



**LOYOLA UNIVERSITY NEW ORLEANS**

**College of Nursing and Health**

**Department of Counseling**

**Practicum & Internship Handbook**

**2021-2022**

**CACREP-Accredited**

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Note: The Practicum and internship Handbook is subject to change. All changes will be submitted in writing.

## **Table of Contents**

|  |    |
|--|----|
| Student Requirements and Responsibilities                                  | 2  |
| Required Counseling Courses  | 2  |
| Professional Liability Insurance   | 3  |
| Transfer Credit  | 3  |
| Practicum and Internship Placement and Settings                            | 4  |
| Site Contracts   | 5  |
| Practicum and Internship at the Student's Place of Employment              | 7  |
| Financial Aid  | 7  |
| Between Semester Policy  | 7  |
| Banking hours  | 7  |
| Remediation  | 8  |
| Department of Counseling Hurricane Emergency Preparedness Plan             | 8  |
| Appendix I: Detailed Direct and Indirect Client Contact Hours List         | 10 |
| Appendix II: Clinical Experience Log                                       | 11 |
| Appendix III: Professional Performance and Dispositions Evaluation         | 13 |
| Appendix IV: Professional Performance and Dispositions Mid-term Evaluation | 17 |
| Appendix V: Supervisee's Evaluation of Supervisor and Supervision Site     | 18 |
| Appendix VI: Invitation and Authority for Client Participation             | 20 |

## **Student Requirements and Responsibilities**

Practicum and Internship provides an opportunity for students to translate theory into effective clinical practice. Students will apply the skills, knowledge, and understanding they have acquired during their course of study, and counsel clients under close, direct supervision. Students are expected to enroll in Internship during the semesters immediately following their Practicum enrollment. Practicum and Internships may not be taken concurrently. Practicum and Internship are offered in the fall, spring, and during the 10-week summer session. For continuity of care, students remaining at their sites for subsequent semesters are required to see clients at their site (and receive between semester supervision) between semesters. Students will only be approved to gather hours for Practicum or Internship at one site per semester. Having more than two (2) sites is not permitted, however students can elect to move to a different site at the end of one or more semesters; however, in order to do this, students must get authorization from the Clinical Coordinator. The only exception is for those students who intern at the Loyola Center for Counseling and Education (LCCE). They may continue to see clients after moving to another site, but only after consultation with and written permission of the LCCE Director.

Practicum is a 140-hour requirement that includes a minimum of 40 direct client hours and a minimum of 100 of indirect hours. Students register for one, three-hour graduate course to complete this requirement, which translates to a 10 hour per week commitment at the placement site.

Internship is a 600-hour requirement that includes 240 direct client hours. Students typically take two, three-hour graduate courses to complete this requirement, which translates to a 20 hour per week commitment at the placement site. Some students elect to take a “Half Internship” option which spreads the 600-hour requirement over 4 semesters and cuts the weekly commitment to approximately 10 hours.

In addition to the development of individual counseling skills, during either Practicum or Internship, students are required to lead or co-lead a counseling or psycho-educational group. The department has a tracking sticker on each student’s file to be sure that student files are complete, including evaluations, logs, and other required materials for Practicum and Internship. One of the requirements that must be checked on the sticker is having led or co-led a counseling or psycho-educational group, while in the program. Our administrative assistant reviews each student file to make sure that their signed hour log from their clinical work (Practicum and Internship) have signified that the student completed direct clinical experience leading or co-leading a group. If they have not, they will not be certified for graduation

Students are expected to plan for their Practicum and Internship experience as they progress through the program. Core and elective courses are designed to provide information that will help students make choices regarding the types of settings in which they wish to work as counselors and the clientele with whom they wish to counsel. Students and advisors will collaborate with the Clinical Coordinator to select an appropriate field site. Practicum/Internship field placements are selected to facilitate, as much as possible, each student's career goals. Students should be aware that certain sites require a one-year commitment.

### **Required Counseling Courses**

Students must have successfully completed all Primary courses, as well as CNSL 776 Clinical Assessment and Psychometrics, CNSL 840 and 843 Group Counseling and Group Counseling Lab, CNSL 855 Diagnostics in Counseling, CNSL 842 Multicultural Counseling. Additionally, students must enroll in CNSL 863 Fundamentals of Practicum and Internship one semester prior to enrolling in Practicum; this course is designed to help students prepare for the Practicum and Internship experience and assist students in securing site placements. prior to enrolling in Practicum (see page 4).

Students must complete 36 hours of coursework prior to beginning their Practicum. However, as the Clinical Courses are intended to be the culminating experiences, students are expected to enroll in the Practicum/Internship courses during their final three (or four or five semesters for those enrolling in half-

Internship) semesters. Students may take two courses concurrently with Practicum courses that occur in the fall or spring (only one additional course if Practicum occurs during the summer) and one course concurrently with Internship. Students need permission from the Graduate Counseling Committee in order to register for two academic classes while enrolled in Internship.

Students must finalize a Practicum/Internship site and inform the Clinical Coordinator by the last day of finals week during the semester prior to beginning or they will not be allowed to begin Practicum/Internship. If you have any questions during the semester prior to your field placement, please do not hesitate to contact the Clinical Coordinator. Additionally, students must enroll in CNSL 863 Fundamentals of Practicum and Internship one semester prior to enrolling in Practicum; this course is designed to help students prepare for the Practicum and Internship experience and assist students in securing site placements.

| Primary Courses (17 hours)                                      | Prerequisites                            |
|---|--|
| CNSL 702 Research and Statistical Methods in Counseling         |  |
| CNSL 704 Research Writing Lab (1 credit hour)                   |  |
| CNSL 706 Philosophy and Counseling                              |  |
| CNSL 830 Counseling Theories*                                   |  |
| CNSL 835 Introduction to Counseling*                            |  |
| CNSL 836 Individual Counseling Skills Lab (1 credit hour)       |  |
| CNSL 864 Ethics in Individual, Marriage, and Family Counseling* |  |
| Required Courses (31 hours)                                     |  |
| CNSL 776 Clinical Assessment and Psychometrics                  |  |
| CNSL 840 Group Counseling*                                      | 835, 836, 704**, 706**, 830**, 864**     |
| CNSL 843 Group Counseling Skills Lab (1 credit hour)            | 835, 836, 704**, 706**, 830**, 864**     |
| CNSL 841 Career Counseling                                      |  |
| CNSL 855 Diagnostics in Counseling*                             | All Primary Courses, 776, 863**          |
| CNSL 725 Lifespan Development                                   |  |
| CNSL 842 Multicultural Counseling                               |  |
| CNSL 863 Fundamentals of Practicum and Internship*              | All Primary Courses, 855**, 840**, 843** |
| CNSL 865 Practicum**  | 863, 840**, 843**                        |
| CNSL 866 Internship**   | 865, 840**, 843**, 855                   |
| CNSL 866 Internship**   | 865, 840**, 843**, 855                   |

*Note.* \* Student cannot get a grade below a B (including B-) in these courses. \*\* Instructor approval required. Practicum and Internship may be taken simultaneously with CNSL 840, 843. Failure to receive a passing grade in Practicum or Internship would require review by the Graduate Committee of the Department of Counseling. The review would result in either a remediation plan or removal of the student from the program. \*\* Co-requisites: Courses may be completed simultaneously.

### Professional Liability Insurance

Loyola provides professional liability insurance coverage for all students performing counseling services (e.g. Practicum and Internship) related to such curriculum. There is no need to purchase your own liability insurance while you are in the program. If you chose to purchase your own liability insurance for additional coverage there are several options available, including purchasing it through student membership in the American Counseling Association (ACA). ACA's Student membership includes liability insurance for all ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. The insurance solely covers students who are performing counseling services (e.g. Practicum and Internship) related to such curriculum. This information can be obtained online at [www.counseling.org](http://www.counseling.org) or from the Clinical Coordinator.

### Transfer Credit

Practicum/Internship may not be completed at another university. Loyola will not accept Practicum or Internship as transfer credits.

## Encrypted Flash Drives

In order to protect client confidentiality, all Fundamental, Practicum, and Internship students must purchase and use encrypted flash drives for client video storage. *Videos of client sessions are never to be stored on phones, personal computers, counseling department computers, or unencrypted flash drives.*

## Practicum and Internship Placement and Settings

The student and Clinical Coordinator work together to place the student in a Practicum/Internship setting. Students are expected to meet with the Clinical Coordinator to discuss field placement options. Students are encouraged to explore potential settings for their Practicum/Internship placements, and to do so early in the semester prior to their Practicum/Internship semester. Students are encouraged to visit and interview at several potential site settings. As a result of the interview process, students should be able to answer the following questions:

- Does this setting offer me the range of learning experiences I desire with a client population that matches my career goals?
- Does this setting meet all Practicum/Internship requirements outlined in the handbook?
- Does this setting have a qualified supervisor on site that is willing to provide the supervision I require?
- Is this setting willing to accept me as an intern if such a request is made?
- Does this setting have a time commitment that must be considered?

The Greater New Orleans area offers many potential Practicum and Internship settings from which students may choose. In past semesters, students have worked in such diverse settings as elementary schools, secondary schools, colleges, family service centers, women's shelters, hospitals, inpatient and outpatient addiction facilities, community mental health agencies, private agencies, juvenile and adult detention centers, and play therapy centers. The Clinical Coordinator keeps an up-to-date file of students' evaluations of their practicum and internship sites. It is highly recommended that students use this resource to help determine if some of the sites they are interested in will be a good match.

Students must complete their Practicum or Internship experience at only one site per semester, and may not leave their site mid-semester. The Practicum/Internship facility must meet the following requirements:

- provide direct counseling services by qualified professionals,
- provide an opportunity for the Practicum/Internship student to perform all activities that a regularly employed staff member in the setting would be expected to perform, subject to limitations imposed by liability considerations, setting specific policies, and confidentiality considerations,
- provide the Practicum student with at least **140** hours of meaningful and appropriate work, at least **40** clock hours of which are in direct service\* to clients, per semester,
- provide the Internship student with at least **300** hours of meaningful and appropriate work, at least **120** clock hours of which are in direct service to clients, per semester,
- have at least one qualified supervisor\* on site who agrees to provide **1 hour of individual supervision each week** to the Practicum/Internship student, and allow the student to become familiar with a variety of professional activities other than direct service,
- allow the Practicum/Internship student to obtain video recording within the bounds of preservation of client confidentiality for use in supervision,
- allow the Practicum/Internship student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research,
- provide an evaluation of the Practicum/Internship student - both formative and summative,
- allow the student to video and/or audio record all sessions,
- be located no farther than 200 miles from Loyola University New Orleans

\*Direct Service - When a student is engaging in counseling services such as an intake, counseling session, couple or group counseling, and classroom guidance in a primary (K-12) school. Observations of counseling sessions, assisting school age students with disabilities in testing (such as reading a test to a student), and role playing with volunteers or actors does not count as direct counseling service. See Appendix I for a detailed list of activities that are considered direct and indirect.

\* Qualified Supervisor - A professional at the Practicum/Internship site who is a Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, licensed psychologist, or some other equivalent licensed mental health professional, who agrees to supervise the Practicum/Internship student and will have **a minimum of one continuous hour of individual supervision with the Practicum/Internship student weekly.**

The on-site Practicum/Internship Supervisor must meet the following requirements:

- hold an appropriate master's or doctoral degree (such as counseling, psychology, social work, or other relevant degree) and have at least 3 years of relevant experience,
- hold credentials appropriate to the setting, such as Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, psychologist, or some other equivalent licensed mental health professional
- provide the intern with a minimum of one hour of face-to-face continuous supervision per week, including case consultation and formative evaluation of the intern's work,
- work closely with the intern to ensure that the intern has a variety of experiences which represent the activities that a regularly employed staff member in the setting is expected to perform,
- meet with the university supervisor during the university supervisor's site visits, at least once during the semester,
- provide continuous feedback to the intern
- complete both and midterm and final summative evaluation of the intern on the form provided, which will remain on file with the university.

Note: The faculty strongly encourage students to work with their advisors to identify electives that correspond with their clinical interests (eg addiction, school, play therapy, couples and family etc). If a student wishes to intern at an addictions facility, the student is strongly encouraged to take the Addictions course. Similarly, if the student would like to intern in a school setting, they are strongly encouraged to take the school counseling course. Students wishing to apply for the School Counseling Certification in the state of Louisiana must intern in a school setting for at least one semester of their clinical experience and take the School Counseling course.

A student cannot change or accept a position at a site without first speaking with the Clinical Coordinator and receiving written approval.

### **Site Contracts**

Students are allowed to intern at sites within a 200-mile radius from Loyola University New Orleans' campus, however, all sites must be located within the state of Louisiana.

The Clinical Coordinator works with the various sites to secure contracts for the students enrolled in Practicum and Internship. Once established, contracts are typically for a two-year period. The university maintains a formal contract with each of these settings and students are not permitted to go to a site for Practicum or Internship for which there is no formal contract.

Students should never contract independently with particular sites. Any student wishing to establish a new contract must meet with the Clinical Coordinator prior to contacting the site. Among other requirements, sites must be able to provide students with enough direct and indirect contact hours required for Practicum or Internship and each site must have a licensed or certified mental health professional who can provide the student with a scheduled hour of supervision each week. Practicum and Internship Course Requirements

Although specific requirements for Practicum/Internship may vary according to the instructor, the course provides students with opportunities to apply their training in a closely supervised clinical setting with clients who present with a variety of problems. Practicum and Internship requirements include:

**Counseling – Practicum** students will work with clients approximately one hour per week per client. Students will spend approximately 4-6 hours per week in direct contact with clients in counseling. It is suggested that students not accept more than six active clients without approval from their Practicum instructor. **Internship** students will work with clients approximately one hour per week per client. Students will spend approximately 10-12 hours per week in direct contact with clients in counseling. Students may work with children, adolescents, adults, or older adults using individual, group, and marriage and family counseling approaches.

**Supervision** - The minimum required supervision a student will receive for each semester includes 1½ hours of group supervision weekly. Additionally, Practicum students must meet with their faculty instructor one hour per week for the duration of the semester. Internship students must meet with their faculty instructor for four, one-hour supervision sessions per semester. Students will also receive a minimum of one hour of continuous individual supervision each week at their field site. Some field sites require additional supervision. The student will receive a Professional Performance and Dispositions Evaluation from their Faculty and Site supervisor (see Appendix III & IV).

**Clinical Experience Log – Practicum** students will complete **140** clock hours of Practicum work during the semester including **40** direct and **100** indirect hours. **Internship** students will complete a minimum of **300** clock hours per semester of Internship work during the semester including **120** direct and **180** indirect hours. These hours will include time spent in direct contact with clients, observation of other students or counseling professionals, preparation for counseling sessions, reviewing and scoring assessments, writing reports, writing case notes, and other related activities approved by the instructor. These direct and indirect services for the site must be logged using the Clinical Experience Log (see Appendix II). If students cannot complete their Practicum or Internship hour requirements, they will receive an “In Progress” for the course and the Graduate Counsel Committee will meet to discuss a remediation plan.

**Evaluations** –Students will be evaluated in writing by their on-site supervisor at midterm and end of the semester. The student must provide the supervisor with the Loyola University Department of Counseling Professional Performance and Dispositions Evaluation form (see Appendix III & IV).

The student is required to provide the on-site supervisor with the evaluation as well as turning in the completed evaluation to their Practicum/Internship Instructor. At the end of every semester, the student should submit a Supervisee’s Evaluation of Supervisor and Supervision Site form (see Appendix V) to their instructor.

**Informed Consent** – Students are required to complete and collect all signed permission to receive videotaped counseling sessions from their adult clients or a minor client’s parent/guardian. Students need to provide their clients with the program’s informed consent document and verbally explain that they are in training and ensure clients understand what they are signing (see Appendix VI).

**Case Presentation** - Students will conduct many case presentations during their Practicum and Internship experience. Case presentations will be reviewed with a videotape of the Practicum or Internship student in session with the client. A transcript of the session may also be required.

Students may not use intake sessions or group sessions for their case presentations. The case presentation guidelines will be outlined in the Practicum or Internship instructor’s syllabus.

**Case Coordination** - Students must maintain client records in accordance with their site and the Practicum and Internship policies. Although Practicum and Internship is a three-credit hour course, students should be aware that this is a laboratory course and that they will actually spend a minimum of 10 hours per week at their site during Practicum and a minimum of 20 during Internship.

## **Practicum and Internship at the Student's Place of Employment**

Practicum and Internship placements are **not** permitted at locations where the student is currently working or under the supervision of close personal friends or family members. Also, students are not permitted to be placed at a site where they were previously employed, or currently or previously volunteered. This policy exists as a safeguard against dual relationships, conflicts of interest, and other potential ethical problems. Although it would often be more convenient to complete the Practicum/Internship at a location where the student is currently working, volunteering, or generally familiar with the staff and supervisors, the counseling faculty do not believe that it represents an ethically sound decision nor does it provide the student with the novel challenges that are required to further enhance their training.

## **Financial Aid**

Students enrolled in Practicum/Internship are considered full-time for financial aid purposes even if they are only registered for 1.5 hours of Internship. The Office of Scholarship and Financial Aid generally consider half-time five hours and full-time nine hours. However, because students in Practicum or Internship are working at least 10 hours a week at their site, they are considered full-time students and are therefore eligible for financial aid.

## **Between Semester Policy for Practicum and Internship**

According to the LPC Board, students must be registered in a Practicum or Internship course and receive supervision in order to see clients during semester breaks. The Department of Counseling faculty expect students to continue counseling their clients during semester breaks in order to avoid client abandonment and to offer the best continuity of care possible. This is only applicable when a student remains at the same site; if a student terminates with one site at the end of one semester and begins another site the subsequent semester, the student is not required to see clients or attend supervision in between semesters.

Students will be given an "In Progress" (IP) grade for the semester prior to the break in order to maintain registration. In addition, students must attend group supervision for 1 ½ hours each week on campus. This group supervision will be facilitated by a university supervisor. All students are required to be prepared for supervision (e.g. bring tapes to these supervision meetings). Formal case consultation will not be required, however, students are required to participate in informal case consultations, and may be randomly chosen to present if no other student has volunteered. Students are required to also receive supervision from their on-site supervisor during the between semester breaks.

## **Banking hours for Internship during a Semester Break**

Students may begin banking hours for Internship as long as the following criteria are met:

- Students are continuing at the same site they interned the semester before.
- Students have received a grade for either Practicum or Internship I.
- Students are receiving on-site supervision for a minimum of one hour each week.
- Students attend on-campus weekly supervision of 1 ½ hours per week during the break.



## **Remediation**

Remediation is an opportunity for the graduate program to assist a student who is struggling and provide them with the opportunity to learn, grow, and improve. The Counseling Department views remediation as a success plan. Students who are asked to complete a remediation plan are students who the faculty believes have the capacity to be successful. Some students need more support through the process of becoming a counselor.

Students may be required to complete a remediation plan if they fail their Practicum or Internship course, or for a variety of deficiencies (e.g. incomplete coursework, ethical or professional issues, personal relationship problems, incomplete clinical hours, and/or student handbook and Practicum/Internship violations). If a student needs remediation, the Graduate Counseling Committee will meet to discuss possible remediation options. Remediation requirements may involve academic and/or personal growth. Students may be required to attend counseling or take time off from the program in order to facilitate growth.

The remediation plan will be explained both in writing and verbally. If a student chooses not to complete the remediation plan presented by the Graduate Counseling Committee, they will be withdrawn from the program. Remediation plans are considered and designed on a case-by-case basis.

In the event a student has been asked to leave their site (i.e., fired from a site), the student will receive an “F” in the course. Both the student and the site supervisor must submit separate written explanations as to why the student was fired. In the event a student is released from a site because of issues with the site that are beyond the student’s control, the Clinical Coordinator and faculty instructor will attempt to place the student at a new site. Both the student and the site must submit in writing the details surrounding why the site released the student. The student will receive an IP until they are able to complete the course requirements at the new site.

## **Department of Counseling Hurricane Emergency Preparedness Plan**

The University has created an Emergency Preparedness Plan. Please review the Universities plan at [http://www.loyno.edu/studentaffairs/hurr\\_brief.html](http://www.loyno.edu/studentaffairs/hurr_brief.html)

### **Communications**

The University maintains a hurricane emergency web page [www.loyno.edu/emergency/](http://www.loyno.edu/emergency/) with regularly updated guidelines and resources to assist students, faculty, and staff in making adequate preparations. The current version of the hurricane plan is always posted to this page.

The Director of Public Affairs and External Relations issues advisories as necessary so that students, faculty, and staff are fully informed of a developing threat and can prepare to take appropriate action. Advisories are communicated via the Loyola home page ([www.loyno.edu](http://www.loyno.edu)) and the emergency information lines 504-865-2186 and toll-free, 888-94LOYNO. During a hurricane threat, these sources carry the latest and most complete information.

### **Student Personal Evacuation Plan**

All Loyola students are required to file a Personal Evacuation Plan, indicating an evacuation location and emergency contact information, through their LORA account. Students are not allowed to remain on Loyola's campus, including residence halls, when an evacuation is ordered. Students must make transportation and lodging arrangements so that they will be safely outside the storm area. Resident students will not receive their room keys without first filling out a Personal Evacuation Plan.

### **Responsibilities of Students**

In addition to the forms of communication mentioned above, the university may choose to update students by sending important information to their official Loyola e-mail address.

Students should regularly check their account.

Students are to regularly check the Canvas account for their courses to remain current with announcements and assignments from their professors. Information on using Canvas is posted at <https://ctrl.loyno.edu/>.

When students first login to Canvas they should contact their instructors and let them know their location on contact information.

### **Responsibilities of Faculty and Staff**

Faculty and staff are to contact their chairs or supervisors within a reasonable time according to plans developed in their departments and units. Faculty are to maintain regular communication with students enrolled in their courses via Canvas in the case of an evacuation.

### **Contingency Residential Student Shelter**

All residential students are responsible for evacuating when the university is evacuated. No students are allowed to remain on Loyola's campus, including their own room in a residence hall. For residential students unable to comply, such as international students, Loyola has a temporary rugged shelter with very limited space.

Residential Life staff remains with these students until the campus is open or until they arrange for a place to stay in case of an extended evacuation.

### **Timetable for Reopening**

Normal operations will resume on campus when the president deems that the safety of students, faculty, and staff can reasonably be assured. The schedule for reopening will be communicated via Loyola's web page and the emergency information line.

### **Practicum and Internships Students Responsibilities to Clients**

In addition to following Loyola University's Hurricane Emergency Preparedness Plan, students should follow the disaster and evacuation policy of their site.

## Appendix I

### Direct and indirect Client Contact Hours

#### **Direct Client Contact Hours:**

Any contact you have directly with clients.

Recorded hours should equal the amount of time that was spent doing each activity in 15 minute increments. For example, a 45minute session=45 minutes direct client contact; a 55 minute session=1 hour direct client contact.

- Individual client sessions
- Play therapy sessions
- Family therapy sessions
- Group Counseling session
- Guidance Lessons (school counselors)
- Phone contact with clients

(Examples: scheduling an appointment and phone intakes). Phone counseling should not be occurring unless the student is at an approved site that requires phone counseling, such as a suicide hotline. Phone contact is limited to 10% of required direct hours. Practicum students may not clock more than 4 direct hours from phone contact and Internship students no more than 12 hours.

#### **Indirect Client Hours:**

Any other hours spent at your Practicum/Internship site and Supervision hours.

- Individual Supervision
- Group Supervision
- Staffing
- Consultation (processing client's case with other i.e. supervisor, interns, client's psychiatrist, etc.)
- Processing
- Maintaining case notes
- Research
- Preparation for client(s)
- Observation (of clients or other's counseling)

#### **Indirect Hours Earned at Home:**

You may collect indirect hours doing research outside of your site. However, these hours must be in excess of the 10-hour weekly requirement onsite for Practicum and the 20 hour weekly for Internship. You may **Not** collect indirect hours at home instead of going to your site. You must be onsite for a minimum of 10 hours per week for Practicum and 20 hours per week for Internship.

#### **Supervision Requirements:**

Supervision hours are recorded as indirect hours.

- Practicum Students: 1-hour Site Supervisor weekly, 1-hour University Supervisor weekly, and 1.5 hours University group supervision weekly
- Internship Students: 1-hour Site Supervisor weekly, four 1-hour University Supervisor per semester, and 1.5 hours University group supervision weekly

Appendix II

Loyola University New Orleans  
 Department of Counseling  
 Clinical Experience Log

Name: \_\_\_\_\_ Circle: \_\_\_\_\_ Practicum \_\_\_\_\_ Internship I \_\_\_\_\_ Internship II \_\_\_\_\_  
 Faculty Supervisor: \_\_\_\_\_ Field Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_ Semester: \_\_\_\_\_

| Week      | Weekly Direct Contact Hours by Type |     |    |     |     |    |    |      |       |       | Ttl DC Hours | Supv Hours |       | Ttl Supv Hours | Other Indirect Hours |     |       | Ttl ID Hours | Week  | SUPV Signature |       |
|-----------|-------------------------------------|-----|----|-----|-----|----|----|------|-------|-------|--------------|------------|-------|----------------|----------------------|-----|-------|--------------|-------|----------------|-------|
|           | Date                                | Ind | PT | GRP | Cpl | PC | TC | Adol | Child | Other | Total        | I.S.       | Group | Total          | Cslt                 | Adm | Train | Obs          | Total |                | Total |
| 1         |                                     | 1   |    | 2   |     |    |    |      |       |       | 3            | 2          | 1.5   | 3.5            |                      |     |       |              | 3.5   | 13.5           |       |
| 2         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 3         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 4         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 5         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 6         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 7         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 8         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 9         |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 10        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 11        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 12        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 13        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 14        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 15        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| 16        |                                     |     |    |     |     |    |    |      |       |       | 0            |            |       |                |                      |     |       |              | 0     | 0              |       |
| Sem total |                                     | 1   | 0  | 2   | 0   | 0  | 0  | 0    | 0     | 0     | 3            | 2          | 1.5   | 3.5            | 0                    | 0   | 0     | 0            | 3.5   | 13.5           |       |

Faculty Supervisor's Signature/Date \_\_\_\_\_

Site Supervisor's Signature/Date \_\_\_\_\_

## **Hours Log Key**

**Date=** *Date of practicum each week*

**Indiv=** *Individual Adult*

**PT=** *Play / Activity Therapy (group or individual)*

**GRP=** *Group Therapy (Adult and adolescent)*

**Cpl=** *Couple Therapy*

**PC=** *Parent Consult*

**TC=** *Teacher Consult*

**Adol.=** *Adolescent*

**Child=** *Child, not in play therapy*

**Fmy:** *Family*

**Ttl DC Hours=** *Total direct contact hours added together for week*

**Ttl ID Hours=** *Total Indirect contact hours added together for week*

**I.S. =** *Individual Supervision*

**Group=** *Group supervision (1 supervisor : 10 students)*

**Cslt=** *Consult (peers, teacher, etc.)*

**Adm=** *Progress notes, scoring, etc.*

**Train=** *Research/ seminars, etc.*

**Obs=** *Observed sessions*

Appendix III  
Loyola University New Orleans Professional Performance and Dispositions Evaluation

|   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|---|--|--------------------------|--------------------------|--|--------------------------|------------------|--------------------------|--|--------------------------|---|--------------------------|------------------------|--|--------------------------|
| <i>Please Print</i>   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| <b>Student</b>  |  |                          |                          | <b>Semester &amp; Year</b>                   |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| <b>Name of Evaluator</b>  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| <i>Please Select:</i>   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| <b>Intro. To CMHC</b>   |  | <input type="checkbox"/> | <b>Fundamentals</b>      |  | <input type="checkbox"/> | <b>Practicum</b> |                          | <input type="checkbox"/>   | <b>Internship I</b>      |   | <input type="checkbox"/> | <b>Internship II</b>   |  | <input type="checkbox"/> |
|   |  |                          |                          |  |                          |                  |                          |  | <i>specify if half</i>   |   | <input type="checkbox"/> | <i>specify if half</i> |  | <input type="checkbox"/> |
| <b>Rating Scale:</b>  |  |                          |                          | N - No opportunity to observe                |                          |                  |                          | 1 – Meets criteria minimally or inconsistently for program level |                          |   |                          |                        |  |                          |
|   |  |                          |                          | 0 - Does not meet criteria for program level |                          |                  |                          | 2 – Meets criteria consistently at this program level            |                          |   |                          |                        |  |                          |
|   |  |                          |                          |  |                          |                  |                          | 3 – Exceeds criteria consistently at this program level          |                          |   |                          |                        |  |                          |
| <b>Communication Skills &amp; Abilities</b>   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| 1. The student demonstrates the ability to establish a culturally aware dynamic in such a manner that a counseling relationship can be created.                   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| 2. The student demonstrates effective communication skills including:   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| a. Creating appropriate structure and boundaries—such as meeting time and place, maintaining the time limits, etc.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| b. Understanding content –understanding, reflecting, and tracking the primary elements of the client’s story.   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| c. Understanding context –understanding and reflecting the uniqueness of the story elements and their underlying meanings.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| d. Reflecting feelings –identifying affect and addressing those feelings in a therapeutic manner  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| e. Paraphrasing- taking the client's experience and putting it into the counselors own words to ensure understanding  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| f. Summarizing- ability to identify core components of clients story and restate it to them. Typically used at the beginning/ending of sessions.                  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| g. Open-ended questioning- use of questions that deepen session, decreasing use of "yes and no" answered questions.   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| h. Broaching, Inclusive, and Culturally Sensitive - actively considering implications of social location and intersectionality in counseling session.             |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| i. Congruence –genuineness; external behavior consistent with internal affect.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| j. Establishing and communicating empathy –taking the perspective of the individual without over identifying and communicating this experience to the individual. |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| k. Non-verbal communication –demonstrates effective use of unconditional positive regard, head, eyes, hands, feet, posture, voice.                                |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| l. Effective use of silence- demonstrates comfort with silence in session including recognizing a "process silence"   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| m. Immediacy –communicating by staying in the here and now.   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| n. Timing –responding at the optimal moment.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| o. Intentionality –responding with a clear understanding of the student’s therapeutic intention.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| p. Self-disclosure –skillfully and carefully –considered for a specific strategic purpose.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| 3. The student demonstrates effective written communication skills including:   |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
| a. Appropriate case notes.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |
| b. Maintaining updated files on each client.  |  |                          |                          |  |                          |                  |                          |  |                          |   |                          |                        |  |                          |
|   |  | N                        | <input type="checkbox"/> | 0  | <input type="checkbox"/> | 1                | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/> |                        |  |                          |

|  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| c. Creating appropriate treatment plan(s) for each client(s).  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Graduate level work for written assignments.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student collaborates with an individual to establish clear therapeutic goals.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The student facilitates movement toward the individual's goals.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The student uses the core conditions to create an environment that is culturally sensitive - Core Conditions: Unconditional Positive Regard, Empathy, Genuineness.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The student effectively uses a Ethical Decision Making model to demonstrates analysis and resolution of ethical dilemmas.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Integrity</b>   |                          |                          |                          |                          |                          |                          |
| 1. The student refrains from making statements which are false, misleading, or deceptive.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student avoids improper and potentially harmful dual relationships.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student respects the fundamental rights, dignity, and worth of all people.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Supervision</b>   |                          |                          |                          |                          |                          |                          |
| 1. The student accepts and uses supervision appropriately.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student demonstrates cultural sensitivity and competency in group supervision.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student is open to feedback given by supervisor and/or group members.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student utilizes feedback given.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student gives feedback to others in a constructive manner.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The student comes prepared for supervision with appropriate documents and materials.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Professional Responsibility</b>   |                          |                          |                          |                          |                          |                          |
| 1. The student conducts self in an ethical manner so as to promote confidence in a culturally informed counseling profession.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The student relates to peers, professors, and others in a manner consistent with professional standards.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between others, and does not exploit or mislead other people during or after professional relationships. Themselves and others, and does not exploit or mislead other people during or after professional relationships. |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The student demonstrates application of legal requirements relevant to counseling training and practice.  |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The student arrives on time for class, meetings, and clients.   |                          |                          |                          |                          |                          |                          |
|  | N                        | 0                        | 1                        | 2                        | 3                        |                          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                            |                            |                            |                            |                            |  |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| 6. The student is reliable and accountable.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| <b>Competence</b>  |                            |                            |                            |                            |                            |  |
| 1. The student recognizes the boundaries of their particular competencies, the limitations of their expertise, and obtain continuing education and consultation as needed.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 2. The student takes responsibility for compensating for their deficiencies including seeking supervision, engaging with clinical research, and furthering education.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 3. The student takes responsibility for assuring other's welfare when encountering the boundaries of their expertise.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to engage in culturally competent counseling.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 6. The student is able to conceptualize client cases from a theoretical perspective while utilizing theory terminology.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 7. The student is able to acknowledge the systems that impact the counseling relationship including a philosophy of counseling and social determinants of health. (ex. ACEs.)                                      |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| <b>Maturity</b>  |                            |                            |                            |                            |                            |  |
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 2. The student demonstrates honesty, fairness, and respect for others.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 3. The student demonstrates cultural humility. (ex. an awareness of own belief systems, values, needs and limitations and the effect of these on their work.)  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, professors, and supervisors.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.                                |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| <b>Advocacy</b>  |                            |                            |                            |                            |                            |  |
| 1. If needed, the student advocates for themselves when professional needs are not being met by the supervisor.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 2. If needed, the student advocates for themselves when professional needs are not being met by the site.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 3. The student engages in social justice initiative including advocating for clients needs. (ex. sliding scale providers, engaging in community events/programming, and being an active member of your community.) |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 4. The student engages in activities to advocate for the practicum/internship site.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 5. The student engages in activities to advocate for the counseling profession.  |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| <b>Initiative</b>  |                            |                            |                            |                            |                            |  |
| 1. The student takes responsibility/initiative to learn about the history of the site.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 2. The student takes responsibility/initiative to learn about current trends, including populations served, of the site.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |
| 3. The student takes initiative in addressing needs of the site.   |                            |                            |                            |                            |                            |  |
|  | N <input type="checkbox"/> | 0 <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |  |



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|  |
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*Please Print Comments:*

**Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concerns about certain traits of the student, etc.)**

|  |
|--|
|  |
|--|

**Please list what you see as the student's strengths.**

|  |
|--|
|  |
|--|

**Please suggest areas for further development appropriate to the current level of the student's training.**

|  |
|--|
|  |
|--|

**Please list any goals for the future.**

|  |
|--|
|  |
|--|

|                          |             |                            |             |
|--------------------------|-------------|----------------------------|-------------|
|                          | <i>/ /</i>  |                            | <i>/ /</i>  |
| <i>Student Signature</i> | <i>Date</i> | <i>Evaluator Signature</i> | <i>Date</i> |

Appendix IV

Loyola University New Orleans  
Professional Performance and Dispositions Mid-term Evaluation

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Supervisor

**Circle one: Practicum / Internship I/ Internship II**

*The following rating is based on the level of training the student has so far achieved*

|   | <u>Poor</u> |   | <u>Adequate</u> |   |   | <u>Superior</u> |     |
|---|-------------|---|-----------------|---|---|-----------------|-----|
| 1. Understands and follows the agency's policies & procedures, including prompt documentation | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 2. Demonstrates a positive relationship with staff and other trainees                         | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 3. Accepts and uses supervision appropriately   | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 4. Demonstrates a sense of professional identity as a counselor                               | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 5. Can explain a coherent theory of counseling  | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 6. Can use techniques appropriate to this theory  | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 7. Has demonstrated ability to engage clients in a mutually respectful relationship           | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 8. Demonstrates knowledge ethical practice & resolution procedures (consultation, etc.)       | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 9. Is able to establish personal clinical goals and work toward their accomplishment          | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 10. Aware of diversity issues in clinical relationship and openness to addressing them        | 1           | 2 | 3               | 4 | 5 | 6               | N/A |
| 11. Comfortable advocating for professional needs   | 1           | 2 | 3               | 4 | 5 | 6               | N/A |

*Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concern about aspects of the trait in the trainee, etc.) (use back if needed).*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Please list what you see as the student's strengths. (use back if needed)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Please suggest areas for further development appropriate to the current level of the student's training. (use back if needed)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Counselor Signature/ Date

\_\_\_\_\_  
Supervisor Signature/ Date

Appendix V  
 Loyola University New Orleans Department of Counseling  
**Supervisees' Evaluation of Supervisor and Supervision Site**

(to be completed by student)

Supervisor's Name: \_\_\_\_\_  
 Supervision Site: \_\_\_\_\_  
 Faculty Supervisor: \_\_\_\_\_

**COUNSELING: (circle) PRACTICUM/ INTERNSHIP I/ Internship II**  
**Semester: (circle) Fall/ Spring/ Summer**  
 Year: \_\_\_\_\_

|   |             |   |   |   |   |   |                    |  |
|---|-------------|---|---|---|---|---|--------------------|--|
| <b>1. <u>Involvement</u></b>  | <b>Poor</b> |   |   |   |   |   | <b>Outstanding</b> |  |
| A. Demonstrates seriousness and involvement about being a supervisor.         | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Is aware and involved in the issues being discussed.                       | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| <b>2. <u>Growth</u></b>   |             |   |   |   |   |   |                    |  |
| A. Uses personal experiences with clients to further your development.        | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Uses personal feelings and insights to further your development.           | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| <b>3. <u>Rapport</u></b>  |             |   |   |   |   |   |                    |  |
| A. Makes it easy for you to initiate dialogue with them.                      | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Makes it easy to share your counseling strengths and weaknesses with them. | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| <b>4. <u>Facilitation</u></b>   |             |   |   |   |   |   |                    |  |
| A. Initiates helpful discussions of your strengths and competencies with you. | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Initiates helpful discussions with you of your areas for growth.           | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| <b>5. <u>Climate and Relationship</u></b>                                     |             |   |   |   |   |   |                    |  |
| A. Is open and flexible to your wants and style.                              | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Is accessible between sessions.  | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| C. Shares and negotiates expectations of supervision.                         | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| <b>6. <u>Implementation</u></b>   | <b>Poor</b> |   |   |   |   |   | <b>Outstanding</b> |  |
| A. Models specific interventions.   | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| B. Presents alternative interventions.  | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| C. Helps you identify movement in the client.                                 | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| D. Helps you identify lack of movement in the client.                         | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| E. Aids in your conceptualization of the client's behavior.                   | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |
| F. Focuses on content of counseling session.                                  | 1           | 2 | 3 | 4 | 5 | 6 | 7                  |  |

|    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
|    | G. Focuses on process of counseling session.                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | <b><u>Site Critique</u></b>  |   |   |   |   |   |   |   |
|    | A. Provides accessible office space for interns.                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    | B. Provides opportunities to fulfill the client.<br>contact requirement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    | C. Provides opportunities to work with a.<br>variety of clientele.       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    | D. Provides helpful group supervision.                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    | E. Office staff support and help interns.                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    | F. Provides adequate orientation of new interns.                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Suggestions for Supervisor:**

**Suggestions for Site:**

Appendix VI  
**INVITATION AND AUTHORITY FOR CLIENT PARTICIPATION IN  
LOYOLA UNIVERSITY'S COUNSELING PRACTICUM/INTERNSHIP**

**Department of Counseling**

AN INVITATION TO: **Prospective Clients**

**BACKGROUND INFORMATION**

Loyola University's Counseling Practicum/Internship courses require the graduate students enrolled to perform services of a regular or professional counselor. The program is recruiting individuals who are interested in and/or in need of personal, social, educational or vocational counseling. This document represents an invitation for the client to actively engage in a confidential counseling relationship with a counselor-in-training. All counselor-in-training graduate students are supervised by the instructor of the Counseling Practicum or Internship. Videotaping of the student-client's counseling session is necessary for both supervisory purposes and in-class learning discussions about the counseling experience.

**CONDITIONS OF AGREEMENT FOR THE PROVISION OF COUNSELING SERVICES TO  
CLIENTS**

1. Written consent of the client must be secured for every counselor-in-training/client relationship. This consent authorizes all parties to engage in the counseling relationship.
2. For the purposes described above, namely counselor-in-training supervision, videotaping is necessary. However, the client has the right to turn off the video imaging if they desire to do so. When these recorded conversations are used in the University setting, to be heard by the professor and the students enrolled in the course, the identity of the client shall not be disclosed to the class.
3. The counseling process is not viewed as a legal process and the client should not view the counseling relationship as making a confession or providing admissible evidence. However, confidentiality is limited where the client represents a danger to self, others, or in the case of child abuse.
4. The University and its Department of Counseling reserve the right to determine if counseling services will be provided to prospective clients based upon relationship variables, problem areas and available time and graduate students enrolled in the course.
5. The University and its Department of Counseling may terminate the counseling relationship at any time and for any reason. Efforts will be made to provide appropriate referrals for clients. The client may terminate the counseling relationship at any time and for any reason.

**AUTHORITY FOR CLIENT PARTICIPATION**

Having read the above program background and conditions of agreement, the undersigned hereby give their consent to enter into a counseling relationship through the Loyola University Counseling Practicum/Internship.

|                         |           |      |
|-------------------------|-----------|------|
| Client's Name           | Signature | Date |
| Graduate Student's Name | Signature | Date |
| Instructor's Name       | Signature | Date |
| Department Chairperson  | Signature | Date |

**INVITATION AND AUTHORITY FOR CLIENT PARTICIPATION IN  
LOYOLA UNIVERSITY'S COUNSELING PRACTICUM/INTERNSHIP  
Department of Counseling**

AN INVITATION TO: **Prospective Clients, Parents, and Guardians**

**BACKGROUND INFORMATION**

Loyola University's Counseling Practicum/Internship courses require the graduate students enrolled to perform services of a regular or professional counselor. The program is recruiting individuals who are interested in and/or in need of personal, social, educational or vocational counseling. This document represents an invitation for the client to actively engage in a confidential counseling relationship with a counselor-in-training. All counselor-in-training graduate students are supervised by the instructor of the Counseling Practicum or Internship. Videotaping of the student-client's counseling session is necessary for both supervisory purposes and in-class learning discussions about the counseling experience.

**CONDITIONS OF AGREEMENT FOR THE PROVISION OF COUNSELING SERVICES TO CLIENTS**

1. Written consent of the client must be secured for every counselor-in-training/client relationship. This consent authorizes all parties to engage in the counseling relationship.
2. For the purposes described above, namely counselor-in-training supervision, videotaping is necessary. However, the client has the right to turn off the video imaging if he/she desires to do so. When these recorded conversations are used in the University setting, to be heard by the professor and the students enrolled in the course, the identity of the client shall not be disclosed to the class.
3. The counseling process is not viewed as a legal process and the client should not view the counseling relationship as making a confession or providing admissible evidence. However, confidentiality is limited where the client represents a danger to self, others, or in the case of child abuse.
4. The University and its Department of Counseling reserve the right to determine if counseling services will be provided to prospective clients based upon relationship variables, problem areas and available time and graduate students enrolled in the course.
5. The University and its Department of Counseling may terminate the counseling relationship at any time and for any reason. Efforts will be made to provide appropriate referrals for clients. The client may terminate the counseling relationship at any time and for any reason.

**AUTHORITY FOR CLIENT PARTICIPATION**

Having read the above program background and conditions of agreement, the undersigned hereby give their consent to enter into a counseling relationship through the Loyola University Counseling Practicum/Internship.

|                                  |                                |                |
|----------------------------------|--------------------------------|----------------|
| _____<br>Name of Parent/Guardian | _____<br>Signature             | _____<br>Date  |
| _____<br>Relationship to Client  | _____<br>Address (Street/City) | _____<br>Phone |
| _____<br>Student-Client's Name   | _____<br>Signature             | _____<br>Date  |
| _____<br>Graduate Student's Name | _____<br>Signature             | _____<br>Date  |
| _____<br>Instructor's Name       | _____<br>Signature             | _____<br>Date  |
| _____<br>Department Chairperson  | _____<br>Signature             | _____<br>Date  |