinical Coordinator during the semester prior to enrollment in practicum. During this meeting, the Clinical Coordinator will make every effort to assist you in mapping a plan for securing a site that will fit your professional goals and circumstances. After meeting with you, the Clinical Coordinator will contact prospective sites to make sure a space is available. The Clinical Coordinator will then contact you and ask that you schedule an interview with the potential site. You must notify the Clinical Coordinator when you have secured a site. It is your responsibility to obtain a signed contract (practicum/internship agreement) from the assigned site supervisor.
**DURING PRACTICUM CLASS**

Practicum requires a great deal of organization. There are numerous requirements in the form of paperwork throughout the semester. Some of these requirements are as follows:

**Weekly:**

1. Complete and turn in during practicum class: **Practicum Weekly Activity Log**.

2. Complete and turn in during practicum class: All **Counseling Session Progress Notes** (both individual and group).

3. Turn in required audio/video recordings

4. Schedule weekly appointments with individual campus supervisor (don’t forget to bring required audio/video recordings and recorder).

**Additional Forms:** For Recording

1. **Permission for Audio/Video Recording**: distributed and signed by each client prior to the beginning of counseling.

2. **Permission to counsel from parents**: to be signed by the parent/s of clients under the age of 16.

**End of Semester:**

1. **Practicum/Internship Semester Summary Form**: to be handed in during the last practicum class

2. **Practicum/Internship Site Evaluation Form**

3. **Student Evaluation of On-campus Supervision**

4. **Student Evaluation of Site Supervision**
PRACTICUM ROLES/RESPONSIBILITIES

Practicum involves the collaboration of a number of professionals in order to ensure a meaningful educational experience for the counseling students. The student, instructor, on-campus supervisor, and on-site supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals as described by CACREP and endorsed by the Fairfield University faculty.

The Student:

The role of practicum students is to engage in an on-site clinical experience that results in the development and enhancement of their skills as a professional counselor. It is expected that students will behave in a professional manner and will abide by the American Counseling Association’s Code of Ethics, and/or the American School Counselor Association’s Ethical Standards for School Counselors, at all times.

Student’s Responsibilities:

1. To commit 100 clock hours to a site, including 40 hours spent in direct service. Direct service hours are those in which the student is offering either individual, family, or group counseling to clients. A minimum of 10 hours in group work and a minimum of 20 hours in individual counseling are required. You must meet with at least two-three clients for a minimum of five or more consecutive sessions. These should be recorded. The 60 hours that can be devoted to indirect service include all other relevant professional activities on-site, including listening to recordings and record-keeping. Examples of appropriate activity are: in-service training, participation in staff meetings, educational activities on site, preventive interventions, consultation, observation, supervision, readings etc.

2. To arrange a weekly, one-hour supervision schedule with the on-site supervisor that meets the needs of both the student and the site. (In school settings this may consist of two 20 minute sessions).

3. To audio record (or video record) the direct service hours for the purpose of supervision. With few exceptions, all sessions should be recorded. Recording is for your benefit and most importantly for the client’s benefit. It is your ethical responsibility to provide quality care to ALL clients. Recording each session will help you meet your ethical obligations as a counselor.

4. To attend weekly supervision sessions with the on-campus supervisor.

5. To attend the weekly practicum class that provides group supervision on campus.

6. To write case notes on all clients and complete all other paperwork connected to practicum.

7. To meet all other course requirements.

8. To meet any additional requirements as determined by the site supervisor.
The Clinical Coordinator:

The role of the Clinical Coordinator is to facilitate field placements and assist in communication among students, site supervisors, on-campus supervisors, and on-site supervisors.

Clinical Coordinator’s Responsibilities:

1. To meet with practicum students during the semester prior to their enrollment in the practicum course.
2. To investigate all potential sites to determine their appropriateness for practicum.
3. To make site visits as necessary and/or feasible.
4. To follow up with any special circumstances regarding practicum sites and/or students. To make necessary communications to the practicum instructor regarding such circumstances.

Practicum Instructor:

The role of the practicum instructor is to facilitate the group supervision component of the practicum experience. Students must be enrolled in the practicum class, which will be led by the instructor. The instructor will have ultimate responsibility for assigning the practicum grade (in collaboration with the site supervisor and the on-campus supervisor).

Practicum Instructor’s Responsibilities:

1. To conduct weekly group supervision during practicum class on campus.
2. To offer the student individual supervision of recorded counseling sessions.
3. To communicate with the site supervisor regarding the clinical ability of the student as determined through supervision. Site visits with the Clinical Coordinator may occur.
4. To read all case notes turned in by the student.
5. To keep all records of all practicum activity engaged in by the student.
6. To seek evaluation from the site and individual on-campus supervisor.
7. To assign a grade at the end of the semester based on the student's performance.
8. To provide on-call emergency supervision.

Site Supervisor:

The role of the site supervisor is to provide on-site supervision and coordination for the practicum student.
Site Supervisor's Responsibilities:

1. To organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients.

2. To help orient the student to the site.

3. To provide appropriate space for the student to meet with clients.

4. To monitor the practicum generally in order to determine that the student's needs and the client's needs are being met.

5. To provide weekly one-hour supervision to ensure that the student is successfully implementing the site's case management practices.

6. To provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.

7. To be available to the student in case of emergency.

8. To provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisor's involvement in supervision beyond the minimum expectations listed above.)

OTHER INFORMATION REGARDING PRACTICUM

1. Site Visits/Communication with Site: Prior to the student starting at the site, an email/telephone contact is initiated by the Clinical Coordinator or faculty supervisor. At this time, requirements for the course and the site supervisor's role are reviewed. Site visits are conducted within the department on an ongoing basis and/or when circumstances warrant such a visit.

2. Practicum Agreement Form: A Practicum Agreement Form (sometimes referred to as “the contract”) is required prior to all practicum placements. Students are responsible for collecting signatures and insuring that the Agreement Form is submitted by the dates indicated within the Student Handbook (by the last Monday in November for students enrolling in practicum for the spring semester and by the last Monday in April for students enrolling in practicum for the fall semester).

3. Audio Recording: Audio recording of sessions with clients is mandatory in practicum. The use of recordings within the supervision process is ongoing and comprises the main vehicle for supervision. Please make sure before you finalize site choices that audio recording is permitted and supported. You must be able to play your recordings in supervision. Digital recorders with speakers provide the best clarity. You must provide a CD or flash drive with the downloaded file for your supervisor each week. Make sure you purchase a unit with a speaker and USB connection so that you can re-play the recording in your supervision sessions. It is the student's responsibility to insure that recordings can be easily heard by supervisors.
4. **Practicum is not offered during the summer.** This is due to the fact that acquiring the specified hours, as well as ensuring a beneficial learning experience is difficult within such a shortened time span.

5. **General Criteria for Appropriate Practicum Sites**

   a. Site must have a credentialed supervisor with an advanced degree in counseling or a related field who has been in the field for a minimum of two years and who will assume responsibility as the site supervisor. For school counseling practicum students, the site must have a certified school counselor on staff who will assume responsibility as site supervisor. Site supervisors must be on site when student is on site.

   b. The site must provide ongoing weekly supervision.

   c. Site must have a steady supply of clients who will be referred to the practicum student.

   d. Site must provide counseling space most of the time for the student to use for purposes of confidentiality.

   e. Site must provide a quality and age of client that matches the practicum student's training and orientation.

   f. Practicum student must be able to accumulate 40 hours of direct client contact (including a minimum of 20 hours of individual counseling and 10 hours of group work) over the span of one academic semester.

   g. Practicum student must be able to record sessions for clinical supervision purposes.
INTERNSHIP

Internship (CN 590) represents the culminating field experience for students within the Counselor Education program. According to the CACREP standards, students are required to complete 600 clock hours of supervised clinical experience in either a school or community setting. Of these 600 hours, 240 must be direct service. Direct service hours refer to those hours spent in direct contact with clients, either individually or in a group setting. Six hundred hours translates to approximately a full-time experience (40 hours/week) on site throughout the course of an academic semester.

The number of credits granted for internship varies according to the number of hours a student chooses to commit to this experience. Students who work as full-time interns (40 hours/week) will receive 6 credits. Students who work part time at their internship site (20 hours/week) will earn 3 credits. It is recommended that clinical mental health students work part time on their sites for two semesters (3 credits per semester).

In addition to the CACREP requirements, the CT State Department of Education mandates that individuals seeking certification as a school counselor complete a 10-month full time internship experience unless they hold state certification as an educator and have completed 30 months (three years) employed under that certification within a public school. The vast majority of our school counseling students will therefore be required to complete a full year, full-time internship within a public school setting. (Six credits per semester).

SECURING AN INTERNSHIP SITE

Securing a site for your internship experience should also be a collaborative effort. Consultation with the Clinical Coordinator during the semester prior to enrollment in internship is required. During this time, the Clinical Coordinator will make every effort to assist you in mapping a plan for securing a site that will fit your professional goals and circumstances.

Once you have identified an appropriate internship site, the Clinical Coordinator will contact the site to verify there is a space. You can then set up an interview with the site. A Practicum/Internship Agreement Form is required for this placement, even if you are continuing from practicum.

DURING INTERNSHIP CLASS

Weekly:

1. Complete and turn in during internship class: **Internship Weekly Activity Log**.

2. Turn in required audio recordings (a minimum of three recordings per semester).

Additional Forms:

1. **Permission for Audio/Video Recording**: distributed and signed by each client prior to the beginning of counseling.

2. **Permission to counsel from parents**: to be signed by the parent/s of clients under the age of 16.
End of Semester:

5. **Practicum/Internship Semester Summary Form**: to be handed in during the last practicum class

6. **Practicum/Internship Site Evaluation Form**

7. **Student Evaluation of Site Supervision**

**INTERNSHIP ROLES/RESPONSIBILITIES**

Internship involves the collaboration of a number of professionals in order to insure a meaningful educational experience for the counseling students. The student, instructor, and on-site supervisor must each play a role in creating this experience. Listed below are the role/responsibilities of each of these individuals as described by CACREP and endorsed by the Fairfield University faculty.

**The Student:**

The role of internship students is to engage in an on-site clinical experience that results in the development and enhancement of professional counseling skills. It is expected that students will behave in a professional manner and will abide by the American Counseling Association’s *Code of Ethics* and/or the American School Counselor Association’s *Ethical Standards for School Counselors*, if applicable, at all times. Students must be considerate of the demands on the site supervisor and accommodate the needs of the site as well as their learning needs.

**Student’s Responsibilities:**

To commit 600 hours to a site, including **240 hours spent in direct service**. All other internship hours will involve relevant professional activity including in-service training, participation in staff meetings, individual and group supervision, etc. According to Connecticut state regulations, school interns must be able to complete a 10 week developmental guidance instructional unit **during one of the two semesters of internship (for non-teachers)**. Currently, most schools are not offering this opportunity. However, observations of classroom or group work will be conducted by the instructor.

1. To meet all the requirements of the site supervisor for the purpose of supervision, e.g., completing case notes, audio recording, etc.

2. To attend weekly group supervision class on campus.

3. To meet all course requirements, including keeping all records of internship activity accurate and up to date.

4. To meet all other additional requirements of the site.
The Clinical Coordinator:

The role of the Clinical Coordinator is to facilitate field placements and assist in communication among students, site supervisors, and faculty.

Clinical Coordinator’s Responsibilities:

5. To meet with internship students during the semester prior to their enrollment in the internship course.
6. To make site visits as necessary and/or feasible.
7. To follow up with any special circumstances regarding internship sites and/or students. To make necessary communications to the internship instructor regarding such circumstances.

The Faculty Supervisor:

The role of the faculty supervisor during internship is to coordinate the internship class (the group supervision portion of the internship experience). In addition, the faculty supervisor maintains communication between the university and site supervisors.

Faculty Supervisor’s Responsibilities:

1. To visit the internship site and meet with site supervisors as necessary. To observe school counseling interns delivering a developmental guidance lesson.
2. To conduct weekly group supervision class on campus.
3. To keep records of the student’s internship activity safely secure.
4. To seek evaluation of the student from the site supervisor.
5. To be available to the site supervisor should supervision difficulties arise.
6. To assign a grade at the end of the internship experience.

The Site Supervisor:

The role of the site supervisor is to provide the on-site portion of the supervision to the student during the internship experience. This is a voluntary position. Students must be considerate of the time and effort provided by supervisors.

Site Supervisor’s Responsibilities:

1. To organize the internship experience and assure that the student will have an opportunity to engage in individual and group counseling, as well as other appropriate professional activities.
2. To orient the student to the site.
3. To provide appropriate space for the student to meet with clients and engage in other professional activities.

4. To meet with the student for a minimum of one hour per week for purposes of individual supervision.

5. To provide the faculty supervisor with evaluation of the student’s overall performance and professionalism during the internship.

6. To be available to the student in case of emergency.
GUIDELINES FOR COUNTING CLINICAL HOURS

Counselors must complete on a weekly basis, the Practicum /Internship Activity Log and have it signed by their site supervisor. Guidelines:

1. Direct, face-to-face clinical contact with individuals, families, or groups counts toward the 40 hour clinical requirement for practicum and 240 hour clinical requirement for internship.

2. An hour of client contact equals 45-50 minutes. If the session is longer, count each hour rounding to the nearest quarter hour. School counseling majors can count each individual counseling contact as a session but since sessions in schools often last 15-20 minutes, it may require that the counselor have two-three sessions before it equals an hour. In practicum, case notes are required for every session that is being counted toward clinical hours.

3. Activities such as telephone contact are not considered direct client contact. For those students who are working on a hotline as part of their training, you may count two hours per week as "contact with clients other than counseling."

4. Consultation is a formal activity that is scheduled and not something that is done in passing.

5. Guidance activities are classroom presentations of developmental guidance programs. For clinical mental health majors, interventions are psychoeducational in nature. A record of these activities is listed on the Activity Log under the section "notes on any of the above."

6. Contact with clients other than counseling includes any activity that involves working with a client but is not counseling per se. Examples of such contact would include attending court with a client, or attending a PPT meeting.

7. Staff meetings that you attend at your agency or school can be included in indirect service hours. Report writing, listening to recordings, and other administrative duties is considered indirect.

8. Professional development includes attending workshops or other learning activities that enhance one's ability to provide service. Include a description of any workshop attended and list the names of any books or research that you completed to enable you to work with a particular issue.

9. Each time that you meet with your individual supervisor on campus (practicum), you are allowed to list that as supervision. Each practicum or internship class that you attend counts for two hours of supervision. During internship, the supervision is completed on the site and you are allowed to count one hour as "other supervision."
CLINICAL FORMS

1. Practicum/Internship Agreement Form
2. Clinical Files Check-Off Form
3. Site Supervisor Form
4. Proof of liability insurance
5. Practicum/Internship Weekly Activity Log
6. All counseling session progress notes (individual and group)
7. Disclosure statement:
   A. Permission for Audio/Video Recording
   B. Permission from parents for minors
8. Practicum/Internship Semester Summary Form
9. Second Semester Internship Summary Form
10. Practicum/Internship Site Evaluation Form
11. School Counseling Internship Record Form (to be completed by School Counseling students only at the end of the internship experience)
12. Student evaluation of on-campus supervision
GUIDELINES FOR CLINICAL FILES 2011 (Revised)

The following is a list of the contents of a clinical file. It is the student’s responsibility to monitor his/her files from the beginning of practicum to the end of internship. Clinical files check off form should be signed by the practicum/internship instructor and total hours recorded.

PRACTICUM/INTERNSHIP AGREEMENT FORM – To be completed by the stated deadlines each semester. One for each site. Must be signed by student, site supervisor, and instructor.

SITE SUPERVISOR INFORMATION FORM – To be completed by the stated deadlines each semester. One for each site supervisor should be filled out and returned simultaneously with Practicum/Internship Agreement Form. Submit to Clinical Coordinator. This form is for the clinical supervisor on record, not the administrative supervisor.

COPY OF FACE SHEET OF LIABILITY INSURANCE – Due by a date stated each semester. Submit to Clinical Coordinator.

PERMISSION FORM FOR AUDIO/VIDEO RECORDING – Fill out one for each client recorded in practicum and internship. Practicum students should submit theirs to the practicum instructor who will in turn submit them to the Clinical Coordinator along with other client contact documents at the end of the semester. Internship students should submit theirs directly to the internship instructor.

FOR PRACTICUM STUDENTS ONLY:

INDIVIDUAL COUNSELING PROGRESS NOTES – Practicum students submit these notes weekly to the practicum instructor. The practicum instructor will retain these notes for student review until the end of the semester. At the end of the semester, the practicum instructor will submit them to the Clinical Coordinator for filing in the student’s clinical file.

GROUP COUNSELING PROGRESS NOTES – Same procedure as for Individual Counseling Notes.

SINGLE SESSION SUMMARY FORM – Same procedure as for Individual Counseling Notes.

SUMMARY REPORT OF COUNSELING – Upon termination of client. Same procedure as for Individual Counseling Notes.

SUPERVISION RECORDS – The practicum student’s on-campus supervisor submits these records to the Clinical Coordinator for filing.

FOR ALL STUDENTS:

PRACTICUM/INTERNSHIP WEEKLY LOGS – Practicum and internship students submit their respective weekly logs to the practicum/internship instructor. The instructor will submit them to the Clinical Coordinator for placement in student files. These are essential for maintaining an accurate record of hours accumulated.
SEMESTER SUMMARY FORM – Practicum and internship students submit this summary of clinical hours to the instructor at the end of each semester.

COUNSELING RELATIONSHIPS & SKILLS EVALUATION – Submitted to the Director of Clinical Training by instructor. This will be placed in the student’s clinical file upon acceptance into practicum.

PRACTICUM EVALUATION – Conducted by the instructor and on-campus supervisor and submitted by the practicum instructor to the Clinical Coordinator subsequent to review with practicum student at mid-term and end of the semester.

PROGRESS EVALUATION FORM – Filled out by Site Supervisor in conjunction with student at the end of the semester. Upon completion, the form may be mailed or handed in directly to the Clinical Coordinator. This form is essential for determining the student’s final grade. It is the student’s responsibility to ensure that this form is filled out and returned.

STUDENT EVALUATION OF SUPERVISION FORM – Submitted by practicum and internship students to the Clinical Coordinator for review and placement in files.

EVALUATION OF PRACTICUM/INTERNSHIP SITE – Submitted by practicum and internship students to the Clinical Coordinator at the end of the semester for review and placement in files.
SECURING A PRACTICUM/INTERNSHIP SITE

Student’s Name: ____________________________________________________

Program of Study: __________________________________________________

Practicum Site: _______ Internship Site: _______ Semester(s): F SP SU

(circle semester) Year __________

Date of Initial Conference: _____________________

During the initial conference with the Clinical Coordinator, the following items were discussed

_____ Practicum/Internship Requirements
_____ Practicum/Internship Agreement Form
_____ Site Supervisor Information Form
_____ Required student liability insurance

Listed below are the sites to be contacted by the Clinical Coordinator. The Clinical Coordinator will contact the student about an interview. The student must inform the Clinical Coordinator about the outcome of the interview

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

The following documents were provided to me:

_____ Practicum/Internship Requirements
_____ Practicum/Internship Agreement Form
_____ Site Supervisor Information Form

I understand that the deadline for securing a placement is__________________, and that placement confirmation requires submitting the Practicum/Internship Agreement Form and the Site Supervisor Information Form, and proof of liability insurance by that date.

_____________________________                       ___________________________
Student Signature                      Clinical Coordinator
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
COUNSELOR EDUCATION DEPARTMENT

PRACTICUM/INTERNSHIP AGREEMENT

Student’s Name: ___________________________________________________________

Practicum: ___________ Internship: ___________ Semester(s): F SP SU

(circle semester) Year _______

School/Agency Name: ___________________________________________________________________________________________________

Address: ___________________________________________________________________________________________________________

City/State: ___________________________ Zip: ___________________________

School/Agency Site Supervisor: ___________________________ Telephone: ___________________________

University Clinical Coordinator: ___________________________ Telephone: ___________________________

This agreement is to assist in clarifying expectations for practicum/internship for the student, the site supervisor, and the faculty supervisor. This form will be used as a working agreement for the duration of practicum/internship.

We appreciate your assistance in this placement and in the training of our counseling students. Thank you for the commitment that the signing of this agreement indicates.

REQUIREMENTS:

Please read the clinical handbook/site supervisor handbook carefully for a comprehensive view of the practicum/internship experience.

UNIVERSITY/SITE COORDINATION:

In addition to the site visit and formal evaluations, communications between the university and the site should be adequate to insure a quality experience for the student. Should any conditions at the site change that affect this agreement, it is understood that this will be communicated to the instructor/clinical coordinator.

1. General description of the clientele and services provided at the site:

_________________________________________________________________________

_________________________________________________________________________
2. Types of activities available to the student for participation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. **Goals/objectives** for the practicum/internship experience:

A. INSTRUCTOR: Stated and defined in the course syllabus.

B. SITE SUPERVISOR’S:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. STUDENT’S:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ADDITIONAL COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The signatures below indicate an understanding of, and an agreement to the conditions outlined in this Practicum/Internship Agreement Form:

________________________________________________________________________  __________
Student’s Signature                       Date

________________________________________________________________________  __________
Site Supervisor’s Signature              Date

________________________________________________________________________  __________
Clinical Coordinator’s Signature         Date
SITE SUPERVISOR INFORMATION FORM

Name of site supervisor: ________________________________________________________________

SS# (School Counseling Supervisors Only - for State Dept. of Education Purposes):

__________________________________________________________________________________

Name of Fairfield student supervised: ____________________________________________________

Semester supervision occurred: ___________________________________________________________________

Student was registered for practicum: _______    Internship: ______

Name of site: ________________________________________________________________

Address of site: ________________________________________________________________

__________________________________________________________________________________

Phone # ________________________________________________________________

Email of supervisor at site: _____________________________________________________________

Supervisor’s complete position title: _____________________________________________________________

List any/all graduate degrees, majors, year the degree was granted and the institution granting the degree

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>YEAR AWARDED</th>
<th>MAJOR</th>
<th>INSTITUTION</th>
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Licenses, certification: ________________________________________________________________

__________________________________________________________________________________

Areas of specialization:_______________________________________________________________

Rev.06/15
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
COUNSELOR EDUCATION DEPARTMENT

PERMISSION FOR AUDIO/VIDEO RECORDING
COUNSELING INTERVIEWS

I give permission to ______________________________________________________
(Counselor's name)
to make audio and/or video recordings of our counseling interviews. I understand that these recordings will be used only for the purposes of providing supervision to the counselor-in-training in the Master of Arts program at Fairfield University. These recordings may be heard or viewed only by professional training staff members at Fairfield, professional staff at the agency from which I am receiving services and counselors-in-training at Fairfield University. All recordings will be erased at the end of the academic term or the training experience. If any other use of recordings is desired, I must be asked for permission and give consent separate from this agreement.

__________________________________________  __________________________________________
(signature of client)  (signature of witness)

__________________________________________  __________________________________________
(date)  (date)

If a client is a minor, his or her parent or guardian should also sign.

__________________________________________
(date)
Dear Parent/Guardian,

My name is _______________ and I am a school counselor-in-training who is doing a semester of work at (name of school). I am currently working towards my master’s degree in school counseling at Fairfield University. (Name of school) has graciously allowed me to be a part of their community in order to have a unique learning experience. I am lucky to be part of and work with such as passionate and collaborative faculty, but also great parents and children. I am eager to meet your child and help make their experience at ______a rewarding and successful experience.

I am writing not only to introduce myself, but also to ask your permission to audio record counseling sessions with your son/daughter. The recording will be used for individual and/or group supervision only and will be erased after it has been used for supervision.

If you have any questions or concern, please feel free to contact me at any time by email at (school) email or phone at _____. You may also contact the Counselor Education department at Fairfield University at 203-254-4000, x2421 or my direct supervisor _______.

I look forward to meeting you and your child to create a positive school experience. Thank you for your cooperation.

Sincerely,

______________________________________________________________

Student’s name: ____________________________________________________________________________

I give my permission for my son's/daughter's counseling sessions with__________________________ to be audio recorded for use in the evaluation of the counselor's progress. I understand the recordings will be erased after being used for supervision.

______________________________________________________________

Parent’s signature: _________________________________________________________________________

Date: ______________________
RECORD KEEPING (revised 2015)

Students are responsible for maintaining professional, complete, and up-to-date files on each of their clients. Site supervisors will inform students of the record keeping policies required by their respective agency or school and educate students in the fulfillment of these obligations and check compliance.

INDIVIDUAL COUNSELING PROGRESS NOTES are submitted by practicum students on a weekly basis to the practicum instructor. These notes should be completed as soon as possible after the session, especially if you do not have a recording of the session. Below are some suggestions for completing individual progress notes.

1. Briefly describe the client's presenting problem. What were your objectives for this session? For first session notes, describe what the client states is the problem. For subsequent sessions, refer to Question #5 on the progress notes that asks you to record the objectives for the next session.

2. Describe the dynamics in the session (question #5). For this question, the student is being asked to reflect on what she/he was feeling as she/he worked with this particular client. This is about you and your reactions.

3. Describe other important information that was learned during the session, including contextual information. Summarize the key issues discussed during the session. In this section, record any information that the counselor learned that may be relevant and helpful in working with the client. For subsequent sessions, the student summarizes what was discussed. This is a succinct, precise description of the topics covered during the session.

4. Describe the relevant cultural or developmental information as it relates to the presenting problem/session. Consider the developmental issues and cultural context of the problem/session.

5. What is your initial conceptualization of the client's issues? This is the counselor's hypothesis about the nature of the problem(s) that the client faces. The counselor's theory of change will impact the decisions made about treatment at this point. For subsequent sessions, the conceptualization is addressed in Question #4 and the counselor is to consider any changes in the hypothesis about the problem/concern.

6. List relevant diagnostic impression including code and axis. (#4)
   Using the DSM-V, the student is to use the information gained in the interview and suggest a tentative diagnosis on all five axis.

7. Treatment plan. For this question, the counselor delineates the presenting problem(s) and the intervention strategies to be used in reaching the goal. Throughout treatment, this section is updated to reflect any major change of problem, goal, objective, or intervention.
COUNSELING SESSION PROGRESS NOTES: FIRST SESSION

Client’s First Name (or pseudonym): ___________________ Date: __________________

Counselor: _______________________________________

1. Who is this client? (include developmental, cultural, demographic and interpersonal info)

2. What assistance/help is the client seeking and why now? (presenting issues, assess strengths, wellness, support systems). Use client’s narrative, identify emerging themes.

3. Discuss how you will use counseling theory to plan goals and objectives for your client.

4a. Conceptualize your client’s presenting issues with counseling theory and include potential diagnostic impressions.

4b. Discuss how you will use counseling theory to address your client issues.

5. Describe your relationship with this client, how you felt during the session, questions you might have and specific issues for supervision.

________________________________________________________________________

Counselor Signature

Instructor Signature
COUNSELING SESSION PROGRESS NOTES

Client’s first name (or pseudonym): _____________________ Date: ___________________

Counselor: ___________________________ Interview # ____________________________

1. What were your objectives for this session? To what extent were your objectives met?

2. Summarize the key issues discussed during the session. (Include any new demographic, developmental or contextual info related to the presenting issue)

3. Describe the dynamics in the session (your own relationship to the client and the interactions between you and the client). Personal reflections on the session.

4. Explain changes (or expansion of your conceptualization of the issue(s), diagnostic impressions, expansion of your counseling plan).

5. Based on your counseling plan, what are your steps/ objectives for the next session? What are your questions for supervision?

________________________________________  ________________________________
Counselor Signature                               Instructor Signature
SINGLE SESSION SUMMARY FORM

Counselor’s Name _______________________________ Date: ______________________

Instructor’s Name __________________________ Client’s Name*: _________________

Presenting concern:

Summary of counseling session:

Reason for single session rather than a continuation of counseling:

_________________________________________  ____________________________
Counselor’s Signature                        Instructor’s Signature

*Use client’s first name and last initial
SUMMARY REPORT OF COUNSELING
FOR TERMINATING CONTINUOUS CLIENTS

Counselor’s Name: ___________________________ Date: _______________

Instructor’s Name: ___________________________ Client’s Name*: _____________

Presenting Problem(s):

Dates of counseling sessions:

Summary of counseling (goals, interventions, recurring themes, progress, etc.):

Actions taken at termination:

________________________________________________________________________
Counselor’s Signature  Instructor’s Signature

Prepared after termination  Revised 2015

*Use client’s first name and last initial.
GROUP WORK PROCESS NOTES FOR SESSION ONE

Group description: ___________________________ Date: ________________

Counselor: _________________________________

1. What type of group was this? (counseling, psycho-ed, task, theme centered, open-ended, etc.) What was theoretical approach? And why?

2. What were your goals (purpose) and objectives (steps) for this group session?

3. What group dynamics did you observe? (Member roles, communication patterns, stage)

4. What leadership skills did you employ? (Scanning, linking, confrontation, trust building, etc.)
5. Were your goals accomplished?

6. How do you assess the progress of this group?

7. Based on the stage of the group and the dynamics you observed, what are your process goals for the next session?

8. What would you like your supervisor/instructor to address in supervision?

Revised 2011
NOTES FOR CONTINUING GROUP SESSIONS

Your name:

Date and # of session:

Number of group members present at this session:

This group session focused on the following content:

During this session I was feeling…

During this session I was thinking…

If I could do this session again I would/wouldn’t…

Describe your best intervention and the rationale for selecting it:

Did the intervention achieve the results you were looking for?

Discuss what you learned about in this session to help you be more effective in the future:
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
PRACTICUM ACTIVITY LOG: CLINICAL MENTAL HEALTH COUNSELING

Name: ___________________________________________ Week of __________________________

<table>
<thead>
<tr>
<th></th>
<th>Number of sessions</th>
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<tbody>
<tr>
<td>1. Individual counseling</td>
<td>_______</td>
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<td>2. Group work</td>
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<td>3. Family counseling</td>
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<td>4. Consultation</td>
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<tr>
<td>5. Instructional (preventive) interventions</td>
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This week’s total number of direct service hours:    _______

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<tr>
<th></th>
<th>Number of sessions</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>6. Contact with clients other than counseling</td>
<td>_______</td>
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<tr>
<td>7. Staff meetings</td>
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<tr>
<td>8. Observation (explain below)</td>
<td>_______</td>
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<tr>
<td>9. Report writing, listening to recordings etc., other administrative duties</td>
<td>_______</td>
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<tr>
<td>10. Professional development (explain below)</td>
<td>_______</td>
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<tr>
<td>11. Other practicum activity (explain below)</td>
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This week’s total number of non-direct service hours:    _______

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<tr>
<th></th>
<th>Number of sessions</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>12. Individual on campus supervision</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>13. Group Supervision(class)</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>14. Site supervision</td>
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<tr>
<td>15. Other supervision</td>
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This week’s total number of supervision non-direct hours: _______

This week’s total number of practicum hours:       _______

Site Supervisor Signature: ____________________________

Notes on any of above: ____________________________________________

__________________________________________

(Rev. 2015)
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
PRACTICUM ACTIVITY LOG: SCHOOL COUNSELING

Name: ___________________________ Week of __________________________

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<tr>
<th>Description</th>
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<tr>
<td>3. Family counseling</td>
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<tr>
<td>4. Consultation (student present)</td>
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<td>______</td>
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<tr>
<td>5. Instructional interventions</td>
<td>______</td>
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<tr>
<td>6. Developmental guidance instruction</td>
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This week’s total number of direct service hours: ______

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<th>Description</th>
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<tr>
<td>7. Contact with clients other than counseling</td>
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<tbody>
<tr>
<td>13. Individual on-campus supervision</td>
<td>______</td>
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<tr>
<td>14. Group Supervision (class)</td>
<td>______</td>
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<tr>
<td>15. Site supervision</td>
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<tr>
<td>16. Other supervision (explain below)</td>
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This week’s total number of supervision non-direct hours: ______

This week’s total number of practicum hours: ______

Site Supervisor Signature: __________________________

Notes on any of above: ____________________________

(Revised 2015)
FAIRFIELD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS  
INTERNSHIP ACTIVITY LOG: CLINICAL MENTAL HEALTH COUNSELING

Name: ____________________________________________ Week of _______________________

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This week’s total number of direct service hours: _______

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<tr>
<td>12. Group Supervision (class)</td>
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<td>13. Other supervision (site etc.)</td>
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This week’s total number of non-direct supervision hours: _______

This week’s total number of internship hours: _______

Site Supervisor Signature: ____________________________________________

Notes on any of above: ________________________________________________

________________________________________________________________________

(Rev. 2015)
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
INTERNSHIP ACTIVITY LOG: SCHOOL COUNSELING

Name: _______________________________ Week of ____________________

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<td>Group Supervision (class) ______</td>
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This week’s total number of non-direct supervision hours: ______

This week’s total number of internship hours: ______

Site Supervisor Signature: __________________________________________________________

Notes on any of above: __________________________________________________________

________________________________________
(Revised 2015)
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
COUNSELOR EDUCATION DEPARTMENT

PRACTICUM/INTERNSHIP SEMESTER SUMMARY FORM

Student’s name:___________________________________ Date:________________________

Name of Site: ________________________________________________

Name of site supervisor: _______________________________________

Activity reported below represents: Practicum: _______ Internship: _______

Individual counseling hours: ______

Group counseling hours ______

Other direct service hours(family counseling, guidance or instructional interventions, consultation): ______

TOTAL DIRECT SERVICE HOURS: ______

Individual supervision hours: ______

(site and on campus)

Group supervision hours: (class) ______

TOTAL SUPERVISION HOURS: ______

Other non-direct practicum/internship hours: ______

TOTAL PRACTICUM/INTERNSHIP HOURS FOR THE SEMESTER: ______
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
COUNSELOR EDUCATION DEPARTMENT
SECOND SEMESTER INTERN SUMMARY FORM

Student’s name: ___________________________________ Date:________________________

Name of Site: _______________________________________________________________________

Name of site supervisor: ___________________________________________________________________

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<th>SECOND SEMESTER</th>
<th>TOTAL</th>
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<tr>
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<tr>
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<td>(family counseling, guidance</td>
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<td>or instructional interventions,</td>
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<td>consultation)</td>
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<td>TOTAL DIRECT SERVICE HOURS:</td>
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<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
<th>TOTAL</th>
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<tr>
<td>Individual supervision hours:</td>
<td>__________</td>
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<td>Group supervision hours:</td>
<td>__________</td>
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<td>TOTAL SUPERVISION HOURS:</td>
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| Other non-direct practicum/internship hours: | __________ | __________ | ______ |
|                                              |            |              |        |
| TOTAL INTERNSHIP HOURS                     |             |              | ______ |
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
STUDENT EVALUATION OF SITE/SCHOOL

___ Practicum                  ___ Internship

Student Name: _____________________________________  Semester: ______________
Site Supervisor: ____________________________________  Date: ________________
Site/School:  ______________________________________  Phone: ________________
Address:  ___________________________________________________________________

Rate the site for the following items. Use this scale:
  0 = Not Available   1 = Poor   2 = Fair   3 = Good   4 = Very Good   5 = Excellent

1. Overall rating of your site. How well did the site meet your needs? ________
2. In-class Developmental Guidance Lessons: Opportunities and program. ________
   (School only)
3. Support Group Opportunities: Availability, quality and variety. ________
4. Facility: Place for you to counsel clients & resources (computer, phone, etc.) ________
5. Availability and access to clients for counseling. ________
6. How easy was it to get permission to record clients? ________
7. Rate the supervision you received at your site. ________

ADVANTAGES/STRENGTHS OF THE SITE:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

DISADVANTAGES/ WEAKNESSES OF SITE:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

STRENGTHS/WEAKNESSES OF SITE SUPERVISOR:
__________________________________________________________________________
__________________________________________________________________________

ADDITIONAL COMMENTS:
Rev.2015
EVALUATION OF COUNSELOR BEHAVIORS CHECKLIST +
Student______________________________ Practicum______ Internship______

Intervention Skills
Rate the counselor’s ability to:

1. Begin and end sessions smoothly 1 2 3 4 5 6 7 *0
2. Convey warmth to client 1 2 3 4 5 6 7 0
3. Ask appropriate questions 1 2 3 4 5 6 7 0
4. Follow through on important content 1 2 3 4 5 6 7 0
5. Use different counseling skills as appropriate 1 2 3 4 5 6 7 0
6. Address cultural issues 1 2 3 4 5 6 7 0
7. Be flexible in counseling sessions 1 2 3 4 5 6 7 0
8. Facilitate client expression of feelings 1 2 3 4 5 6 7 0
9. Facilitate client clarification of his/her thoughts 1 2 3 4 5 6 7 0
10. Make appropriate use of nondirective approaches 1 2 3 4 5 6 7 0
11. Make appropriate use of directive approaches 1 2 3 4 5 6 7 0
12. Arrive at an appropriate pace in counseling sessions 1 2 3 4 5 6 7 0
13. Use advanced counseling interventions appropriately 1 2 3 4 5 6 7 0
14. Keep control of the session 1 2 3 4 5 6 7 0
15. Use consultation skills 1 2 3 4 5 6 7 0
In general, the counselor’s intervention skills are 1 2 3 4 5 6 7 0

Conceptualization Skills
Rate the counselor’s ability to:

16. Identify the client’s primary concern 1 2 3 4 5 6 7 0
17. Understand how a problem is maintained 1 2 3 4 5 6 7 0
18. Understand the problem within a theoretical framework 1 2 3 4 5 6 7 0
19. Conceptualize problems from different perspectives (i.e., cognitive, affective, behavioral, and systemic) 1 2 3 4 5 6 7 0
20. Help the client set appropriate goals based on understanding of the problem (treatment plan) 1 2 3 4 5 6 7 0
21. Understand the relevance of secondary problems and address these appropriately 1 2 3 4 5 6 7 0
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</table>

22. Understand nonverbal behavior
23. Understand the cultural context of the problem
24. Choose counseling goals to enhance outcome
25. Write progress notes that are pertinent
26. Organize intake information into a clear report
27. Articulate appropriate objectives to meet treatment goal(s)
28. Demonstrate an understanding of the counseling process through case conference
29. Demonstrate an ability to conceptualize client issues through case conferencing

**In general, the counselor’s conceptualization skills are**

**Personalization Skills**

**Rate the counselor’s ability to:**

30. Be honest with self
31. Recognize his/her own defensive behavior
32. Identify and address resistant and client manipulation
33. Recognize own feelings, while handling them appropriately
34. Use humor appropriately
35. Accept or process feedback from supervisor
36. Trust own insight
37. Gain insight into own beliefs, using the clinical experience
38. Demonstrate comfort in dealing with cultural issues
39. Demonstrate comfort in dealing with sexuality in sessions
40. Exhibit a balance between self-assurance and awareness of the need for supervision
41. Handle the responsibility of the role of the counselor

**In general, the counselor’s personalization skills are**
**Supervision/Professional Development**

Rate the counselor’s ability to:

42. Be prompt and responsible 1 2 3 4 5 6 7 0
43. Be professional in his or her approach to clinical work 1 2 3 4 5 6 7 0
44. Communicate responsibility for self 1 2 3 4 5 6 7 0
45. Be supportive to one’s peers in group supervision 1 2 3 4 5 6 7 0
46. Be appropriately challenging to one’s peers in
group supervision 1 2 3 4 5 6 7 0
47. Use feedback from supervision in future sessions 1 2 3 4 5 6 7 0
48. Work with supervisor(s) in a productive manner 1 2 3 4 5 6 7 0
49. Behave in a manner that is ethical 1 2 3 4 5 6 7 0
50. Know when to seek consultation for professional
or legal reasons 1 2 3 4 5 6 7 0
51. Demonstrate understanding of the power of counseling 1 2 3 4 5 6 7 0
52. Demonstrate understanding of the limits of counseling 1 2 3 4 5 6 7 0

**In general, the counselor’s professional skills are** 1 2 3 4 5 6 7 0

*0 = This skill or behavior has not been observed and, therefore cannot be rated.
+ Items can be used to evaluate group and family counseling as well.

**Overall, the counselor’s ability to demonstrate the skills, demeanor, and sensibilities of a professional counselor are** 1 2 3 4 5 6 7 0

**First feedback session**

Additional comments:

__________________________________________________________________________  ______________________________________________________________________
Counselor                                                                   Instructor/Supervision          Date

**Second feedback session**

Additional comments:

__________________________________________________________________________  ______________________________________________________________________
Counselor                                                                   Instructor/Supervision          Date

(Developed by Janine M. Bernard 1976. Revised 2015)
SUPERVISION RECORD
FOR ON-CAMPUS SUPERVISORS

Supervisor: _______________________ Counselor: _____________________ Sem: _____

Date: ___________
Session Based on Recording? ___________
First name of the client ________

Supervision Intervention(s):

Date: ___________
Session Based on Recording? ___________
First name of the client ________

Supervision Intervention(s):

Date: ___________
Session Based on Recording? ___________
First name of the client ________

Supervision Intervention(s):
### FAIRFIELD UNIVERSITY ON-CAMPUS SUPERVISOR EVALUATION

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Supervisor:</th>
<th>Semester:</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My supervisor:</td>
<td>Strongly disagree</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>1.</td>
<td>Provided me with useful feedback regarding my counseling behavior</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Helped me feel at ease with the supervision process</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Provided me with specific help in areas I need to work on</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Enabled me to express my doubts about my counseling skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Occasionally gave me a different, useful perspective on my counseling with a particular client</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Helped me see my influence on the client</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Adequately emphasized my strengths and capabilities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Enabled me to brainstorm alternative approaches that I might use with my clients</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Made me feel accepted and respected as a person</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Was able to distinguish her/his own issues from mine</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Dealt appropriately with the affect in my counseling sessions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Dealt appropriately with the content in my counseling sessions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Conveyed sufficient competence about counseling to engender my trust</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Appropriately addressed interpersonal dynamics between the two of us</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Was open to my input and feedback about what was helpful</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Helped reduce my defensiveness by his/her style</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Enabled me to express my opinions about my counseling</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Helped me to prepare for subsequent counseling sessions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling</td>
<td>1</td>
<td>2</td>
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<tr>
<td>20.</td>
<td>Encouraged me to be spontaneous and creative</td>
<td>1</td>
<td>2</td>
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<tr>
<td>21.</td>
<td>Provided me with suggestions for developing my counseling skills</td>
<td>1</td>
<td>2</td>
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<tr>
<td>22.</td>
<td>Helped me to organize relevant data for identifying goals and planning strategies with my client</td>
<td>1</td>
<td>2</td>
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<tr>
<td>23.</td>
<td>Helped me to develop increased skill in self-supervision through the use of counseling recordings</td>
<td>1</td>
<td>2</td>
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<tr>
<td>24.</td>
<td>Overall, I found supervision to be helpful to me during practicum or internship</td>
<td>1</td>
<td>2</td>
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</table>

Additional comments:
COUNSELOR EDUCATION DEPARTMENT
INTERNSHIP SITE SUPERVISOR QUESTIONNAIRE

As one of several ways of evaluating the Counselor Education Department and the programs we offer, we ask supervisors of graduating interns to evaluate these interns as a reflection of the training program they are completing. Would you please take time to evaluate this person?

<table>
<thead>
<tr>
<th>Name of intern</th>
<th>Internship site</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Name of person completing evaluation</th>
<th>Date</th>
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</table>

Rate the intern as an entry-level professional counselor on her/his strength relative to the following items:

1. Counseling theory and skill
2. Group counseling skills
3. Referral and consultation skills
4. Assessment and appraisal skills
5. Program development and evaluation
6. Career counseling and development
7. Life-span human developmental concepts
8. Multicultural sensitivity/knowledge/skill
9. Professional ethics
10. Commitment to professional development
11. Knowledge particular to the intern's program of study (school or clinical mental health)

<table>
<thead>
<tr>
<th>Weak</th>
<th>Strong</th>
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<tr>
<td>1</td>
<td>2</td>
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<td>3</td>
<td>4</td>
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</table>

Overall, please indicate the strengths of the Counselor Education Department as you have experienced them through working with an intern.

_________________________________________________________________________________

_________________________________________________________________________________

Overall, please indicate the areas for development for the Counselor Education Department as you have experienced them through working with an intern.

_________________________________________________________________________________
PROTOCOL FOR RESOLVING ISSUES OCCURRING ON SITE FOR PRACTICUM AND INTERNSHIP STUDENTS

Policy: This document represents a process for the Counselor Education department designed to resolve issues that occur at students’ practicum and/or internship sites. This protocol is a guide for ethical practice and is flexible to address the individual issues that may occur. As we know, “issues” occur on sites on a weekly basis. It is expected that instructors, site supervisors, and the clinical coordinator will use their professional judgment, and educational and professional backgrounds and experiences in determining which issues might warrant the use of this protocol, as it would be untenable to deal with every clinical issue in this manner. This protocol should be reserved for use in situations that are serious in nature and/or if prior attempts to resolve an issue have failed. Faculty, sites supervisors or the clinical coordinator should seek consultation at any time if an issue arises that may not be considered serious, but is troubling to any of the supervising professionals.

Supervising Professionals:

Course Instructor: Practicum or internship faculty member running respective class
Clinical Coordinator: Coordinator of clinical placements
Director of Clinical Training: Faculty member supervising clinical curriculum and training for practicum and internship
Site Supervisor: The onsite supervisor for practicum and internship students
Student: Student enrolled in practicum or internship
Department Chairperson: Faculty with administrative responsibility for the department

If at any time a site supervisor has a concern about a student’s clinical performance, professional behavior, or a serious event occurs including the student that is beyond the bounds of a particular site’s regular practice and/or brings the site supervisor to seek consultation, they should contact the Clinical Coordinator.
Faculty should follow the process below: First contact the Clinical Coordinator. If unavailable, then contact the Director of Clinical Training. They should be reached directly.

For serious incidents occurring on clinical site:

1. The site supervisor should first utilize consultation on site to assure safety of the student, client(s), and anyone else directly involved, especially following a serious event.

2. The site supervisor, with the knowledge of the student, contacts first the Clinical Coordinator (if unavailable, then the Director of Clinical Training) within 24 hours of the incident. The Clinical Coordinator or Director of Clinical Training will inform the instructor.

3. The Clinical Coordinator consults with the site supervisor and the student to assess the situation before other action is taken. If the student’s performance on site or their professional behavior is the focus, a preliminary meeting with the instructor and Clinical Coordinator may precede meeting with the student to develop a mutual approach for remediation and commitment from site toward this end.

4. The Clinical Coordinator keeps the instructor and site supervisor apprised of what is occurring at all times as the resolution process proceeds, with any direction in terms of if/how the situation may be addressed in class (as a learning opportunity) before the next class time occurs. The instructor in turn relates any relevant discussion during class to Clinical Coordinator. This communication is critical as the site supervisor bears primary responsibility for the student on site, and the instructor is ultimately responsible for the evaluation of the student’s clinical training.

For concerns related during class time:

1. If the instructor has a concern about the student’s performance on the site or their professional behavior, or the student has shared concerns about site supervision that are serious in nature, the instructor should seek consultation with the Clinical Coordinator or Director of Clinical Training.

2. In the event that the incident is reported after hours, the instructor should first contact the Clinical Coordinator, the Director of Clinical Training, or the Department Chairperson.

3. If, as a result of this consultation, the instructor decides that contact should be made with the site supervisor, this information should be given to the Clinical Coordinator (if he/she has not been included within the process up to this point). Contact should not be made with the site until the Clinical Coordinator is contacted and informed. In the event that the Clinical Coordinator or Director of Clinical Training is not available, the Department Chairperson should be notified and informed who identifies the person who will act on the part of the clinical program. Whoever is contacted will share the incident/concern with site supervisor.

4. Any contact with site supervisors and/or with other administrators on campus should be made only after these consultations have occurred. The Department Chairperson is the liaison between the department and the administration.
Consultation can result in changes at or on the site or removal of the student from the site. The focus of the resolution process should be first on safety and well-being of those involved, and then on learning and growth for the student that can come from such incidents. Removal of a student implies either or both of the above are not possible or an ethical issue dictates a stronger response.
In addition to following the NBCC Code of Ethics pertaining to the practice of Professional counseling, clinical supervisors shall:

1. Ensure that supervisees inform clients of their professional status (e.g., intern) and of all conditions of supervision.
   
   Supervisors need to ensure that supervisees inform their clients of any status other than being fully qualified for independent practice or licensed. For example, supervisees need to inform their clients if they are a student, intern, trainee or, if licensed with restrictions, the nature of those restrictions (e.g., associate or conditional). In addition, clients must be informed of the requirements of supervision (e.g., the audio recording of all counseling sessions for purposes of supervision).

2. Ensure that clients have been informed of their rights to confidentiality and privileged communication when applicable. Clients also should be informed of the limits of confidentiality and privileged communication.
   
   The general limits of confidentiality are when harm to self or others is threatened; when the abuse of children, elders or disabled persons is suspected and in cases when the court compels the counselor to testify and break confidentiality. These are generally accepted limits to confidentiality and privileged communication, but they may be modified by state or federal statute.

3. Inform supervisees about the process of supervision, including supervision goals, case management procedures, and the supervisor's preferred supervision model(s).

4. Keep and secure supervision records and consider all information gained in supervision as confidential.

5. Avoid all dual relationships with supervisees that may interfere with the supervisor's professional judgment or exploit the supervisee.
   
   Although all dual relationships are not in of themselves inappropriate, any sexual relationship is considered to be a violation. Sexual relationship means sexual contact, sexual harassment, or sexual bias toward a supervisee by a supervisor.

6. Establish procedures with their supervisees for handling crisis situations.

7. Provide supervisees with adequate and timely feedback as part of an established evaluation plan.

8. Render assistance to any supervisee who is unable to provide competent counseling services to clients.

9. Intervene in any situation where the supervises is impaired and the client is at risk.

10. Refrain from endorsing an impaired supervisee when such impairment deems it unlikely that the supervisee can provide adequate counseling services.

11. Refrain from offering supervision outside of their area(s) of competence.

12. Ensure that supervisees are aware of the current ethical standards related to their professional practice, as well as legal standards that regulate the practice of counseling.
   
   Current ethical standards would mean standards published by the National Board for Certified Counselors (NBCC) and other appropriate entities such as the American Counseling Association (ACA).
   
   In addition, it is the supervisor's responsibility to ensure that the supervisee is aware that state and federal laws might regulate the practice of counseling and to inform the supervisee of key laws that affect counseling in the supervisee's jurisdiction.

13. Engage supervisees in an examination of cultural issues that might affect supervision and/or counseling.

14. Ensure that both supervisees and clients are aware of their rights and of due process procedures.

ADOPTED BY THE NBCC BOARD OF DIRECTORS: June 12, 1998
NBCC Pub. 51
FAIRFIELD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS
COUNSELOR EDUCATION DEPARTMENT

ASSESSMENT OF CLASSROOM COMPETENCE
FOR SCHOOL COUNSELING INTERNSHIP

Student: ___________________________ Date: ______________________________

Internship Site: ____________________________________________________________

Lesson/Subject of Developmental Guidance Presentation: _________________________

Site Supervisor: _____________________________________________________________

Rating: 5 = Highly Competent; 4 = Consistently Competent; 3 = Generally Competent
2 = Needs Additional Support/Training; 1 = Impending Class Effectiveness

CLASSROOM MANAGEMENT:

I. Promoted Positive Classroom Environment

   A. Established rapport with students by demonstrating patience, empathy, and acceptance.
      1 2 3 4 5
   B. Encourage all students to achieve.
      1 2 3 4 5
   C. Established an environment that was safe and conducive to learning
      1 2 3 4 5

Specific Strengths: _____________________________________________________________

Specific Weaknesses: __________________________________________________________

II. Maintained Standards of Classroom Behavior

Maintained appropriate standards of classroom behavior
      1 2 3 4 5

Specific Strengths: _____________________________________________________________

Specific Weaknesses: __________________________________________________________

A. Consistently engaged at least 80% of students in the activities of the lesson
      1 2 3 4 5
Rating: 5 = Highly Competent; 4 = Consistently Competent; 3 = Generally Competent
2 = Needs Additional Support/Training; 1 = Impending Class Effectiveness

III. Engaged Students in Lesson

B. Consistently attempted to re-engage students who were persistently off task

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________

IV. Managed Routines and Transitions

Efficiently and effectively managed classroom routines and transitions

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________

V. Presented Appropriate Content

A. Choose content that was aligned with lesson objectives

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________

B. Presented content at a level that was suitable to the level of students’ cognitive, social, and emotional development

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________

C. Presented accurate content

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________

Rating: 5 = Highly Competent; 4 = Consistently Competent; 3 = Generally Competent
2 = Needs Additional Support/Training; 1 = Impending Class Effectiveness

VI. Created Structure for Learning

A. Initiated lesson or lesson elements in a manner that enabled students to focus on the content of the lesson

Specific Strengths: _____________________________________________________________
____________________________________________________________________________

Specific Weaknesses: __________________________________________________________
____________________________________________________________________________
B. Brought closure to lesson or lesson elements so that students were helpful to understand the purpose of the lesson content

Specific Strengths: ________________________________________________________________

______________________________________________________________________________

Specific Weaknesses: ______________________________________________________________

______________________________________________________________________________

VII. Developed Lesson to Promote Achievement of Lesson Objectives

A. Established meaning for students by providing an underlying order to the lesson 1 2 3 4 5

B. Established meaning for students by explicitly linking related lesson elements 1 2 3 4 5

C. Established meaning for students leading them to achieve the lesson objectives 1 2 3 4 5

D. Used instructional materials to support the development of the lesson and to motivate the students 1 2 3 4 5

Specific Strengths: ________________________________________________________________

______________________________________________________________________________

Specific Weaknesses: ______________________________________________________________

______________________________________________________________________________

VIII. Used Appropriate Questioning Strategies

A. Cognitive level of questioning was appropriate to lesson objectives 1 2 3 4 5

B. Respond to student answers and failures to answer 1 2 3 4 5

C. Built upon student responses to work toward lesson objectives 1 2 3 4 5

D. Addressed questions to a variety of students and distributed response opportunities to all students 1 2 3 4 5

Rating: 5 = Highly Competent; 4 = Consistently Competent; 3 = Generally Competent
2 = Needs Additional Support/Training; 1 = Impending Class Effectiveness

VIII. (con't)
Specific Strengths: ________________________________________________________________

______________________________________________________________________________

Specific Weaknesses: ______________________________________________________________
IX. Communicate Clearly

A. Communicate clearly and precisely, avoiding vagueness  1  2  3  4  5

B. Articulation, volume, and rate of delivery did not interfere with student understanding  1  2  3  4  5

C. Avoided slang, vulgarities, and patterns of unacceptable oral expression  1  2  3  4  5

X. Monitored Student Understanding and Adjusted Instruction When Necessary

A. Checked level of student understanding at appropriate points in the lesson  1  2  3  4  5

B. Used appropriate strategies to adjust lesson when students were failing to learn or master the lesson content  1  2  3  4  5

ADDITIONAL COMMENTS:

__________________________  ____________________________
University Instructor                  Date

2015  59
Applying for CT State Educator Certification

School Counselor – 068
Application - ED 170 A (Short Form) & $200 Fee
Fill in front side and top of second page up to an including question 1a. Send application to the certification officer in the GSEAP Dean’s office (CNS 102) for completion and it will be returned to you to submit to the Connecticut State Department of Education (CSDE) certification bureau.
You will need to submit official transcript(s) with the application to the CSDE. Submit application and all documents/fee to the state in one packet.
Answer questions on any violations, dismissals or revocations truthfully.
Be sure to sign and date application.
Fee - $200- Must be sent in the form of a bank check, cashier’s check or certified bank check – personal checks will not be accepted.

Other Details
1. Statement of Professional Experience – ED 126 –(can be downloaded as above). This form is used only by those who have at least three years of successful teaching experience. This experience can be substituted for one semester of school counseling internship.
The district Superintendent’s Office or School Administrator must complete the ED 126 form and it should be submitted to the certification officer in the GSEAP Dean’s office. It will be returned to you to submit to the Certification Bureau with your ED 170A application form.
2. The certification officer in the GSEAP Dean’s office will check on successful completion of the following:
a. Completion of all planned program coursework
b. Completion of internship
c. MA degree earned and posted to your transcript
3. A School Counseling Internship Completion form must be completed/signed by your instructor. This should be submitted with all your paperwork to the certification officer in the GSEAP Dean’s office so that your certification application can be completed. The Internship Completion form must be signed by you and your site supervisor during your last week of internship on your site.
4. Order your official transcript(s) which show completion of your planned program coursework and your MA degree posted. The transcripts(s) must be official and sent with your application
– order from Registrar’s Office.
*Items 1-4 above must be complete before you receive an institutional endorsement or an actual certification from the state.*

Initial certification level – valid for 3 years and can be renewed 5 times.
If you have any questions at all, contact the GSEAP Dean’s office at [graded@fairfield.edu](mailto:graded@fairfield.edu)
If you are going on job interviews before you actually have your certificate from the Department of Education, the certification officer in the Dean’s office can write a letter indicating that Fairfield University has endorsed your candidacy and your certification application is being processed. Give at least two weeks notice of your need for such a letter.
EXIT INTERVIEW

1. What strengths do you think you developed through our program?

2. What competencies do you need to further develop?

3. What worked best/least for you during your time in our program?

4. What did you learn from us?

5. One of the central ingredients of effective counseling is the counselor/client relationship. As you prepare to exit our program, what does the counselor/client relationship mean to you?
FAIRFIELD UNIVERSITY
COUNSELOR EDUCATION DEPARTMENT

CLINICAL FILE CHECKLIST

STUDENT: ___________________________ DATE: ______________

CLINICAL COORDINATOR’S RESPONSIBILITY

FORMS

Practicum application

Practicum/Internship Agreement form

Site Supervisor Information Form

Proof of Liability Insurance

DATE INSERTED

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INSTRUCTOR’S RESPONSIBILITY

WEEKLY FORMS

Permission to audio/video recording

Individual progress notes

Group Work Process Notes

Practicum/ internship Activity Log

ENCLOSED

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OTHER FORMS

Evaluation of Counselor Behaviors

Practicum/Internship Semester Summary Forms

Practicum/Internship Site Evaluation Form

Student Evaluation of individual on-campus Supervision

ENCLOSED

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Clinical Coordinator: ______________________________________

Instructor: _______________________________________________