



DEPARTMENT OF CLINICAL REHABILITATION &
COUNSELING

Master of Health Sciences in Clinical Rehabilitation & Counseling

Practicum & Internship Handbook

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER—NEW ORLEANS

Practicum & Internship Handbook

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Overview of Practicum and Internship

The Master of Health Sciences in Clinical Rehabilitation and Counseling (MHS-CRC) program is a 60 credit hour program designed to prepare individuals to become professional counselors for licensure and certification. In January 2015, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved the dual accreditation (Clinical Mental Health Counseling—CMHC/Clinical Rehabilitation Counseling—CRC) through the CACREP/Council on Rehabilitation Education (CORE) conversion process. The program is CACREP accredited through 2023. In accordance with Louisiana licensure requirements, CACREP standards, and department training goals, the MHS-CRC program prepares students to become professional counselors who may work with a diverse population in a variety of settings. Practicum and internship experiences represent the culmination of counselor education where students will apply theory, knowledge, and skills of training firsthand in fieldwork placement.

This handbook is designed to orient practicum and internship students, site supervisors, faculty supervisors, and the placement coordinator to program expectations and requirements for satisfactory completion of Practicum in Counseling (REHAB 6641), Internship I in Counseling (REHAB 6643), and Internship II in Counseling (REHAB 6645). It provides requirements, information, and forms needed to complete the necessary experiences, supervision, and paperwork. Students, site supervisors, and faculty will be expected to refer to this handbook often throughout their clinical experiences for guidance and reference.

The fieldwork placement sequence consists of a practicum and two internships carried out under the supervision of a faculty supervisor and a qualified site supervisor with appropriate licensure and credentials (i.e., LPC, LRC, NCC, CRC) in an approved setting for a minimum of 700 total hours with both individual and group experiences as outlined by CACREP standards. *Under no circumstances may the practicum and internships be taken concurrently. Students cannot fulfill fieldwork requirements at a current place of employment.* Examples of the types of agencies which can provide a suitable placement experience include the following:

Community Mental Health Centers	Diversion Programs
Hospital Based Rehabilitation Units	Proprietary Rehabilitation Agencies
Psychiatric Treatment Centers	Rehabilitation Centers
Residential Rehabilitation Programs	Detention Centers
State Offices of Rehabilitation	Substance Abuse Programs
Vocational Programs	Intensive Outpatient Programs
Schools & Universities	University Based Clinics
Private Practice	

Program Mission

The mission of the program for the Master of Health Sciences degree in Clinical Rehabilitation and Counseling is to provide professional education and clinical experience to master's level students who are committed to serving persons of all ages with various challenges related to physical, developmental, cognitive, and emotional disabilities or other life situations to achieve their academic, personal, career, social and independent-living goals in the most integrated settings possible. Professional preparation of master's level students will focus on equipping students with knowledge and skills to improve the quality of life for a diverse population. Master's level students will be prepared to assume the full range of professional responsibilities required in a variety of counseling settings and are motivated to contribute to scholarship and service locally and nationally. This mission is achieved through various academic, clinical, research, and scholarly activities.

Objectives of Practicum and Internship

PRACTICUM OBJECTIVES

The counseling practicum is designed:

1. To provide a practical training experience, which allows the student to gain experience in individual and group interaction with clients.
2. To help the student acquire proficiency and gain confidence by integrating skills and techniques with theoretical knowledge.
3. To provide the opportunity for the student to integrate the theory and practice of counseling and to develop their own personal style.
4. To provide the opportunity for the student to work as a member of an educational or treatment team by providing counseling and case management services.
5. To provide an environment and opportunity for the student to assess strengths, weaknesses, and the practice of giving and receiving feedback.
6. Develop and support necessary self-awareness (e.g., personal issues, attitudes, and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
7. Facilitate awareness of the role of culture in counseling, including knowledge, and skills for working with persons similar and different from one's own cultural identity.
8. To explore legal, ethical, and professional issues confronting the counselor trainees.
9. To provide an opportunity for students to develop and enhance case conceptualization skills.

INTERNSHIP I & II OBJECTIVES

The counseling internship course is designed to:

1. Develop and improve basic skills in counseling, consultation, and the behavior change process.
2. Assist in the integration of theory, practice, skills, and ethical standards of counseling with one's own personal style.
3. Provide the opportunity to participate as a member of a team by planning and providing counseling and case management services.
4. Develop and support necessary self-awareness (e.g., personal issues, attitudes, and behaviors based on such factors as race/ethnicity, gender, sexual orientation, etc.)
5. Engage in opportunities for growth by evaluating one's own behavior and the effect of that behavior on others in the helping relationship.
6. Stimulate the formation of and identification with a professional role.
7. Facilitate awareness of the role of culture in counseling, including knowledge, and skills for working with persons similar and different from one's own cultural identity.
8. Enhance case conceptualization skills, including diagnosing and treatment, and the application of one's theoretical orientation to understand clients' unique presenting circumstances and formulation of a treatment plan.
9. Provide an opportunity to fully participate in-group supervision with faculty instructor and peers.

Course Descriptions

REHAB 6641. PRACTICUM IN COUNSELING (3 cr.)

Students register for a 3-credit hour practicum graduate seminar. The practicum is the first experience during which students apply counseling theory and demonstrate their counseling skills in a professional supervised setting. The practicum course consists of fieldwork placement, accrual of required hours, individual site supervision, individual faculty supervision, group supervision, completed documentation and evaluations, professionalism, and interpersonal skills. Each week students are on-site, they are required to receive a minimum of 1 hour of individual, face-to-face supervision from their site supervisor. The site supervisor will work in consultation with the faculty supervisor on a regular schedule. Students will attend the 1.5 hours of weekly group supervision at the university with peers and their faculty supervisor, and students are required to participate in a minimum of 2 hours of individual supervision with their faculty supervisor to discuss student progress throughout the semester. Students should refer each semester to their course syllabus for assignment, attendance, and academic policies and procedures.

According to CACREP (2016), students complete the 100 hours of practicum (40 direct, 60 indirect) over a full academic term that is a minimum of 10 weeks. CACREP further specifies the duration of a student's supervised practicum experience is to extend across a full academic term to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed prior to internship. Therefore, CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 hours internship requirement.

Prerequisites for Enrollment in Practicum.

- Students must successfully complete 26 required hours of the 45 non-fieldwork coursework with a "C" or higher before beginning practicum. *Core coursework includes REHAB 5601 Foundations in Counseling, 5612 Development Across the Life Span, 5614 Professional Practicum (minimum of 2 semesters completed), 6611 Counseling Theories and Practices, 6612 Counseling Techniques and Process, 6630 Vocational Counseling/Career Development, and 6634 Ethics in Counseling.*
- Students must obtain placement in an appropriate site in which to complete the counseling practicum.
- Students must complete the Pre-Fieldwork Assignments outlined in Tevera in the semester before fieldwork enrollment.
- Students must obtain and maintain professional liability insurance and CPR certification.

REHAB 6643. INTERNSHIP I IN COUNSELING (6 cr.)

REHAB 6645. INTERNSHIP II IN COUNSELING. (6 cr.)

Students register for a 6-credit hour Internship I or Internship II graduate seminar. Internships may be completed at the same site or a different site from previous fieldwork placements. A minimum of 300 hours per Internship is required per semester. The Internship courses consist of fieldwork placement, accrual of required hours, individual site supervision, individual faculty supervision, group supervision, completed documentation and evaluations, professionalism, and interpersonal skills. Each week students are on-site, they are required to receive a minimum of 1 hour of individual, face-to-face supervision from their site supervisor. The site supervisor will work in consultation with the faculty supervisor on a regular schedule. In addition, students will attend the 1.5 hours of weekly group supervision at the university with peers and their assigned faculty supervisor(s), and students are required to participate in a minimum of 2 hours of individual

supervision with their faculty supervisor to discuss student progress throughout the semester. Students should refer each semester to their course syllabus for assignment, attendance, and academic policies and procedures.

Prerequisites for Enrollment in Internship I (REHAB 6643).

- Students must successfully pass REHAB 6641 Practicum in Counseling.
- Students must obtain placement in an appropriate setting in which to complete the counseling internship.
- Students must complete the Pre-Fieldwork Assignments outlined in Tevera in the semester before fieldwork enrollment.
- Students must obtain and maintain professional liability insurance and CPR certification.

Prerequisites for Enrollment in Internship II (REHAB 6645):

- Students must successfully pass REHAB 6643 Internship I in Counseling.
- Students must successfully pass the Department's comprehensive exam.
- Students must obtain placement in an appropriate setting in which to complete the counseling internship. *If student has not had previous group experience, Internship II must have group experience due to CACREP requirements to lead or co-lead a counseling or psychoeducational group.*
- Students must complete the Pre-Fieldwork Assignments outlined in Tevera in the semester before fieldwork enrollment.
- Students must obtain and maintain professional liability insurance and CPR certification.

Standards and Policies

Students are expected to conduct themselves as professionals during their field experiences both on-site and on campus. This role means that students follow the rules, regulations, and calendars of both the agency assigned to, as well as the university and the department. This includes arriving on time, not leaving early (unless specific arrangements are made), calling the agency if ill, observing the dress code, and other professional behaviors. Students' conduct must be in accordance with state and federal laws, university policies, agency policies, professional organization standards (ACA, CRCC), and the appropriate ethical standards (i.e., *ACA Code of Ethics*, *CRCC Code of Ethics*, *ASCA Code of Ethics*). Laws regarding mandated reporting and confidentiality are to be followed explicitly. If a legal or ethical issue arises, students should contact both their site supervisor and their faculty supervisors within 24-hours. Failure to conduct oneself in a professional manner, or as according to the fieldwork handbook and/or the course syllabus is grounds for a failing grade in the course, a remediation plan, and/or removal from the site.

PROFESSIONAL CONDUCT

Students are expected to demonstrate behavior inside and outside of the classroom that is consistent with professional standards of accountability, dedication, discipline, and respect. Counseling students accurately represent their training status to clients and correct any known misrepresentations of their qualifications by others. Students are not allowed to utilize any previously completed professional qualifications at their practicum or internship sites (i.e., ABA training, previous degrees and/or certifications). Unprofessional conduct by students of any kind, including plagiarism (e.g., copying entire sentences or paragraphs from another author's work without referencing it), or unprofessional conduct in classes, laboratories, or in a clinical setting, will subject the offending student to disciplinary action. This action may include a remediation plan or dishonorable dismissal.

For LSUHSC School of Allied Health Professionals full policies, students may reference the following sites:

- <http://alliedhealth.lsuhs.edu/AcademicAffairs/professionalconduct.pdf>
- <https://www.lsuhs.edu/administration/cm/cm-56.pdf>
- <http://alliedhealth.lsuhs.edu/Admin/studentconduct.aspx>
- <http://www.lsuhs.edu/administration/academic/policies.aspx>
- Bylaws and Regulations of the Board of Supervisors for Louisiana State University and Agricultural and Mechanical College <http://www.lsuhs.edu/administration/subscriptions/>

- LSU System Permanent Memoranda <http://www.lsuhsoc.edu/administration/pm/>
- LSUHSC-New Orleans Chancellor Memoranda <http://www.lsuhsoc.edu/administration/cm/>
- Office of Compliance Programs <http://www.lsuhsoc.edu/no/administration/ocp/>
- LSUHSC Calendar – PM 5: <http://www.lsuhsoc.edu/administration/pm/>
- SAHP Academic Calendar: <http://alliedhealth.lsuhsoc.edu/Admin/academicaffairs.aspx>

STUDENT DRESS CODE

A student should verify the appropriate dress code with his or her site supervisor before fieldwork begins. It is incumbent upon each student to maintain awareness of the need for a professional appearance and manner that is in keeping with the standards of a health professions school, as well as adherence to your agency or site standards. The following guidelines have been approved by the LSUHSC School of Allied Health Professions Student Government Association with the approval of the Dean. Students placed in fieldwork will not wear attire with inappropriate logos, tank tops, halter tops, short pants, clothing with holes, cut-offs or “short” shorts, flip-flop sandals, jeans, or tennis shoes. Men must wear sports/dress shirts and all shirts should have collars. Women must wear dresses (not “cocktail” dresses) or pants/ skirt (not mini) and blouses. Whenever a student has direct contact with clients or is at a place where there may be client interaction, his or her appearance should be that of a professional. For more information, visit: <http://alliedhealth.lsuhsoc.edu/Admin/docs/StudentHandbook.pdf?version1.081116>

CONFIDENTIALITY

This department abides by the most recent versions of the *Code of Ethics* of the American Counseling Association (ACA) as well as the *Code of Professional Ethics for Certified Rehabilitation Counselors* by the Commission of Rehabilitation Counselor Certification (CRCC); the Health Information Portability Privacy Act (HIPPA), the Louisiana Board of Examiners for Licensed Professional Counselors, and the Louisiana Board of Examiners for Licensed Rehabilitation Counselors. All information shared by a client is considered confidential. Students must adhere to these standards, laws, and additional requirements specified by the practicum and internship site.

SUPERVISION

Clinical supervision focuses on the services the student provides to clients and includes such areas as client welfare, the counseling relationship, assessment, diagnosis, clinical interventions, prognosis, appropriate referral techniques, consultation, and advocating for clients with other agencies in the community. The purpose of supervision includes:

1. Protect the welfare of clients receiving services.
2. Structure the activities of the supervisee to ensure they provide competent services.
3. Ensure that unlicensed provider functions within his or her level of competence and scope of practice.
4. Provide appropriate training for those seeking a master’s degree and future licensure or certification.
5. Expand the competence of counseling students and assist with the acquisition of new skills.
7. Facilitate the counseling student’s personal and professional development while promoting autonomy.

Students will actively participate in several forms of supervision including individual supervision with site and faculty supervisors, as well as group supervision through the Department. Depending on the site, students may participate in group supervision at their site. Supervisory activities including consultation, training, instruction, and evaluation. It is therefore the supervisee's responsibility to keep both the site supervisor and the faculty supervisor well informed of his or her activities. Openness with and trust in the supervisors will enhance both the experience of supervision and professional growth. The site supervisor and the faculty supervisor will be in regular communication regarding the student’s progress.

AUDIO/VIDEO RECORDING

Recording of sessions with clients for supervision purposes must be allowed by the site. While rehabilitation counseling, clinical mental health, and school settings may vary for many reasons such as clients, setting structure, availability or access to clients; students are required to gain client consent to audio or video record individual or group counseling sessions to submit to the group supervision class and to the faculty supervisor.

A student must provide audible audio, videotapes, or live supervision evaluations to the faculty supervisor for review. Students must use HIPPA-compliant storage solutions for recordings as recordings are confidential client records. Audio and/or video recordings should not be emailed or stored on personal devices (i.e., cell phones, non-secured jump drives). Students may utilize LSUHSC Health Files-File Sharing Solution (<https://www.lsuhs.edu/admin/it/email/lsuhealthfiles.aspx>); LSUHSC's OneDrive (<https://www.lsuhs.edu/admin/it/helpdesk/office365/onedrive.aspx?submenuheader=4>); or LSUHSC's Zoom platform (<https://www.lsuhs.edu/admin/it/helpdesk/zoom/>). After recordings are used and the student's counseling intervention is assessed and documented, the recordings are deleted immediately, and thoroughly enough to reasonably prevent retrieval (a computer's recycle bin must be emptied). Recordings are used for the purpose of supervision only, and may be used by the student, the site supervisor, and the faculty supervisor.

Audio or video recordings should never be emailed or placed on unsecure devices due to the confidential nature of the recordings. Recordings are never recorded on cell phones due to the concerns and risks of breaching client confidentiality or stored, managed, streamed, or accessed in an insecure cloud computing or consumer grade online sharing system (e.g.: iTunes, RealPlayer, YouTube). Recordings are never played among personnel who are not part of the supervisory process (e.g.: student counselor's roommate, significant other, classmates outside of clinical supervision, in public, streamed online).

In special cases, live supervision and mock video recordings may be approved, students must seek approval by the placement coordinator before placement at the site. When live supervision is approved, the placement coordinator will notify the faculty supervisor of the approval. Approved students must obtain live supervision by their site supervisor at their fieldwork site. The supervisor who completed the live supervision must then complete the Live Supervision Verification and Feedback Form based on the client session. After live supervision, the student will then confidentiality video record a mock session based on the actual client session. Students approved for mock videos ensure client confidentiality by creating the mock video with a qualified individual (site supervisor, agency clinician, counseling intern), mock videos cannot be recorded by the student with personnel who are not part of the supervisory process. The student must submit the Live Supervision Verification and Feedback Form with their case presentation in class.

CELL PHONES

Students should use official communication channels to communicate with their site, site supervisors, and faculty supervisors. It is up to the discretion of the site supervisor whether or not they would like to provide their personal phone numbers to their students. Students should not use texting as a means of communication with their site supervisor, unless this communication method has been approved by the site supervisor. Any approved communication must follow HIPPA compliant and confidentiality standards. During clinical hours, students should keep their cell phones muted and not engage in active personal cell phone activity.

Faculty and Staff Contact Information

PLACEMENT COORDINATOR: Kellie Giorgio Camelford, Ph.D., LPC-S, NCC, NCSC, PMH-C, PCIT Therapist, Registered Play Therapist
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Standards of the Field

Students enrolled in practicum and internship will abide by the policies and standards of the field prescribed by state and federal laws, fieldwork agency policies, university policies, department policies, course syllabi, accreditation standards, professional organization standards, and appropriate codes of ethics.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved the dual accreditation (Clinical Mental Health Counseling—CMHC/Clinical Rehabilitation Counseling—CLRC) through the CACREP/Council on Rehabilitation Education (CORE) conversion process. The 2016 CACREP standards are located at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>

SECTION 3—PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE (CACREP Standards, 2016, p. 14)

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM (CACREP Standards, 2016, p. 14)

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

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

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

INTERNSHIP (CACREP Standards, 2016, p. 15)

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS (CACREP Standards, 2016, p. 15)

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

PRACTICUM AND INTERNSHIP COURSE LOADS (CACREP Standards, 2016, p. 16)

- S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.
- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION STANDARDS (CACREP Standards, 2016, p. 23-24)

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

1. Foundations
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - e. psychological tests and assessments specific to clinical mental health counseling
2. Contextual Dimensions
 - a. roles and settings of clinical mental health counselors
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. Practice
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

CLINICAL REHABILITATION COUNSELING SPECIALIZATION STANDARDS (CACREP Standards, 2016, p. 25-27)

Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the clinical rehabilitation counseling context.

1. FOUNDATIONS
 - a. history and development of rehabilitation counseling
 - b. theories and models related to rehabilitation counseling

- c. social science theory that addresses psychosocial aspects of disability
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- q. assistive technology to reduce or eliminate barriers and functional limitations
- r. legislation and government policy relevant to rehabilitation counseling
- s. cultural factors relevant to rehabilitation counseling
- t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
- u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
- v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
- w. legal and ethical considerations specific to clinical rehabilitation counseling

3. PRACTICE

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening strategies to advocate for persons with disabilities
- c. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- d. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

ETHICAL STANDARDS

Ethics are the principles of conduct governing a profession. The practice of the profession of counseling raises many complex ethical questions. To address and resolve these questions, much effort has gone into developing the unified *Code of Professional Ethics for Rehabilitation Counselors* and the *American Counseling Association Code of Ethics*. Students in the MHS-CRC program are expected to be familiar with and abide by the appropriate code for their track and/or site location, as well as to incorporate an ethical decision making model into their practices. Copies of these codes can be found at:

- <https://www.counseling.org/resources/aca-code-ofethics.pdf>
- <http://www.crc certification.com/filebin/pdf/CRCCodeOfEthics.pdf>

Dependent upon student’s membership in professional organizations and/or specialized sites, additional ethical standards may be incorporated into practice. For example, if a student is placed at a school, the student is expected to utilize the American School Counselor Association (ASCA) Ethical Standards for School Counselors <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

TELEMENTAL HEALTH TRAINING STANDARDS

“Teletherapy is defined as a method of delivering mental health counseling, psychotherapy, and marriage and family therapy services as prescribed by R.S. 37:1101 and R.S. 37:1116 using interactive technology-assisted media to facilitate prevention, assessment, diagnosis, and treatment of mental, emotional, behavioral, relational, and addiction disorders to individuals, groups, organizations, or the general public that enables a licensee and a client(s) separated by distance to interact via synchronous video and audio transmission” (Louisiana LPC Board of Examiners, 2020).

If a student has selected a site that utilizes telemental health counseling, the site must verify that the telemental health platform is HIPAA compliant and that the site supervisor and the student have received training on telemental health and the specific telemental health platform utilized at the site.

Students who wish to provide telemental health counseling must provide the placement coordinator with documentation of either of the following based on the requirements from the Louisiana LPC Board of Examiners (2020):

- Graduate-level academic training. At least 1 graduate-level academic course in telemental health counseling. The course must have included at least 45 clock hours (equivalent to a 3-credit hour semester course), OR
- Professional training with a minimum of 9 synchronous clock hours in teletherapy.

COURSE SYLLABI

Every semester students are enrolled in fieldwork, they will receive a course syllabus for Practicum, Internship I, or Internship II from the assigned faculty supervisor. The course syllabus will outline the course description, course objectives, course structure and expectations, evaluation, required and recommended texts, CACREP standards, class activities and assignments, information related to LSUHSC policies, and a calendar including weekly group supervision meetings and deadlines for assignments. Students are instructed to follow the course syllabus and the faculty supervisor’s instructions for the semester, as well as the Practicum and Internship Handbook.

Roles and Responsibilities

During a student's fieldwork placement in practicum and internship, the student, the site supervisor, the faculty supervisor, and the placement coordinator have specific roles and responsibilities to complete. As required by CACREP, the practicum and internship experience involves several modalities of supervision. Site supervisors are seen as sharing in the teaching mission of the department and join the faculty in promoting the comprehensive development of the students as future professionals. Site supervisors and faculty supervisors will routinely consult regarding students' developmental performance throughout the semester. This section will define the roles, expectations, and responsibilities of these parties while a student is in the field providing counseling services.

Students

Students are responsible for complying with all policies, procedures, rules, regulations, and other information published by LSUHSC and their placement sites. In addition, students are expected to abide by all federal, state, and local laws. Students are expected to:

- Exhibit the highest standard of personal, academic, professional and ethical behavior.
- Treat faculty, staff, peers, clients, patients, and others with dignity and respect.
- Abide by the relevant ethical codes.
- Adhere to all of the provisions listed in this manual, department policies, and university policies.

It is the responsibility of students to follow established procedures for application, enrollment, and completion in practicum and internship coursework, as well as to be familiar with site policies for clinical placements and requirements. Students are primarily responsible for investigating, pursuing, and securing their practicum and internship sites because of the unique needs or interests of each student. When selecting a site, students should aim for a good fit for personal and professional needs, values, interests, program requirements, and licensure requirements. Finally, students should select a potential site early to avoid last minute, unsatisfactory placement, and/or to account for different site requirements, such as interviews or background checks.

Specific student responsibilities during fieldwork placement are:

- *Accrue required hours.* It is the responsibility of the student to develop a plan that takes into consideration the hours of operation and the holiday schedules of the fieldwork agency, as well as the semester calendar of LSUHSC.
- *Regular, scheduled attendance.* The student must request advanced permission from the faculty supervisor and site supervisor if it is anticipated that the student's schedule would deviate from the schedule agreed upon in the contract. Students should be aware of site policies and not be tardy for fieldwork and should communicate with their supervisors should an issue or emergency develop.
- *Provide counseling services and agency duties.* Services should include individual, group, and other clinical and administrative services provided by their site. Students must obtain a group experience at some stage of fieldwork.

- *Maintain appropriate records and documentation.* Students are aware and follows site’s policies and ethical code. Additionally, the student maintains appropriate documentation of hours and logs required for coursework.
 - *Informed consent.* Students utilize their Declaration of Practices and Procedures form and have clients sign this form, along with any other informed consent form from the agency as part of the client’s file.
 - *Audio/video permission.* Students must receive signed permission to audio/video tape counseling sessions and 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. The student will provide the faculty supervisor with a verification of release form which is signed by the student and site supervisor for recorded sessions of clients shown in individual or group supervision.
 - *Client files.* May include treatment plans, progress notes, assessments, etc.
 - *Course documentation.* May include weekly logs, evaluations, etc.
- *Attend supervision.* Meet with site supervisor face-to-face for a minimum of 1 hour at regularly schedule supervision meetings each week. A student must receive an hour of supervision for each week the student is on-site. Attend group supervision with the assigned faculty supervisor on campus for at least 1.5 hours per week. Meet with the faculty supervisor for a minimum of 2 hours throughout the semester to discuss fieldwork, professionalism, and progress.
- *Register* to utilize Tevera.

Sites

An agency is a placement within the community or surrounding area that willingly provides the opportunity for students who are entering Practicum, Internship I, and/or Internship II to complete supervised training experiences and for whom supervision is provided. The specific requirements of a site include:

- Designate a professionally qualified individual as the site supervisor for the student.
- Provide introductions, orientation, and training needed to orient the student to the site and/or population served. The orientation should include, but not limited to, program components, policies and procedures, introduction to staff and their role, identification of expectations for interns, confidentiality and due process procedures, and risk assessment.
- Provide opportunities for the counseling student to engage in individual counseling and including a minimum of one counseling or psychoeducational group(s) to lead or co-lead, and related activities.
- Provide suitable workspace for the student.
- Ensure that either the site supervisor, or another licensed mental health clinician, is on-site at all times when a student is on-site. Students may not be at their site unsupervised with clients.
- Ensure the student has the opportunity to accumulate the required number of direct and indirect hours and ensure the student has opportunities for individual and group work with clients.
- Ensure that the student may video or audio tape clients with consent for educational purposes.

Site Supervisors

The site supervisor shares in the teaching mission of the department and is expected to be an exemplary role model and mentor for the students in their development as future professionals. Site supervisors have the responsibility of assisting supervisees through the process of gaining self-awareness, and assisting them in their growth of gaining new knowledge, skills, and abilities as a counselor. Supervisor responsibilities include professional development and evaluation of the student, as well as protecting the welfare of the student and clients at the site. A site supervisor has full responsibility for the supervised work of the supervisee, including diagnosis, treatment plan, and prescribed course of treatment.

The specific requirements of site supervisors are:

- *Appropriate Degree.* Site supervisors must hold a minimum of a master’s degree from a regionally accredited university in counseling or a closely related field such as social work or psychology.

- *Experience.* Site supervisors must hold a minimum of two years post-master's pertinent professional experience in the speciality area in which the student is enrolled.
- *Certification and/or licensure.* For counseling identity purposes, site supervisors are required to be licensed (LRC, LPC, LMFT, LCSW, etc.), and/or have appropriate credentials, certifications (etc. CRC, NCC).
- *Provide resume.* Resume should include graduate degrees, majors, certifications, licenses held, professional work experience, supervisor experience, and professional association memberships.

Furthermore, the specific site supervisor responsibilities include:

- *Attend LSUHSC Practicum and Internship Orientation and Supervisor Trainings.*
- *Follow LSUHSC's Practicum and Internship Handbook.* Have knowledge of the LSUHSC CRC's program expectations, requirements, and evaluation procedures for students, as well as have relevant training in counseling supervision.
- *Register* and utilize Tevera for student documentation, hours verification, and evaluations.
- *Coordinate work experiences.* Coordinate all aspects of the student's agency experience, including an orientation of the student to the organization. Students must start at their site the first week of the academic semester calendar. Provide access to staff meetings and client staffing, when applicable.
- *Provide training.* Provide an orientation and appropriate, on-going training and practice activities for the students, with expansion of the activities and responsibilities as the student's independence within the organization develops. These activities should include a variety of professional activities in addition to direct service (e.g. record keeping, assessment instruments, supervision, provision of information and referral).
- *Provide face-to-face supervision.* Provide regularly, scheduled face-to-face individual supervision for a minimum of one hour per week in an environment that supports confidentiality and learning. Keep signed records of supervision that include dates and times of supervision sessions, content, and goals of supervision.
- *Evaluate student.* Provide on-going evaluations and feedback to the student and the faculty supervisor. It is essential that supervisors engage in ongoing assessment of a student's performance.
 - Review student's audio/video recordings to help skills development and to evaluate skills. If agency prevents recording, direct observation must be substituted with documentation of the observation submitted.
 - Complete formal written evaluations of the student at mid-term and at the end of the semester. Forms will be provided by the student. Supervisors are expected to review their evaluations with students before deadlines. At mid-term, supervisors and students will be expected to evaluate students' progress and make any necessary adjustments to the goals and objectives that were developed at the start of the field experience.
 - If student has deficits, provide recommendations for success to student directly. If student continues to have challenges, contact the faculty supervisor to discuss remediation opportunities.
- *Verify hours.* Verify, sign, and date students' weekly logs to verify direct and indirect hours gained at the site, as well as the mid-term and final log sheets.
- *Consult with Faculty Supervisor.* Consult regularly with the faculty supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings. If there are any problems with the student's performance, the site supervisor is expected to communicate this to the student and his or her faculty supervisor as soon as possible.

Site Supervisors are required to register themselves and their site through Tevera. Site Supervisors will be required to utilize the Tevera platform to complete counseling student evaluations and to access other important documentation and tools for the LSUHSC CRC Practicum and Internship Program.

SITE SUPERVISOR INFORMATION FORM



Site Supervisor First Name:

Site Supervisor Last Name:

Site Supervisor Credentials:

State Licensed In:

Role at Site:

Years Employed at Site:

Years of Experience:

Phone Number:

Email

As a site supervisor, I confirm that I meet the following criteria and agree to:

- Master's degree in counseling or related field with a minimum of 2 years post-masters work completed.
- License or certification in a clinical mental health or rehabilitation counseling field (*CRC, NCC, LPC, LRC*).
- Attend site supervisor orientation and training provided by LSUHSC.
- Ensure that the counseling student intern will have a sufficient caseload to meet the semester direct hour requirement, as well as individual and group counseling requirements. (*Practicum: 40 direct, Internship: 120 direct, minimum of 1 counseling or psychoeducational group*)
- Provide a minimum of one hour of individual, face-to-face supervision weekly.
- Allow audio/video recording of clients to be used in individual and group supervision. **If recording not allowed, I will provide live supervision to the student and complete the live supervision verification and feedback form if approved by the placement coordinators.*

Site Supervisor Signature Date

Faculty Supervisors

To ensure high quality of university supervision, all designated faculty supervisors will be members of the department with relevant experience, professional credentials, and counseling supervision training and experience.

The faculty supervisor responsibilities are:

- *Group Supervision.* To meet regularly with students in an on-campus group supervision seminar. These seminars should meet weekly or biweekly and are designed to be interactive in small groups. The ratio of students to faculty will not exceed 12 to 1.
- *Site Supervisor Consultation.* To consult regularly with the site supervisor regarding student progress throughout the semester through email, phone conference, and face-to-face meetings, and to provide consultation to the site supervisor as needed. To visit each student's site at least once a semester and document visit through the Site Visit Evaluation Form.
- *Individual Supervision.* To meet individually with students a minimum of 2 hours during the semester to discuss fieldwork experiences and progress. If needed, faculty supervisors will provide additional individual supervision to a student as needed.
- *Evaluate Student Progress.* To complete formal written evaluations of the student at mid-term and final. To provide ongoing evaluation of student progress, including grading the student's practicum or internship experience on a pass/fail basis. The faculty supervisor will take into account the student's performance based on the student's self-evaluation, the site supervisor's evaluation, the faculty supervisor's evaluation, and general professionalism at site and in group supervision in making this determination.
- *Create Remediation Plans.* To provide written procedures and/or remediation plans for responding to students who do not demonstrate satisfactory practicum or internship knowledge and/ or clinical skills.

Placement Coordinator

To ensure high quality of fieldwork, the placement coordinator will be a member of the department with relevant experience, professional credentials, and counseling supervision training and experience. The placement coordinator assist students, faculty supervisors, and site supervisors on the policies and procedures related to practicum and internship including the Practicum and Internship Handbook, Department policies, University policies, CACREP standards, and appropriate ethical codes. The placement coordinator's responsibilities are:

- *Offer informational sessions.* To provide information for students entering into practicum or internship in the semester before enrolled in fieldwork.
- *Assist students with placements.* To provide guidance in the selection of sites.
- *Accept and approve student applications.* To collect, review, and approve all application materials from students and contracts for practicum and internship.
- *Develop and maintain relationships with sites.* The ultimate responsibility for the placement coordinator is to ensure that the training site meets a student's training needs. To ensure affiliation agreements are active between the site and the university. To visit each newly contracted site and new site supervisor.
- *Train site supervisors.* To meet with site supervisors and facilitate supervisor training, as required by CACREP. To provide site supervisors with a site supervisor orientation before the beginning of each semester.
- *Maintain the Practicum and Internship Handbook.*

TEVERA

The department has partnered with Tevera which is a web-based solution for fieldwork placement, tracking hours, and document delivery. Field placement allows for personalized placement workflow and gather feedback on site and student performance in support of CACREP standards. Students may search for approved field sites that complement your professional interests and personal strengths, request new sites and site supervisors, and apply for and confirm your field placements online. Students will be able to track hours and submit for electronic signatures from students, site supervisors, faculty supervisors, faculty advisors, and the placement coordinator. Finally, Tevera allows students to complete and store all field experience documentation with Tevera's secure online storage with autonotifications. Evaluations and other assessments are automated and shared easily.

When you begin the MHS-CRC program, you will receive an email from Tevera asking you to register as a user. You will not need Tevera right away. Tevera will be used in REHAB 5601 Foundations, REHAB 5602 Techniques, REHAB 6641 Practicum, REHAB 6643 Internship I, and REHAB 6645 Internship II, faculty members may additionally use Tevera in other course components.

Students must familiarize themselves with Tevera and complete the student onboarding components to Tevera before they begin fieldwork. Students may access the Student Onboarding Hub: <https://knowledge.tevera.com/display/OS> to review articles and training videos on how to find and apply for fieldwork, track hours, and complete required assignments. Students are encouraged to contact Tevera's support feature if students have specific questions related to Tevera's platform. Additionally, students should add noreply@app.tevera.com to your contacts to ensure that receive the registration email. All students must complete registration in order to apply for field placement, log hours and activities towards graduation and licensure, and submit evaluations and other required assignments. Students may access Tevera at: <https://lsuhsc.tevera.app>.

Communication

The student will develop strong communication skills to work with the site supervisor, placement setting, and university. In addition, the university will regularly communicate with placement sites to consult and infer on how a student is doing in their placement, as well as the continued viability of a site. Students are encouraged to communicate in a professional and timely manner to their clients, supervisors, colleagues, faculty, and staff. Students are encouraged to schedule appropriate meetings should any issues arise that need to be addressed. Telephone communication provides the method for spontaneous or emergency communication between the student, clinical, and academic facilities. In addition, email communication and communication through Tevera provides another method for communication between student, clinical, and academic facilities, yet students should be reminded to not disclose confidential information when communicating through electronic formats.

STUDENT AND SITE SUPERVISOR

During the affiliation, it is expected that communication between the student and the site supervisor will be ongoing, mutual, and constructive.

Once a site placement has been confirmed for the student, the student is required to meet with their site supervisor to a declaration of practices and procedures for the site. It is expected that students will take the responsibility to develop a good working relationship with their site supervisor. Students are required to follow agency policies in communication with their supervisor and notify the site supervisor of any absences or emergencies that result in loss of any clinical time as soon as possible and to consider potential client impact of absence.

Site supervisors are encouraged to provide clear expectations and recommendations as to how the student can meet the required performance tasks. The site supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the site supervisor determines that there is an area for growth; an early warning system will give the student an opportunity to improve by the site supervisor directly discussing concerns with the student.

STUDENT AND FACULTY SUPERVISOR

During the semester, it is expected that communication between the student and the faculty supervisor will be ongoing, mutual, and constructive. The student will adhere to the course syllabus related to the methods of communication with their faculty supervisor. During site visits and in group class, students are expected to provide open and honest feedback about their clinical education experiences.

The faculty supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the faculty supervisor determines that there is an area for growth; an early warning system will give the student an opportunity to improve by the site supervisor directly discussing concerns with the student.

SITE SUPERVISOR AND FACULTY SUPERVISOR

Ongoing and timely communication is vital to develop a close and collaborative relationship between the site supervisor and the faculty supervisor to support the student. This communication fosters the interchange of ideas and stimulates growth as each supervisor has unique perspectives on the clinical education process, student, and academic program. Effective communication is achieved formally and informally, and may include on-site visits, phone calls, letters, emails, and meetings. If the site supervisor has specific concerns or complaints about the student, the site supervisor is encouraged to first address the concerns with the student, however if no progress is made or the student is resistant to the feedback, the site supervisor shall contact the faculty supervisor immediately and not wait until formal evaluations. The site supervisor should put their concerns in writing to the faculty supervisor with their recommendations to address each concern.

On-site visits are performed by the faculty supervisor to:

- Evaluate and establish the clinical facility as a clinical affiliation site.
- Discuss the progress and performance of the student.
- Discuss the problems, potential problems, or areas of opportunity for the student or to discuss facility concerns that the student may encounter. This may involve talking to the student to assess the situation and develop an appropriate plan.
- Evaluate the clinical site with an emphasis on any personnel or administrative changes that may have occurred since the previous visit.
- Gather feedback from the site supervisor on the strengths and weaknesses of the academic curriculum at LSUHSC- Department of Clinical Rehabilitation and Counseling and clinical faculty needs.

STUDENT AND PLACEMENT COORDINATOR

Students are expected to email the placement coordinator if they have any concerns or problems related to the clinical affiliation, site supervisor, or faculty supervisor. If a student does not want to discuss the issues while at the clinical site, the student should contact the placement coordinator upon completion of the term so that a time can be determined to discuss the issues.

Remediation Policies and Procedures

Program faculty maintain the right and responsibility to review at any time any circumstance or behaviors by a student that could affect the student's status in fieldwork experience. Faculty also maintain the right to, at any time, review competencies for individual professional practice that may impact whether a student should continue in the clinical experience. Faculty has the right and responsibility to review students whose demeanor or behaviors might threaten the welfare or well-being of a client. Any student who fails to adhere to the laws governing the counseling professional or the ethical standards of rehabilitation counseling and mental health counseling may be dismissed from the fieldwork site, may receive a failing grade for the practicum or internship course, or may be dismissed from the program without the offer of a remediation plan.

Gate-Keeping

The CRC faculty and site supervisors are guided by the code of ethics of the ACA, CRCC, and other professional counseling associations, as well as the university, school, and department policies of LSUHSC—New Orleans. Providing due process for students is important in the implementation of remediation procedures.

Reasons for Remediation

Common reasons for remediation plans include, but are not limited to, the following examples:

- violation of professional standards or ethical codes
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements
- interpersonal behaviors and interpersonal functioning that impairs one's professional functioning
- inability to exercise sound clinical judgment, poor interpersonal skills, or pervasive interpersonal problems
- academic misconduct or dishonesty
- criminal conviction/felony
- failure to comply with course syllabus
- failure to comply with site, university, and/or department policies and requirements
- cognitive, affective, and/or behavior impairments that obstruct the training process and/or threaten the welfare of others
- substance abuse
- substandard scores on formal evaluations by the site supervisor and/or the faculty supervisor

Remediation Procedures

Students asked to complete a remediation plan are students who the faculty believe have the capacity to be successful in the program. Remediation occurs when students do not demonstrate satisfactory knowledge, skills, and/or attitudes as determined by the student, the site supervisor, the faculty supervisor, and/or the placement coordinator. The purpose of remediation is to resolve the unsatisfactory concern(s) so that a student may successfully continue their fieldwork and professional development. If a student chooses to dismiss the remediation plan offer or if a student does not complete the remediation plan as agreed upon, the department may dismiss the student from the program.

INITIATION OF REMEDIATION PLAN

The remediation process will be implemented for practicum and internship students who experience difficulties at their sites, difficulties with site and/or faculty supervisors, and/or difficulties with professionalism. Students may be placed on a remediation plan by their faculty supervisor based on evidence of insufficient skills or unethical, unprofessional, and/or impaired behaviors by the student. In addition, students will be placed on a remediation plan if they receive unsatisfactory scores on their formal evaluations by either the site supervisor or faculty supervisor.

REMEDIATION MEETING(S) & PLAN

The faculty supervisor will email the student to initiate the remediation meeting. The student may request that their faculty advisor be present for the meeting. The purpose of the meeting is to address the deficient area(s) highlighted from the supervisor's evaluation(s) or in which the site or faculty supervisor have vocalized concerns. If remediation is based off of the site supervisor's assessment, the site supervisor will provide the faculty supervisor with a list of concerns and recommendations to address the concerns.

At the remediation meeting, the faculty supervisor will inform the student of the deficiency or problem(s). Together, the student and the faculty supervisor will develop an individualized remediation plan. Remediation plans are considered and designed on a case-by-case basis to meet the developmental needs of the student. Remediation plans may include academic, professional, and/or personal growth opportunities. The remediation plan will include expected outcomes, how they are measured, and time lines for demonstration of expected improvements. Example required activities for remediation plans, but not limited to, include increased supervision hours, student referral to Campus Assistance Program (CAP), attend continuing education opportunities, repeat or audit coursework, research evidenced-based strategies and interventions, and/or take time off from the program in order to facilitate growth. The remediation plan will be explained both verbally and in writing, and should be mutually agreed upon by the student and the faculty supervisor. The remediation plan will be signed by both the student and the faculty supervisor, and a copy will be distributed to the student, the site supervisor, the placement coordinator, and the student's faculty advisor.

REMEDIATION OUTCOMES

Remediation process outcomes include a) successful completion of remediation plan and student continues on track in program, b) failure to complete remediation plan and failure of fieldwork course, therefore student must continue remediation plan and repeat fieldwork course, c) student is placed on leave for a determined time period and/or until specific requirements are fulfilled, d) student is dismissed from the program, or e) student resigns from the program. If a student chooses not to comply with their remediation process, the student may be withdrawn from the program.

SITE DISSMISAL

Fieldwork sites retain the right to dismiss students from their site for any reason. In the event a student has been asked to leave their site by the site due to a lack of professionalism or performance abilities, the student may withdraw from the course or may receive a failing grade in the course. Both the student and the site supervisor must submit separate written explanations as to why the student was removed from the site to be placed in the student's file. The student will be placed on a remediation plan based on this type of site dismissal.

In the event a student is released from a site because of issues with the site that are beyond the student's control, the student may attempt to secure a new site. A new placement is not guaranteed and students must be aware that being released from their site may require the student to withdraw from the course or receive a failing grade in the course if a new site cannot be secured in a timely or ethical manner.

If a student chooses to leave a site, the student must submit in writing to the faculty supervisor and the placement coordinator the reason(s) for abandoning the site before the student is allowed to break the contract. The student may attempt to secure a new site. A new placement setting is not guaranteed and students must be aware that choosing to leave their original site may require the student to withdraw from the course or receive a failing grade in the course if a new site cannot be secured in a timely and ethical manner.

Remediation Plan Form

Student Name:

Date of Remediation Meeting:

Attendees of Remediation Meeting (Select All that Apply):

- Student
- Faculty Supervisor
- Site Supervisor
- Faculty Advisor
- Placement Coordinator
- Other

Reporter of Deficiency (Select All that Apply):

- Student
- Faculty Supervisor
- Site Supervisor
- Faculty Advisor
- Placement Coordinator
- Other

Original Date Deficiency Reported:

Area of Deficiency:

Description and evidence related to the area of deficiency:

Remediation Plan:

Action Item 1 (be specific):

How will this item be measured for completion?

What tool(s), if any, are required for student utilization?

What is the deadline for completion?

Optional: Action Item 2 (be specific):

How will this item be measured for completion?

What tool(s), if any, are required for student utilization?

What is the deadline for completion?

By signing, I hereby accept the terms of the remediation plan and understand that failure to complete the remediation plan as described may lead to further remediation, failure of the fieldwork course, leave of absence, or dismissal from the program.

Student Signature:

By signing, I hereby commit to supporting the student in their remediation plan and communicate effectively with the student regarding their progress within the site or fieldwork course.

Faculty Supervisor Signature:

Fieldwork Placement Information & Fieldwork Course Assignments

Students enrolling in Practicum in Counseling (REHAB 6641), Internship I in Counseling (REHAB 6643), and Internship II in Counseling (REHAB 6645) need to follow the application process and submit the appropriate documentation for successful placement and course enrollment for fieldwork through Tevera. Students must complete the pre-fieldwork assignments in Tevera for practicum and internship before beginning their fieldwork experience for each semester. All pre-fieldwork assignments and fieldwork documentation is supported through Tevera. Late or incomplete applications will evoke a remediation plan for students and may delay fieldwork.

Pre-Fieldwork Requirements

In order for a student to be successful at a site, the student must take great care in selecting and submitting the pre-fieldwork assignments in the semester before the slated enrollment of the fieldwork experience. Students will pre-fieldwork assignments through Tevera and it is the student's responsibility to meet the deadlines and complete the required assignments to be placed and approved for fieldwork. The below documents highlight the pre-fieldwork requirements.

AFFILIATION AGREEMENTS

An affiliation agreement, or contract, is a required document to indicate the clinical affiliation agreement between LSUHSC School of Allied Health Professions Department of Clinical Rehabilitation and Counseling and the clinical affiliation site. The contract must be reviewed and signed by the appropriate representatives of both the clinical site and LSUHSC School of Allied Health Professions prior to the initiation of an affiliation. A student may not be on-site without a proper, active affiliation agreement in place.

Sites in the Tevera Placement Database are active or previously approved sites. It is the student's responsibility to inquire about current affiliation agreements with the placement coordinator or to submit a request to the placement coordinator for a new affiliation agreement with their site to be completed. A request for a new affiliation agreement form should be completed before submission of the practicum and internship application through Tevera. Once this information is received the placement coordinator will work directly with the School of Allied Health Professions and the site to develop an affiliation agreement. A draft agreement will be created and sent by the Academic Coordinator of the Department of CRC to the administrative contact for review, if accepted, the administrative contact will sign and date the contract and send back to the Academic Coordinator of the Department of CRC. Then, the Academic Coordinator of the Department of CRC will send the affiliation agreement to the Contracts department for review and to be sent to the Chancellor for signature. After the affiliation agreement is completed by all parties, the student and site supervisor will be notified and the site will receive a copy of the signed agreement.

Depending on the size of the site and the chain of command, affiliation agreements may take months to complete; therefore, if students are wishing to be placed at a new site, they are highly encouraged to meet with the placement coordinators early in the semester and not wait until application deadlines.

Affiliation Agreement Request Form

Before a student is allowed to submit a request for a new affiliation agreement. The student must obtain information about the proposed site and upload documentation from the Secretary of State website to ensure the legal name of the site and that the site is in active/ good standing.

Student Name:

1. Determine the legal name of the organization by visiting the Secretary of State website for the state in which the organization is location. Look under business entity for the legal name of the site and to ensure the site is in active/ in good standing.

What is the legal name of the site per the Secretary of State website?

Does the site have any current exclusions?

- Yes
 No

Provide the link of the site's webpage for verification of name and status of site:

2. Check Office of Inspector General website (<https://exclusions.oig.hhs.gov>) to make sure the entity is not excluded.

Is the site in Active/ in good standing status?

- Yes
 No

Provide the link of the Inspector General's webpage for your documentation:

3. Provide the following information about the site.

What is the legal name of the site?

What is the legal address of the site?

What is the site phone number?

What is the site fax number?

What is the site email address?

What is the site website?

What is the name of the site supervisor?

What are the credentials of the site supervisor?

What is the phone number of the site supervisor?

What is the email address of the site supervisor?

What is the name of the authorized individual for contract signature of the site?

What is the phone number of the authorized individual for contract signature of the site?

What is the email address of the authorized individual for contract signature of the site?

Once the above information is submitted through this form and through the required uploads, the Department of Clinical Rehabilitation and Counseling will work with the site to execute an affiliation agreement.

PRACTICUM AND INTERNSHIP APPLICATION

Students will complete a Practicum and Internship Application form for each semester the student wishes to enroll in fieldwork through Tevera. *It is the student's responsibility to secure his or her own fieldwork placement.* Securing a site is defined as the student has met and interviewed with the site supervisor, the student has confirmed that both the site and the site supervisor meet the CACREP and department requirements for placement stated in this handbook, and the site supervisor has extended an offer for placement to the student. The placement coordinator and the department faculty reserve the right to contest or deny a student's placement.



Practicum and Internship Application

Student Name: Student1 KC Test

Email:

Phone:

Date:

Course:

Practicum

Internship I

Internship II

Semester:

Year:

Secured Site:

Site Supervisor Name:

List semester, year, and grade for completion or plan of completion of prerequisite courses:

REHAB5601 Foundations in Counseling

REHAB 6634 Ethics in Counseling

Semester:

Year:

Grade:

REHAB 5612 Development Across the Life Span

REHAB 6611 Counseling Theories and Practices

REHAB 6630 Vocational Counseling/Career Development

REHAB 6612 Counseling Techniques and Process

REHAB 5614 Professional Practicum (Fall, Spring, Summer)

REHAB 5650/5602 Crisis Counseling OR Medical Aspects of Counseling

REHAB 6641 Practicum in Counseling

Site Name:

REHAB 6643 Internship I in Counseling

Site Name:

Total Hours Completed and In Progress in the Program:

My submitted application and signature confirms that I have secured a placement for fieldwork for the upcoming semester, I further understand that should I fail to meet any of the prerequisites for fieldwork or the program does not approve of the site, I will need to resubmit a new application to gain acceptance, otherwise I will not be enrolled or I will be withdrawn from upcoming fieldwork course(s).

SITE PROFILE

The Site Profile Form provides information on your site including the site contact information, site description; supervision information; position information; required student qualifications; and signatures.



Site Profile

Please fully complete your site contact information, any additional site and position information, and sign this form. You will be notified when your site is approved or denied.

SITE CONTACT INFORMATION

Agency ("Site") Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

Website:

Authorized Site Representative

First Name:

Last Name:

Direct Phone Number:

Email:

SITE DESCRIPTION

Type of Site:

- | | | |
|--|--|---|
| <input type="checkbox"/> Community | <input type="checkbox"/> Private Practice | <input type="checkbox"/> K-12 School |
| <input type="checkbox"/> Outpatient | <input type="checkbox"/> Inpatient | <input type="checkbox"/> Home-based |
| <input type="checkbox"/> Emergency/Crisis | <input type="checkbox"/> Church | <input type="checkbox"/> University / College |
| <input type="checkbox"/> Residential Treatment | <input type="checkbox"/> Addiction, Chemical Dependency, Behavioral or Process Addictions, | <input type="checkbox"/> Faith-Based |
| <input type="checkbox"/> Corrections/Jail/Prison | <input type="checkbox"/> Legal (i.e. pre-trial, post conviction, etc.) | <input type="checkbox"/> Intensive Outpatient Program (IOP) |
| <input type="checkbox"/> Hospital | <input type="checkbox"/> Partial Hospitalization Program (PHP) | <input type="checkbox"/> Psychiatric Hospital/Inpatient |

Client Populations Served:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults | <input type="checkbox"/> Children |
| <input type="checkbox"/> Couples | <input type="checkbox"/> Deaf and Hard of Hearing | <input type="checkbox"/> Persons with Disabilities |
| <input type="checkbox"/> Families | <input type="checkbox"/> Homeless | <input type="checkbox"/> Inpatients |
| <input type="checkbox"/> LGBTQ+ | <input type="checkbox"/> Low Income | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Rural | <input type="checkbox"/> Students | <input type="checkbox"/> Urban |
| <input type="checkbox"/> College/Young Adult | <input type="checkbox"/> Military | <input type="checkbox"/> Male Only |
| <input type="checkbox"/> Female Only | <input type="checkbox"/> Disabled or has disability status | <input type="checkbox"/> Severe, Persistent Mental Illness (SPMI) |
| <input type="checkbox"/> Addiction and/or Chemical Dependency | <input type="checkbox"/> Eating Disorders | <input type="checkbox"/> Domestic Violence |

Treatment Modalities (e.g., CBT, Motivational Interviewing, EMDR, Brainspotting, Play Therapy, etc.):

Number of Clinicians:

- 1-10 10-20 20-30 30-50 50+

Are recordings allowed?

- Video Audio None

Please briefly summarize important identifying information that you would like students to know about this site:

Do you use EHR?

Yes

No

If yes, what is the name of the system you use?

SUPERVISION INFORMATION

Is there a credentialed, licensed on-site supervisor available to supervise?

Yes

No

Supervised Supervision for:

LPCC

LMFT

MSW

Certified Alcohol & Drug Counselor

Clinical Psychologist

LPC

LCPC

LPCS

Site Specialty Areas:

Addiction

Career

Clinical Mental Health

Clinical Rehabilitation

College Counseling & Student Affairs

Marriage/Couple/Family

School

What type of supervision is available?

Individual

Group

Languages spoken by supervisors:

Internship Job Description/Expectations:

Currently Hiring?

Yes

No

POSITION INFORMATION

When does site typically accept new students?

Length of Placement Contract (i.e. 6 months; 2 semesters):

Does Site extend placement beyond length of contract?

Yes

No

Does Site provide additional training opportunities?

Yes

No

Compensation Included?

Yes

No

If yes, describe:

Standard Application Deadline:

Recommended Application Timeframe:

Requirements for Placement (Pre-placement Interview and Acceptance):

Required Application Materials:

Application Form

CV

Cover Letter

Recommendation Letter(s)

Preferred Submission Method:

US Mail

E-Mail

Minimum hours per week:

Mandatory Workday(s):

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

STUDENT QUALIFICATIONS

We accept:

Students

Post-Graduate

Level of previous clinical experience desired:

Beginner

Moderate

Advanced

Specific skills or previous experience preferred:

Foreign language ability of incoming students:

Extremely Useful

Moderately Useful

Unnecessary

Specific Languages Desired/Required:

SIGNATURES

AUTHORIZED SITE REPRESENTATIVE

I hereby certify that all the information above is, to my knowledge, complete and accurate.

Authorized Site Representative Signature: Date

PROGRAM FACULTY MEMBER OR ADMINISTRATOR

APPROVE

APPROVE w/Contingencies

DENY

List contingencies: (Please note: these will be included in email communication with the site.)

Program Faculty Member or Administrator Signature: Date

DEPARTMENT OF CRC FIELDWORK CONTRACT

After a student has selected a site, the student and the site supervisor will enter into a fieldwork contract in which the student identifies the site, number of hours to be completed (minimum of 100 for Practicum, 40 direct, 60 indirect; minimum of 300 for Internship I, 120 direct, 180 indirect; minimum of 300 for Internship II, 120 direct, 180 indirect), semester term, and beginning and ending dates of the academic term. After the student inputs and signs the contract, it will automatically be routed to the site supervisor to review and sign. The site supervisor may not sign and submit back to the student if the terms are not accurate. If the information is accepted, the site supervisor will sign and the contract will be automatically routed to the placement coordinator for review and approval.



Department of Clinical Rehabilitation and Counseling Fieldwork Contract

I,

Student Name:

agree to provide a minimum of

Number of Hours:

during my services as a Master's level fieldwork student at the

Site Name:

for the

Semester:

between

Beginning Date:

and

End Date:

During this time, I agree to be familiar and follow the policies and procedures of the site. Additionally, I will follow the policies and procedures of the University, as well as the professional ethical codes, such as ACA and CRCC, and follow all legal mandates related to the profession. I will conduct myself in a professional manner at all times and carry out duties to the best of my abilities. I will observe therapy, do co-therapy, and do individual and group therapy on my own as directed by my site supervisor. I also agree to be available to help with any other therapy-related or educationally relevant experiences that would be helpful within the constraints of my direct and indirect hour requirements. I will meet the responsibilities of site supervision, including meeting one hour face-to-face per week with my site supervisor. I will obtain informed consent for all clients, as well as obtain consent for audio or video recordings of clients to be utilized for the purpose of supervision. I will maintain appropriate paperwork required at my site and of the Department.

I,

Site Supervisor Name:

acknowledge that I meet the educational and professional requirements to assume the role of site supervisor for student interns from the Department of Clinical Rehabilitation and Counseling at LSUHSC--New Orleans. As the site supervisor, I agree to provide one hour face-to face per week supervision with the counseling intern. I will ensure that the counseling student has access to clients, workspace, and training necessary to demonstrate and provide counseling services at my site. I will ensure that the counseling student has access to record clients for educational purposes or I will provide live supervision if recording is not allowed at my site. I will complete formative and summative evaluations of the counseling student and ensure strong communication. I will comply with Department requirements, such as attending orientation, supervision trainings, consultation with the faculty supervisor, and timeliness of forms to submit regarding the counseling student's progress. Furthermore, the Department will provide weekly hour and a half group supervision, a faculty supervisor who will meet with the counseling student and the site supervisor throughout the semester, and support the counseling student and the site supervisor in the fieldwork experience.

HANDBOOK ACKNOWLEDGEMENT

As part of the pre-fieldwork procedures, the student will read, acknowledge, and agree to the policies and procedures outlined in the Practicum and Internship Handbook. The Handbook Acknowledgement Form will be electronically signed by the student in Tevera as a task under the pre-fieldwork assignments.



LSUHSC Department of Clinical Rehabilitation & Counseling

Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)

P/I Manual Acknowledgement Statement and Informed Consent:

The Clinical Rehabilitation and Counseling Program at Louisiana State University Health Sciences—New Orleans is charged with the task of preparing individuals to become clinical rehabilitation counselors and clinical mental health counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty and supervisors continuously evaluate students based on their academic abilities, clinical skills, and professional competence. Additionally, student progress in the program may be interrupted for failure to comply with ethical standards, or when interpersonal or professional competence interferes with education and training requirements for self or others. In order to ensure proper training and client care, a P/I student must be able to demonstrate professional character, the ability to communicate well and convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgement in decision-making. As a counselor-in-training in the LSUHSC—New Orleans Clinical Rehabilitation and Counseling Program, I am required to acknowledge my participation by affirming the following statements:

1. I have read through and consent to comply with all policies and procedures as outlined in this Practicum & Internship Handbook.
2. I understand that it is my responsibility to seek advising from the placement coordinator and/or my faculty supervisor should an issue or question arise with regard to my ability or commitment to comply with the policies and procedures stated herein.
3. I agree to abide by the professional ethical codes and state/ federal laws and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from P/I, a failing grade, and documentation of such behavior will become part of my permanent record.
4. I agree to adhere to the administrative policies, rules, standards, and practices of the P/I site and the university.
5. I understand that I am responsible for keeping my P/I supervisor(s) informed regarding my P/I experiences.
6. I agree to participate in the ongoing evaluations, including self-evaluations, as described in the manual.

My signature below indicates that I have read and thoroughly understand the Practicum and Internship Handbook and I agree to abide by the stated standards.

Student Signature

CPR CERTIFICATION

Under LSUHSC's affiliation agreement with the clinical sites, students are required to hold CPR certification for Healthcare Providers. A current copy of CPR certification is required for students to be enrolled in fieldwork and will be kept on file through Tevera. It is the student's responsibility to submit proof CPR certification as an upload through Tevera and include the expiration date of the certification. Students must be covered for the entirety of the semester and if there is a pending expiration, students must submit new proof CPR certification before the expiration date through Tevera. Students who are unable to maintain current CPR certification will be removed from the placement site until proof of updated CPR certification is uploaded in Tevera.

OPTIONAL LIVE SUPERVISION APPROVAL

Occasionally, the placement coordinator will approve a student to be at a site that does not traditionally offer client recording due to the potential experience gained by the student to work at the site. If a site does not allow recording, students must submit the Live Supervision Approval Form through Tevera.

Live Supervision Approval Form

Occasionally, the placement coordinators will allow students to be placed at a site that does not allow audio/video recording so that the student can gain experience with specialty populations. In the case when audio/video recording is not allowed, the site supervisor must agree to participate in live supervision with the counseling student throughout the semester.

Live supervision allows counseling students to receive guidance and oversight in a clinical setting with clients. While the counseling student conducts a session with a client, the site supervisor will either be in the room with the counseling student-client and/or the site supervisor will observe from another room (with client's consent). The site supervisor will observe and, if needed, intervene by calling in with suggestions for keeping the session on track and achieving session goals, as well as advancing therapist development. Upon completion of the live session, the site supervisor will complete the Live Supervision Verification and Feedback Form to discuss with the counseling student. The student will submit the Live Supervision Verification and Feedback Form to the faculty supervisor, and is encouraged to maintain a copy of the form.

Student Name: Student1 KC Test

Secured Site:

Semester:

Reason for Inability to Audio/Video Record:

I acknowledge that I am required to obtain live supervision from my site supervisor, to receive feedback from site supervisor based on the Live Supervision Verification and Feedback Form, to submit the Live Supervision Verification and Feedback Form to my faculty supervisor, and to create a confidential mock video recording based on the client session for my case presentation assignment in the course.

Student Signature:

Sign here

I will provide live supervision to the student and complete the Live Supervision Verification and Feedback Form since the student is not allowed to audio/video record at our site.

Site Supervisor Signature:

I have approved the above student to utilize live supervision and mock videos for the semester and site stated above.

Practicum and Internship Coordinators Signature:

**Based on submission and approval of this form, the practicum and internship coordinators will notify the faculty supervisor of the student's ability to utilize a mock video in the approved semester course*

POSSIBLE REQUIREMENTS AND/OR DOCUMENTATION FOR FIELDWORK

Students are responsible for following up with their site to ensure that they have completed all necessary requirements to be cleared to be on-site and work with clients. Students should be aware that some sites require specific items prior to placement. Students may be required to submit certain documents, interviews, review/study particular terminology or guidelines before allowed to work on-site, and/or attend orientations or trainings.

The student at the interview should inquire with the site supervisor if there are any further requirements to practice at the site. The items mentioned below are at the expense of the student and/or site. Example of additional documentation includes, but is not limited to:

- Criminal Background Check
- Record of applicable immunizations
- Fingerprinting
- Negative Drug Screen

If your site requires any pre-screening documentation, students should complete site requirements before the beginning of the enrolled fieldwork semester so that the student is cleared and able to be on-site for the beginning of the semester. Students must start at their site the first week of the academic semester calendar.

BANKING HOURS & SEMESTER BREAK POLICY

If the minimum 100 hours of practicum or minimum 300 hours of Internship I or II are completed before the end of the semester, students still need to adhere to their semester contracts with their sites and participate in all levels of direct and indirect hours for the remainder of the semester, including supervision. Students are not allowed to bank hours from previous fieldwork experiences. Students may not abandon their clients or their sites due to meeting the minimum hours requirement.

Students may not be on-site for official university holidays and/or university emergency closure dates. Students may not be on-site in-between semesters when not actively enrolled as a student at LSUHSC-NO and/ or when not actively participating in group supervision at the university.

COVID-19 PANDEMIC EXCEPTIONS

CACREP is not waiving the minimum requirement of direct and indirect service hours for Practicum and Internship.

Effective April 2020 through June 2021, CACREP has made some alterations to CACREP standards related to assist with current status of affairs related to the COVID-19 Pandemic that include the following:

- Original Standards: 3.G Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills AND 3.K Internship students complete at least 240 clock hours of direct service. Accommodations now include:
 - CACREP does not have any prohibitions against telemental health or distance supervision.
 - Programs using either one of these as alternative methods to meet curricular needs must ensure that students and site supervisors are trained to use this modality and that this modality is accepted by the respective state licensing board.
 - The use of role plays are not an appropriate substitute for direct hours.
- Original Duration of Practicum. The duration of a student's supervised practicum experience is to extend across a full academic term to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed prior to internship. Therefore, CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 clock hour internship requirements.
 - Policy 1.h has been temporarily waived to allow students to count any practicum hours in excess of the 100 hour requirement toward their internship hour totals. Direct service practicum hours can be applied to direct service internship hours, and the same with indirect hours.
 - See accommodations provided in 3.J. In addition any documented extra direct hours beyond the requisite 40 hours, completed during Practicum may be counted towards Internship.

Dual Sites

Pending approval from the placement coordinator, students may split an internship between two sites. Students must submit an application for each site along with necessary requirements. Students are to ensure that each site supervisor is notified of the split and that the split is agreeable by all parties. Students will be required to document hours at each site on Tevera timesheets. Students are not approved to have dual sites for practicum.

Placement Procedures

The following steps will assist students to ensure the proper fieldwork procedures are followed to maximize students' chances for successful enrollment in fieldwork courses.

1. Review the program's prerequisites and expectations for practicum and internship located in the department student handbook, the practicum and internship handbook, and Tevera.
2. Review tutorials in Tevera through the student onboarding hub: <https://knowledge.tevera.com/display/OS>
3. Explore, investigate, and pursue sites with availability early. Students may use the Placement Site Database through Tevera of previously approved sites or students may pursue new sites based on their professional interests.
 - If the site has not been previously approved, please submit a request for an affiliation agreement through Tevera as soon as possible, keeping in mind that affiliation agreements minimally take 10 weeks to execute.
4. Contact site supervisors to set-up interviews based on students' interests and specialty areas and secure placement.
5. Meet with your faculty advisor to discuss your placement options and seek guidance for specializations. Your faculty advisor will approve through Tevera your course hours and grades for promotion to fieldwork.
6. Complete and submit the Pre-Fieldwork Assignments through Tevera by the designated timelines (<https://lsuhsc.tevera.app>). Assignments include:
 - Practicum and Internship Application
 - Site Profile
 - Department of CRC Fieldwork Contract
 - Practicum and Internship Handbook Acknowledgement Form
 - Proof of CPR Certification
 - Live Supervision Approval Form (*if applicable*)
7. Receive notification through Tevera of application approval and confirmation of placement site. The placement coordinator, in consultation with the faculty, will review sites and students for fit. If the placement is not acceptable, the placement coordinator will contact the student and the student will repeat the application process with an alternate site.
8. Receive Enrollment Code from Academic Coordinator to enroll in fieldwork course upon successful completion of pre-requisites for the course.

****Students cannot be on-site or acquire hours towards fieldwork unless the appropriate paperwork is completed and signed through Tevera by all parties (i.e., student, site supervisor, faculty supervisor, faculty advisor, placement coordinator).***

Clinical Fieldwork Assignments

DECLARATION OF PRACTICES AND PROCEDURES

In the state of Louisiana, all PLPCs and LPCs are required to submit a Declaration of Practices and Procedures to the examination board. As a best practice, counseling students in the program will create a revised Declaration of Practices and Procedures to provide clients with information on their student status, training, and other relevant information required by clients to sign for informed consent. Students are required to maintain an updated Declaration of Practices and Procedures that should be modeled off their site supervisor's informed consent document. Students will upload a copy of their Declaration of Practices and Procedures through Tevera to have on record. Students should provide a copy of their Declaration of Practices and Procedures to each client to obtain signature and the signed form should be kept in the client's record at the site.

Students may review the sample Declaration of Practices and Procedures in this handbook and use it as a template to complete their individualized informed consent document based on their site supervisor's information, the faculty supervisor's information, and site policies.

Declaration of Practices and Procedures Sample

Student First Name Last Name, Counseling Student Intern
Name of Fieldwork Setting
123 Practice Setting Address
Address 2
Work Phone Number of Practice Setting

Qualifications: I will earn a Masters of Health Sciences degree in Clinical Rehabilitation and Counseling from Louisiana State University Health Sciences Center—New Orleans in MONTH & YEAR. I am a PRACTICUM/INTERNSHIP counseling student under the site supervision of SITE SUPERVISOR’S NAME, CREDENTIALS, as well as I am under faculty supervision of FACULTY SUPERVISOR’S NAME, CREDENTIALS. SITE SUPERVISOR NAME may be contacted at PHONE NUMBER/EMAIL ADDRESS, and FACULTY SUPERVISOR NAME may be contacted at PHONE NUMBER/EMAIL ADDRESS.

Counseling Relationship: I see counseling as a process in which you the client, and I, the counseling student intern having come to understand and trust one another, work as a team to explore and define present problem situations, develop future goals for an improved life and work in a systematic fashion toward realizing those goals.

Areas of Focus: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE.

Fees and Office Procedures: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE.

Services Offered and Clients Served: ADD YOUR THEORETICAL ORIENTATION WITH DESCRIPTION HERE. ADD THE COUNSELING FORMATS (INDIVIDUAL, COUPLES, GROUP, ETC.) YOU WILL COMPLETE AS WELL AS ANY CLIENT DEMOGRAPHIC INFORMATION (AGES, BACKGROUNDS, ETC.)

Code of Conduct: As a counseling student intern at LSUHSC—New Orleans, I am required to adhere to university and department policies of conduct, as well as adhere to the code of conduct at my site and the Code of Conduct outlined by the LPC Board of Examiners. Should you wish to file a disciplinary complaint regarding my practice as a counseling student intern, you may contact my SITE SUPERVISOR or my FACULTY SUPERVISOR.

In addition, I follow the appropriate code(s) of ethics for my specific professional organizations which I belong to including: LIST PROFESSIONAL MEMBERSHIPS (ACA, ASCA, CRCC, ETC.)

Confidentiality: Material revealed in counseling will remain strictly confidential except for material shared with my site supervisor, faculty supervisor, fieldwork group class, and under the following circumstances, in accordance with State law:

1. The client signs a written release of information indicating informed consent of such release.
2. The client expresses intent to harm him/herself or someone else.
3. There is reasonable suspicion of abuse/neglect against a minor child, elderly person (60 or older), or dependent adult
4. A court order is received directing the disclosure of information.

In the event of marriage or family counseling, material obtained from an adult client individually may be shared with the client’s spouse or other family members with the client’s written permission. Any material obtained from a minor client may be shared with the client’s parent or guardian.

Privileged Communication: It is my policy to assert privileged communication on behalf of the client and the right to consult with the client if at all possible, except during an emergency, before mandated disclosure. I will endeavor to apprise clients of all mandated disclosures as conceivable.

Emergency Situations: SITE SPECIFIC INFORMATION AS STATED BY SITE SUPERVISOR HERE. You may also seek help through hospital emergency facilities or by calling 911.

PROFESSIONAL LIABILITY INSURANCE

Under LSUHSC's affiliation agreement with the clinical sites, as well as CACREP standards, students are required to carry their own personal professional liability insurance. Students must obtain coverage prior to the beginning of practicum. The minimum policy amount coverage will pay for defense against covered claims and provide professional liability limits up to \$1,000,000 per claim, up to \$3,000,000 annual aggregate. If students are members of the American Counseling Association (ACA), their student membership may include liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum. Coverage is solely while performing counseling services related to graduate curriculum. This information can be obtained online at www.counseling.org. Students may also utilize other insurance providers such as HPSO for coverage.

A current copy of proof of liability insurance is required for students to be enrolled in fieldwork and will be kept on file through Tevera. It is the student's responsibility to submit proof of liability insurance as an upload through Tevera and include the expiration date of the policy. Students must be covered for the entirety of the semester and, if there is a pending expiration, students must submit new proof of liability insurance before the expiration date through Tevera. Students who are unable to maintain current liability insurance will be removed from the placement site until proof of updated liability insurance coverage is uploaded in Tevera.

TIMESHEETS

Students will be required to track their time at their sites, and all fieldwork activities are categorized into direct services benefitting clients, services indirectly benefitting the client, and supervision. Students are required to submit weekly logs through Tevera for their site supervisor and faculty supervisor to approve. Timesheets are a mandatory requirement for graduation and to meet CACREP standards in fieldwork.

Direct Hours

CACREP defined direct service as "the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision." **In addition to individual counseling skills, CACREP requires that during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.*

Indirect Hours

Indirect client hours include any other hours spent at your site including: staffing, consultation, processing, maintaining case notes, research, preparation for clients, and observations. You may collect indirect hours doing research outside of your site; however, these hours must be in excess of your weekly on-site requirements. You may not collect indirect hours at home in lieu of going to your site.

Supervision

Supervision is a necessary requirement in fieldwork that is considered part of indirect hours. Students are required to receive one hour of individual supervision with their site supervisor each week, two hours of individual supervision with their faculty supervisor each semester, and an hour and a half of university group supervision each week. Group supervision at a site is optional as some sites may or may not offer this type of supervision.

EXAMPLE TEVERA TIMESHEET

	Sun Apr 19	Mon Apr 20	Tue Apr 21	Wed Apr 22	Thu Apr 23	Fri Apr 24	Sat Apr 25
Total Hours							
100 Total Hours Required							
Direct Hours							
40 Direct Hours Required							
Intake/Interview		⊕	⊕	⊕	⊕	⊕	⊕
Individual Counseling		⊕	⊕	⊕	⊕	⊕	⊕
Group Counseling		⊕	⊕	⊕	⊕	⊕	⊕
Family/Couples Counseling		⊕	⊕	⊕	⊕	⊕	⊕
Play Therapy		⊕	⊕	⊕	⊕	⊕	⊕
Testing/Assessment		⊕	⊕	⊕	⊕	⊕	⊕
Psycho-Educational		⊕	⊕	⊕	⊕	⊕	⊕
Other	⊕	⊕	⊕	⊕	⊕	⊕	⊕
Indirect Hours							
60 Total Hours Required							
Research		⊕	⊕	⊕	⊕	⊕	⊕
Correspondence/Reports		⊕	⊕	⊕	⊕	⊕	⊕
Staffing/Meeting		⊕	⊕	⊕	⊕	⊕	⊕
Training/Observation		⊕	⊕	⊕	⊕	⊕	⊕
In-Service (Site)		⊕	⊕	⊕	⊕	⊕	⊕
Conference/Workshop		⊕	⊕	⊕	⊕	⊕	⊕
Professional Consultation w/ 3rd Party		⊕	⊕	⊕	⊕	⊕	⊕
Case Management		⊕	⊕	⊕	⊕	⊕	⊕
Case Preparation		⊕	⊕	⊕	⊕	⊕	⊕
Supervision							
Individual Site Supervision							
1 Hour Per Week Minimum Required		⊕	⊕	⊕	⊕	⊕	⊕
Individual Faculty Supervision		⊕	⊕	⊕	⊕	⊕	⊕
Group Site Supervision		⊕	⊕	⊕	⊕	⊕	⊕
Group University Supervision		⊕	⊕	⊕	⊕	⊕	⊕
Other	⊕	⊕	⊕	⊕	⊕	⊕	⊕

CREDENTIAL CONSIDERATIONS

Licensed Rehabilitation Counselor (LRC): The Louisiana LRC Board of Examiners does not define a direct hour, yet requires the completion of the following core areas for licensure: Counseling and Interviewing, Foundations and Philosophy of Rehabilitation, Client Assessment, Occupational Information and Job Analysis, Job Development and Placement, Disability Insurance Compensation Systems, Forensic Rehabilitation Applications, Cost Containment and Resources Acquisition, Planning Service Delivery, Participants and Service Applications within Disability Insurance Systems, Service Delivery, Concepts of Tests and Measurement, Rehabilitation Service Programs, Interviewing and Communication Principles, Differential Diagnosis and exposure to Various Disabilities and Medical Aspects, Development of Life Care Plans, and weekly face-to-face supervision. If students are considering other states, they are encouraged to seek out the requirements for that state.

Licensed Professional Counselor (LPC): The Louisiana LPC Board of Examiners approves hours of students graduating from a CACREP-accredited program. For licensure, the Louisiana LPC Board of Examiners defines a direct hour as an individual directly providing a mental health service with a client face-to-face. If students are considering other states, they are encouraged to seek out the requirements for that state.

Considerations for School Counseling: Students may be eligible to work upon graduation in a private school; however students are ineligible to obtain certification for the Counselor K-12 (Counselor in a School Setting) in Louisiana since LSUHSC does not have a specialized CACREP track in school counseling. Students may be eligible for the Mental Health Professional Counselor certification status in schools, however should seek guidance from the LA Department of Education for further information. If students are considering other states, they are encouraged to seek out the requirements for that state.

CASE PRESENTATIONS

Case Presentations will be utilized in individual and group supervision. Students should refer to the course syllabus for specific instructions per their faculty supervisor. The client consent form should be completed and on file with the site. For case presentations, students are required to provide the faculty supervisor with the signed recording verification form and upload their recording through the LSUHSC Health FileS (File Sharing Solution). Please be sure to disguise information so that the client's identity will be properly protected. APA formatting should be utilized for headers, references, etc. A suggested format for a case presentation includes:

- Overview of the Session
- Background Information on the Client
- Diagnostic Assessment & Impression
- Theoretical Framework
- Treatment Plan: Future Goals and Interventions
- Observations About Self
- Verbatim
- Consultation Questions
- References

If students were approved for live supervision at their site, then students are required to submit a live supervision evaluation form from their site supervisor on the client session with their case presentation.

For case presentations, students will need to consider the following assignments through Tevera:

- **Client Recording Counseling Session Consent:** this document is available through Tevera and should be signed and kept on file at the student's agency to ensure protection of client's confidentiality.
- **Recording Verification Form:** this document is available through Tevera and should be used to ensure that the student has the Client Recording Counseling Session Consent Form on file with the agency.
- **Peer Feedback Form:** this form is available through Tevera and may be used by students as a facilitation guide to providing peer feedback during case presentations. Students should inquire with their faculty supervisor and syllabus regarding usage of form.
- **Counseling Case Conceptualization Rubric:** this will be completed by the faculty supervisor based on case presentations in fieldwork through Tevera.
- **Live Supervision Verification Form:** if a student was approved for live supervision, this is the form that is required to provide the site supervisor's feedback on the live session.

Client Recording Counseling Session Consent

Louisiana State University Health Sciences—New Orleans Department of Clinical Rehabilitation and Counseling requires graduate students enrolled in Practicum and Internship courses to perform services of a professional counselor under supervision by the student's placement site and the university. All counselor-in-training graduate students meet weekly with a site supervisor provided by the agency, with the faculty supervisor at the university, and with other counselor-in-training graduate students in a confidential seminar setting. Audio/Video-taping the student-client's counseling session is necessary for both supervisory purposes and in-class learning discussions about the counseling experience.

I,

, hereby give consent to my assigned counselor, , who is a graduate student at Louisiana State University Health Sciences Center—New Orleans, in the Department of Clinical Rehabilitation and Counseling to audio record and/or video record the counseling sessions.

- I understand that this counselor-in-training is receiving supervision from the below listed site supervisor and faculty supervisor.
- I understand that the recordings will only be used for educational and training purposes, and that part of recordings may be heard by the site supervisor, faculty supervisor, or other counselors-in-training as part of the counselor training process and field coursework requirements.
- After recordings are used and the student's counseling intervention is assessed and documented, the recordings are deleted immediately, and thoroughly enough to reasonably prevent retrieval (a computer's recycle bin must be emptied).
- I understand that the refusal to sign this form will not affect my eligibility for receiving services at this site.

AUTHORITY FOR CLIENT PARTICIPATION AND RECORDING

Having read the above background information, the undersigned hereby give their consent to enter into a counseling relationship through LSUHSC—New Orleans Clinical Rehabilitation and Counseling Practicum and Internship program and allow the counselor-in-training to record counseling sessions for educational and training purposes.

Faculty Supervisor Signature

Client Signature

Counselor-in-Training Signature

Site Supervisor Signature

If the client is under the age of 18, a parent/guardian signature is required:

Parent/Guardian Signature

Recording Verification Form

Because client confidentiality is of the utmost ethical and legal importance to use, we do not maintain client identification in our students' records—including consent forms with a client's signature. Client authorization for recording and class related supervision, such as case consultation or case presentations, for student professional development purposes is maintained only in the agency file.

This form is to verify that the counseling student has obtained recording consent from the client to present a recording to the site supervisor, the faculty supervisor, or the practicum/internship class for supervision and consultation. By signing this form, the student and the site supervisor are verifying that there is an authorization on file at the agency for the recording to be utilized for the purpose of student development.

Student Name:

Site Name:

Client Code/Pseudonym:

Date of Client Session:

The above client has consented to recording the above dated session for training purposes and understands that the recording will be deleted after developmental use and feedback is received.

Student Signature:

Site Supervisor Signature:

CRC Practicum and Internship Handbook

LIVE SUPERVISION VERIFICATION FORM

Counseling Skills					
Level of Effectiveness	5	4	3	2	1
Level of eye contact seemed comfortable/ appropriate	<input type="radio"/>				
Body position conveyed interest and attention	<input type="radio"/>				
Distance between counselor and client seemed comfortable	<input type="radio"/>				
Counselor's body language was relaxed, comfortable, or matched client appropriately	<input type="radio"/>				
Allowed for periods of effective silence	<input type="radio"/>				
Voice tone was calm, concerned	<input type="radio"/>				
Client talked more than counselor	<input type="radio"/>				
Counselor used more open-ended questions	<input type="radio"/>				
Minimal, appropriate usage of closed-ended questions	<input type="radio"/>				
Reflected ability to be genuine/ authentic	<input type="radio"/>				
Able to communicate unconditional positive regard (caring, respect, acceptance)	<input type="radio"/>				
Able to use invitational skills effectively (minimal encouragers, attentive listening)	<input type="radio"/>				
Able to use reflection skills effectively (content, feeling, paraphrasing, summarizing)	<input type="radio"/>				
Able to verbally follow client and request clarification if needed	<input type="radio"/>				
Culturally appropriate counseling skills utilized	<input type="radio"/>				
Pace of session	<input type="radio"/>				

Observing or discussing themes/ patterns	<input type="radio"/>				
Theory Based Skills					
Use of techniques based on theoretical orientation	<input type="radio"/>				
Managing a session from a theoretical lens	<input type="radio"/>				
Professionalism					
Open to feedback from supervisor	<input type="radio"/>				
Timely, appropriate, managed boundaries	<input type="radio"/>				

Skills to be Cautious of as New Clinicians Level of Ineffectiveness Scale:

5: Strongly Ineffective 4: Ineffective 3: Neutral 2: Effective 1: Highly Effective

Skills to Be Cautious of as New Clinician					
Level of Ineffectiveness	5	4	3	2	1
Providing sympathy instead of empathy	<input type="radio"/>				
Self-disclosure	<input type="radio"/>				
Providing advice to clients instead of promoting insight	<input type="radio"/>				
Interrogating the client; too many "why" questions	<input type="radio"/>				
Lengthy descriptive statements	<input type="radio"/>				
Third-person counseling	<input type="radio"/>				
Having your own agenda and not allowing space for the client	<input type="radio"/>				
Poor balance of reflections, questions, restatements	<input type="radio"/>				

Supervisor Signature:

Student Signature:

Counseling Case Conceptualization Rubric

Date:

Student:

Evaluator:

Rating Scale:

4: Outstanding—strong mastery of skills and thorough understanding of concepts

3: Mastered Basic Skills at Developmental Level—understanding of concepts evident

2: Developing—minor conceptual and skill errors, in process of developing

1: Deficits—significant remediation needed; deficits in knowledge/skill

N/A: Not Applicable—unable to measure with given data

	Outstanding	Developmental Level	Developing	Deficits	N/A
Introduction	Detailed, yet succinct intro. Descriptions clearly set context for understanding problem. Detailed information as to the therapeutic relationship phase and session count. <input type="radio"/>	Basic information related to session and therapeutic relationship. <input type="radio"/>	Missing information on the therapeutic relationship. <input type="radio"/>	Does not identify phase of therapeutic relationship or session count. <input type="radio"/>	<input type="radio"/>
Presenting Concerns	Description of problem provides sophisticated depiction of all stakeholders' views. Word choice conveys empathy with each perspective. Descriptions clearly contribute to coherent conceptualization. <input type="radio"/>	Includes description of problem for each person and key stakeholders. <input type="radio"/>	Minor problems or lack of clarity with problem descriptions. Missing stakeholders. <input type="radio"/>	Significant problems with problem descriptions. Missing key perspectives. Incorrect characterization. <input type="radio"/>	<input type="radio"/>

Background Information	Identifies client, age, ethnicity, occupation, grade, etc. Includes detailed yet succinct description of recent and past events. Selected information helps develop coherent conceptualization.	Basic information related to age, ethnicity, occupation, etc. Includes summary of key recent and past events.	Missing 1-2 identifiers. Insufficient, minimal, or missing background information.	Missing, incorrect or significant problem with identifiers and/or significant involved parties. Significant information missing, unable to identify significant events.	
Diagnostic Assessment	Clearly state diagnosis with ICD Code. Define the criteria met by the client for the diagnosis. If no diagnosis, clearly state ruled out diagnoses.	Basic diagnosis identified. Includes most criteria for diagnosis.	Missing 1-2 criteria. Insufficient, minimal, or missing information related to diagnosis.	Missing, incorrect, or significant problem with diagnosis and/or criterion. Significant information missing, unable to identify diagnosis.	
Theoretical Framework	Clearly states theory utilized with client. Sophisticated analysis utilizing key words, interventions, and strategies are connected to theory. Supported research is theory-based.	States theory utilized, yet identifies limited key words, interventions, and strategies connected to theory. Supported research is provided, yet not specifically association with theory or specific client issue.	Missing 1-2 criteria. Insufficient or minimal information related to theory. Insufficient references.	Missing, incorrect, or significant problem with implementation of theory. Missing references.	
Treatment Plan	Clear goals for counseling are expressed for short-term and long-term. Goals are based on theoretical conceptualization and client's presenting issue.	Basic goals identified. Includes some connection to theoretical orientation.	Insufficient or minimal treatment plan. Lack of connecting theory to goals.	Missing, inappropriate, or significant problem with treatment plan.	

Observations about Self	Student reflects upon and identifies specific strengths and weaknesses regarding this particular client. Reflects on opportunities for growth. <input type="radio"/>	Student reflects upon and identifies generalized strengths, does not fully consider areas of opportunities for growth. <input type="radio"/>	Insufficient or minimal self-reflection. <input type="radio"/>	Missing, inappropriate, or significant problem with self-reflection. <input type="radio"/>	<input type="radio"/>
Verbatim and Alternate Responses	5 minute verbatim of session selected with a purpose. All statements are transcribed including minimal encouragers. Reflection or alternate responses are included with majority of counselor statements. <input type="radio"/>	Most statements are transcribed, may lack some awareness of minimal encouragers. Reflection or alternative responses are sporadically included. <input type="radio"/>	Insufficient or minimal statements are included from counselor and client, as well as insufficient or minimal reflection or alternative responses. <input type="radio"/>	Missing transcription and/or missing reflection or alternative responses. <input type="radio"/>	<input type="radio"/>
Consultation Questions	3-5 Thoughtful, Open-ended consultation questions to help clinician with case. <input type="radio"/>	3-5 generalized consultation questions to help clinician with case. <input type="radio"/>	Missing consultation questions, close-ended questions. <input type="radio"/>	Lack of sufficient questions, close-ended, and/or broad/generalized questions that do not specifically relate to your case. <input type="radio"/>	<input type="radio"/>
Overall	All elements of case conceptualization clearly fit to create a unified understanding to guide counseling process. Sophisticated conceptualization that identifies subtle issues. <input type="radio"/>	Provides a useful description of key issues for developing treatment plan. Few if any inconsistencies. <input type="radio"/>	Several minor inconsistencies that are not clearly reconciled. <input type="radio"/>	Significant problems with conceptualization such as irreconcilable discrepancies or missing key issues. <input type="radio"/>	<input type="radio"/>

CRC Practicum and Internship Handbook

LIVE SUPERVISION VERIFICATION FORM

At times, students may be unable to audio/video record counseling sessions. If a student is not permitted by the client or agency to record, the following verification form must be submitted by the supervisor who provided live supervision during the student intern’s counseling session.

Counselor-in-Training Name: Student1 KC Test

Client Code/Pseudonym:

Date of Counseling Session:

Length of Session with Start/Stop Times:

Session Number:

Live Session Evaluator:

Please identify one or two strengths observed in the session:

Please identify one or two things the counselor can do to further improve his/her skills:

As the client, I would have felt:

Recommendations, considerations, skills, or interventions for next session:

**In addition, please complete the rating scale for counseling skills, theory-based skills, professionalism, and skills to be cautious of as new clinicians.*

Counseling Skills, Theory-Based Skills, Professionalism Level of Effectiveness Scale:

5: Highly Effective 4: Effective 3: Neutral 2: Ineffective 1: Strongly Ineffective

Counseling Skills					
Level of Effectiveness	5	4	3	2	1
Level of eye contact seemed comfortable/ appropriate	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Body position conveyed interest and attention	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Distance between counselor and client seemed comfortable	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Counselor’s body language was relaxed, comfortable, or matched client appropriately	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Allowed for periods of effective silence	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Voice tone was calm, concerned	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Client talked more than counselor	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Counselor used more open-ended questions	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Minimal, appropriate usage of closed-ended questions	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Reflected ability to be genuine/ authentic	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Able to communicate unconditional positive regard (caring, respect, acceptance)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Able to use invitational skills effectively (minimal encouragers, attentive listening)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Able to use reflection skills effectively (content, feeling, paraphrasing, summarizing)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Able to verbally follow client and request clarification if needed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Culturally appropriate counseling skills utilized	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Pace of session	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Observing or discussing themes/ patterns	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Theory Based Skills					
Use of techniques based on theoretical orientation	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Managing a session from a theoretical lens	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Professionalism					
Open to feedback from supervisor	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Timely, appropriate, managed boundaries	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Skills to be Cautious of as New Clinicians Level of Ineffectiveness Scale:

5: Strongly Ineffective 4: Ineffective 3: Neutral 2: Effective 1: Highly Effective

Skills to Be Cautious of as New Clinician					
Level of Ineffectiveness	5	4	3	2	1
Providing sympathy instead of empathy	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Self-disclosure	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Providing advice to clients instead of promoting insight	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Interrogating the client; too many "why" questions	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Lengthy descriptive statements	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Third-person counseling	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Having your own agenda and not allowing space for the client	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
Poor balance of reflections, questions, restatements	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Supervisor Signature: Date

Student Signature: Date

MID-TERM ASSIGNMENTS

Midterm Assignments through Tevera for all fieldwork courses include a formal self-evaluation, site supervisor evaluation, and faculty supervisor evaluation. The evaluation utilized by all parties is The Counseling Competencies Scale—Revised© (CCS-R) which is an empirically tested assessment instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2016) Standards. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

FINAL ASSIGNMENTS

Final Assignments through Tevera for all fieldwork courses include a formal self-evaluation, site supervisor evaluation, and faculty supervisor evaluation. The evaluation utilized by all parties is The Counseling Competencies Scale—Revised© (CCS-R) which is an empirically tested assessment instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2016) Standards. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

Additionally, at the end of the semester, students will be required to complete a site and site supervisor evaluation to provide the Department with feedback related to their experiences.

Final Evaluation

Student Evaluation of Site & Site Supervisor

Student Information

Name:

Date:

Semester:

Site Name:

Course:

- Practicum
- Internship I
- Internship II

Site Supervisor:

Faculty Supervisor:

Ratings

	Exceeds	At Level	Below Level	Not Evident	No opportunity to observe
My supervisor explained his/her role as a supervisor and made me feel at ease with the supervisory process.	<input type="radio"/>				
My supervisor gave me feedback about my role as a clinician that was accurate and that I could use in practice.	<input type="radio"/>				
My supervisor reviewed my mid-term and final evaluations with me in supervision and we discussed areas of strength and areas of opportunity.	<input type="radio"/>				
My supervisor was approachable and helped me to clarify issues (client, professional, etc.) that I had on-site.	<input type="radio"/>				
My supervisor encouraged and supported me in developing my counseling theory and discovering techniques to implement with clients.	<input type="radio"/>				

My supervisor demonstrated and modeled appropriate professional and counseling techniques.	<input type="radio"/>				
Supervision with my faculty supervisor challenged me appropriately and helped me to grow personally and professionally.	<input type="radio"/>				
My supervisor was genuine, congruent, empathetic, and honest	<input type="radio"/>				
The site provided relevant experiences related to my career and counseling goals, as well as opportunities to fulfill fieldwork requirements.	<input type="radio"/>				
The site provided administrative support and appropriate support by site supervisor and other clinicians.	<input type="radio"/>				
The site provided me with a variety of opportunities related to counseling skills and techniques.	<input type="radio"/>				
The site provided accessible office space for counseling interns.	<input type="radio"/>				

Evaluation ⊙

Please comment on any of the above, especially areas not able to observe or areas with a 0 or 1 rating:

☒

Please list a minimum of 3 strengths regarding your counseling skills:

☒

Please list a minimum of 3 areas of opportunities for you to further develop as a clinician:

☒

Student Signature

COURSE-SPECIFIC ASSIGNMENTS

Students are required to review their course syllabus published by their faculty supervisor, as there may be other unique requirements assigned by the faculty supervisor for course requirements.

Safety Policies and Procedures

Students are expected to practice in a manner that minimizes risks to patients/clients, self, and others. Students who put safety of clients at risk may be removed from the clinical affiliation and receive a grade of “Fail” for the course. In addition, students who put their own safety at risk may be removed from the clinical affiliation and receive a grade “Fail” for the affiliation. Safety at risk may include, but is not limited by:

- Failure to observe health, safety, and emergency regulations
- Failure to follow HIPPA standards regarding client information
- Failure to maintain a safe work environment
- Failure to observe client treatment contraindications or precautions
- Failure to recognize, monitor, and/or adjust treatments according to client responses
- Failure to use appropriate assistance of others
- Failure to use appropriate techniques for safe handling for clients
- Failure to maintain safety for self (body mechanics, environment, etc.)

If the student demonstrates safety concerns in the affiliation, the site supervisor should write an accurate and clear statement regarding the safety concerns. The site supervisor should notify the faculty supervisor as soon as possible. The faculty supervisor, in advisement with the faculty, will determine if the safety concerns warrant one of the following a) a written remediation plan to help the student adhere to safety standards or b) immediate removal from the clinical affiliation and a grade of “Fail” for the course.

Note: The University is not responsible for the student’s safety during travel to and from the clinical affiliation.

Student Conduct

During the academic and clinical portions of the program, all LSUHSC - New Orleans Clinical Rehabilitation and Counseling students are required to abide by LSUHSC – New Orleans School of Allied Health Professions “Policy and Procedures Related to Student Conduct” (see link to document below). Students are provided this document at new student orientation. All students are expected to review this document and must sign a form stating that they have done so. <https://alliedhealth.lsuhs.edu/admin/docs/professionalconduct.pdf>

Campus Assistance Program (CAP)

Offers problem assessment, short-term counseling, and community referral information, as well as a 24-hour crisis line for students and their immediate family members. CAP services are free of charge and confidential. For the crisis line or to make an appointment call (504) 568-8888.

Substance Abuse

All students at LSUHSC – New Orleans are required to adhere to Chancellor’s Memorandum 23 (CM-23)-LSU Health Sciences Center New Orleans Drug Free Workplace and Workforce. Please see the link below to CM-23 document. Students are required to complete annual compliance training annually in the following to areas:

- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities Students are also subject to the substance abuse policies set forth by their External Clinical Practicum site. <http://www.lsuhs.edu/administration/cm/cm-23.pdf>

Student Health Services

The Louisiana State University Student Health Clinic offers a variety of health services. Physicians in the Student Health Clinic are board certified. For more information on student health insurance, please see <http://www.lsuhs.edu/orgs/studenthealth/insurance>. Nurse only appointments may be scheduled for immunizations by calling (504) 412-1366. For additional information, see the Student Health Handbook.

Office of Compliance

As part of enrollment at LSUHSC - New Orleans, students are required to complete training in accordance with federal and state laws and regulations in the following areas: Code of Conduct, HIPAA Privacy, HIPAA Security, Quarterly Safety Meetings, Security and Confidentiality, FERPA, The Breach Notification Rule, Compliance Update, Bloodborne Pathogens, The Drug-Free Workplace Policy & Drug Testing Program, Drug Free Schools and Communities. If students are out of compliance with the University, they will be removed from their fieldwork site. Students will be allowed back on-site once the student has submitted the appropriate training and demonstrated evidence of successful completion of training.

Emergency Disaster Plan

All students are required to abide by the policies and procedures of the clinical sites and university policies to which they are assigned. Emergency plans are reviewed as part of a student’s orientation to the facility.

If the university should close for an unforeseen reason (weather, etc.) with short notice, students are to communicate with their site supervisor the status of the school closure by forwarding the closure notification email from the Chancellor to the site supervisor as soon as possible. Students are not to be allowed on-site in fieldwork if the Chancellor or University has specifically stated that students are not allowed to be on-site at clinical rotations during the school closure or other unforeseen reason. Students may inquire with their site and the program about the availability and/or utilization to transfer to available telemental health platforms if the emergent situation becomes long-term.

At-Risk/ Crisis Incidences, Illness, and Injury

All students should report any of these instances to their site supervisor and faculty supervisor as soon as possible. Students are required to abide by the policies and procedures of the clinical sites to which they are assigned. These policies and procedures are reviewed as part of a student’s orientation to the facility.

Assignment of Grades and Evaluations

Practicum and internship courses are graded Pass/Fail, based on the student's demonstration of professionalism, participation on-site and in the group supervision seminar, and careful completion of all assignments, including obtaining the minimum amount of direct and indirect hours required, as outlined in the course syllabus and as required by CACREP standards and the Louisiana state licensure board. Grades are based on participation in class activities, assignments, site supervisor's evaluations (mid-term and final), faculty supervisor's evaluations (midterm and final), as well as the ability to show competencies in counseling skills, openness to the supervision process, and displaying developmental growth over the course of the semester. Please be assured that any identified deficiencies will be discussed with students as soon as they are identified. The midterm evaluations are an effective tool for judging student progress. Students may freely discuss progress with their site supervisor and/or faculty supervisor whenever there are questions or concerns.

Evaluations

Students in practicum and internship will complete formal self-evaluations on their skills and knowledge, as well as students will receive formal evaluations from site supervisors and faculty supervisors at mid-term and final. Evaluations will be turned in to the faculty supervisor based on the outlined mid-term and final dates provided on a course syllabus.

The evaluation utilized by all parties is The Counseling Competencies Scale—Revised© (CCS-R) which is an empirically tested assessment instrument designed to measure counselor competencies in the domains of (a) counseling skills and therapeutic relationships and (b) professional dispositions and behaviors, which aligns with CACREP (2016) Standards. For more information and to see a sample of the evaluation, review Section 7 of this manual. Additionally, if a student is placed in a clinical rehabilitation site, there will be an additional evaluation that specifies the CACREP standards for clinical rehabilitation counseling that all parties will be required to complete.

CCS-R SAMPLE FOR EVALUATIONS



Counselor Competencies Scale - Revised

Scale Evaluation Guidelines ↶

(Lambie, Mullen, Swank, & Blount, 2016)

CCS-R Training Manual

Updated CCS-R Training manual

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

Scales Evaluation Guidelines

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

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

Open-Ended and Therapeutic Conditions Descriptors	Demonstrates Competencies (5)	Demonstrates Competencies (4)	Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.A Nonverbal Skills Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
1.B Encouragers Includes Minimal Encouragers & Door Openers such as 'Tell me more about...'; 'Hmm'	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
1.C Questions Use of Appropriate Open & Closed Questioning (e.g. <i>avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

<p>1.D Reflecting - Paraphrasing</p> <p>Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives)</p>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.E Reflecting (b) Reflection of Feelings</p> <p>Reflection of Feelings (With couples and families, reflection of each clients' feelings)</p>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.F Reflecting (c) Summarizing</p> <p>Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction)</p>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.
<input type="radio"/> Not Observed.	<input checked="" type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>1.G Advanced Reflection (Meaning)</p> <p>Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)</p>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.H Confrontation</p> <p>Counselor challenges clients to recognize & evaluate inconsistencies.</p>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

<p>1.I Goal Setting</p> <p>Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (<i>With couples and families, goal setting supports clients in establishing common therapeutic goals</i>)</p>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.J Focus of Counseling</p> <p>Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)</p>	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.K Facilitate Therapeutic Environment(a): Empathy & Caring</p> <p>Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)</p>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
<input type="radio"/> Not Observed.	<input checked="" type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>1.L Facilitate Therapeutic Environment(b): Respect & Compassion</p> <p>Counselor expresses appropriate respect & compassion for clients</p>	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.
<input type="radio"/> Not Observed.	<input type="radio"/> 5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Total Score *(out of a possible 60 points)*46

Part 2: Counseling Dispositions & Behaviors

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<p>2.A Professional Ethics</p> <p>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.</p>	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
<input type="radio"/> Not Observed.	<input checked="" type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
<p>2.B Professional Behavior</p> <p>Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</p>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
<input type="radio"/> Not Observed.	<input checked="" type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

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<p>2.C Professional & Personal Boundaries</p>					
<p>Maintains appropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.</p>	<p>Demonstrates inappropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.</p>
<p>○ Not Observed. 🔒</p>	<p>● 5 🔒</p>	<p>○ 4 🔒</p>	<p>○ 3 🔒</p>	<p>○ 2 🔒</p>	<p>○ 1 🔒</p>
<p>2.D Knowledge & Adherence to Site and Course Policies</p>					
<p>Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.</p>	<p>Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.</p>	<p>Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.</p>	<p>Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.</p>	<p>Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.</p>	<p>Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</p>
<p>○ Not Observed. 🔒</p>	<p>● 5 🔒</p>	<p>○ 4 🔒</p>	<p>○ 3 🔒</p>	<p>○ 2 🔒</p>	<p>○ 1 🔒</p>
<p>2.E Record Keeping & Task Completion</p>					
<p>Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</p>	<p>Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.</p>	<p>Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.</p>	<p>Failure to complete paperwork &/or tasks by specified deadline.</p>
<p>○ Not Observed. 🔒</p>	<p>● 5 🔒</p>	<p>○ 4 🔒</p>	<p>○ 3 🔒</p>	<p>○ 2 🔒</p>	<p>○ 1 🔒</p>
<p>2.F Multicultural Competence in Counseling Relationship</p>					
<p>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</p>	<p>Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</p>
<p>○ Not Observed. 🔒</p>	<p>● 5 🔒</p>	<p>○ 4 🔒</p>	<p>○ 3 🔒</p>	<p>○ 2 🔒</p>	<p>○ 1 🔒</p>
<p>2.G Emotional Stability & Self-control</p>					
<p>Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.</p>	<p>Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.</p>
<p>○ Not Observed. 🔒</p>	<p>● 5 🔒</p>	<p>○ 4 🔒</p>	<p>○ 3 🔒</p>	<p>○ 2 🔒</p>	<p>○ 1 🔒</p>

<p>2.H Motivated to Learn & Grow / Initiative</p> <p>Demonstrates engagement in learning & development of his or her counseling competencies.</p>	<p>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates consistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates limited engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.</p>
<p><input type="radio"/> Not Observed. </p>	<p><input checked="" type="radio"/> 5 </p>	<p><input type="radio"/> 4 </p>	<p><input type="radio"/> 3 </p>	<p><input type="radio"/> 2 </p>	<p><input type="radio"/> 1 </p>
<p>2.I Openness to Feedback</p> <p>Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.</p>	<p>Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.</p>	<p>Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.</p>	<p>Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.</p>	<p>Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.</p>	<p>Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.</p>
<p><input type="radio"/> Not Observed. </p>	<p><input checked="" type="radio"/> 5 </p>	<p><input type="radio"/> 4 </p>	<p><input type="radio"/> 3 </p>	<p><input type="radio"/> 2 </p>	<p><input type="radio"/> 1 </p>
<p>2.J Flexibility & Adaptability</p> <p>Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.</p>	<p>Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.</p>	<p>Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.</p>	<p>Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.</p>	<p>Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.</p>	<p>Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.</p>
<p><input type="radio"/> Not Observed. </p>	<p><input checked="" type="radio"/> 5 </p>	<p><input type="radio"/> 4 </p>	<p><input type="radio"/> 3 </p>	<p><input type="radio"/> 2 </p>	<p><input type="radio"/> 1 </p>
<p>2.K Congruence & Genuineness</p> <p>Demonstrates ability to be present and 'be true to oneself'</p>	<p>Demonstrates consistent and strong ability to be genuine & accepting of self & others.</p>	<p>Demonstrates consistent ability to be genuine & accepting of self & others.</p>	<p>Demonstrates inconsistent ability to be genuine & accepting of self & others.</p>	<p>Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).</p>	<p>Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.</p>
<p><input type="radio"/> Not Observed. </p>	<p><input checked="" type="radio"/> 5 </p>	<p><input type="radio"/> 4 </p>	<p><input type="radio"/> 3 </p>	<p><input type="radio"/> 2 </p>	<p><input type="radio"/> 1 </p>

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

Signatures



Who is the Evaluator?

- Student Self Evaluation
- Faculty - Practicum Instructor Evaluation
- Faculty - Clinical Interviewing Instructor Evaluation
- Faculty - Clinical Advancement Project Instructor Evaluation
- Faculty - Capstone Project Instructor Evaluation
- Faculty - Advisor Evaluation
- Site Supervisor Evaluation

(Clear)

Phase:

- Pre-Practicum
- Practicum A (CACREP Practicum)
- Practicum B (CACREP Internship)
- Post-Practicum
- Other

(Clear)

Date CCS-R was reviewed with Counselor or Trainee:

Counselor's or Trainee's Name (print):

Counselor's or Trainee's Signature:



Supervisor's Name (print):

Supervisor's Signature:

* Note. If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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Tips for Success

To promote a successful fieldwork experience, the following guidelines are recommended for students and supervisors.

Students

In addition to developing clinical competencies, an important part of the fieldwork experience is the development of professional behaviors. The following qualities have been determined essential to the position of counselors-in-training and reflect the expectations for acceptable performance.

Responsibility: demonstrates independent initiative and readily assumes responsibility; demonstrates consistent dependability and reliability in fulfilling responsibilities; is conscientious in meeting responsibilities, demonstrating attention to routine responsibilities.

- Ask questions when in doubt after researching, unless urgent.
- Be punctual and prepared.
- Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilizing opportunities for observational learning experiences, i.e., other therapists, disciplines).
- Take initiative.

Organizational Skills: is punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc.

Flexibility: effectively adjusts to changes in schedules, policies, and procedures; is able to adjust priorities according to needs of the clients, program, department, and others.

- Develop an attitude of flexibility - expect changes to occur.
- Utilize time effectively.
- Help out and offer assistance to others.

Interpersonal Skills: is able to establish effective interpersonal relationships with clients and their families, supervisors, staff members, students, and members of other disciplines; is sensitive to an considerate of others; is able to work and relate effectively with a wide range of diagnoses and disabilities (clients), socioeconomic, age, and ethnic groups (clients, their families, and other personnel).

- Maintain professional relationship with supervisor and others.
- Regard feedback as a learning tool.

- Be aware of how your behavior affects others.
- Consider timing of questions (e.g., when approaching staff).
- Respect personal space and time of others.
- Explore situations before responding - make informed interpretations and decisions.

Communication Skills: shows effective, appropriate (timing content, and method) communication with intra- and extra-departmental personnel at all levels; oral and written professional communication should reflect the standards established for the department; communication at all levels should be appropriate in timing, open and direct; important for staff to independently initiate communication whenever the need and to maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication should be maintained with the chief occupational therapist and supervisor at all times.

- Expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore different theories and techniques of management.
- Be aware of nonverbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.
- Take time to organize your thoughts and make notes before reporting or contacting others.
- Follow established guidelines and documentation standards for note writing.

Concern for Professional Development: is receptive to guidance and regards constructive feedback as a learning tool; actively assesses, recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; is willing to share professional knowledge and experience with others.

- Assume responsibility for learning.
- Be resourceful in finding answers to your questions.
- Actively seek learning experiences.
- Realize that as a counselor-in-training you have valuable information and experiences to share with others. Be willing to share information.

Problem-Solving Abilities: demonstrates effective problem-solving skills in approach to client treatment, and overall functioning within department; readily identifies and communicates problems impacting upon client care and department functioning to appropriate individuals; maintains an open, objective attitude in assessing and confronting problem situations; appropriately acts upon decisions and maintains communication and effective follow-up and feedback.

- Be resourceful. Use common sense and think things through before asking someone else for the answer.
- Use resources to help find answers to questions and suggestions for client treatment.
- Utilize student handbooks.
- Recognize and act on need to contact other disciplines.
- Make yourself aware of material resources available at your site.

Remember that you are a representative of the department and the profession. Through personal demonstration of professional attitudes and appearance, support and contribute to the professional image of the department.

Supervisors

Anderson (1988) discussed three types of supervision. The three types, by their nature, require students to progressively function at an increasingly higher level. Note: Some beginning students may be able to function at higher levels, at least with some clients. Clinicians should be encouraged to function at as high a level as possible, but not expected to function at a higher level than their experience can support.

Direct Active Style of Supervision.

Stated very simplistically, this style involves an exchange in which the supervisor tells the student what to do

and the student does it; the supervisor then provides feedback on student performance, gives another directive and the cycle repeats. This style is appropriate when time constraints and/or quality of client care demands it. This style is very time-efficient; however, it does not promote independent thought on the part of the clinician and, therefore, is not the best for higher-level students.

Collaborative Style of Supervision

This style places more responsibility on the clinician for independent thought. The clinician is expected to come to supervisor/clinician meetings having already done problem-solving and ready to make suggestions concerning client care. The supervisor may need to ask questions that lead the clinician to think in the right direction; however, considerable opportunity is provided for the student to state his/her thoughts before the supervisor discusses relevant factors in the situation.

Consultative Style of Supervision

In this style, the clinician and supervisor relate more as colleagues. The clinician is responsible for problem-solving and decision-making “as if” he/she were a licensed and certified professional. The supervisor, as much as is reasonable, refrains from intervening in order to see if the clinician will recognize those situations in which he/she needs to consult.

**LSUHSC Department of Clinical Rehabilitation & Counseling
Practicum (REHAB 6641), Internship (REHAB 6643), & Internship II (REHAB 6645)**

P/I Manual Acknowledgement Statement and Informed Consent

The Clinical Rehabilitation and Counseling Program at Louisiana State University Health Sciences—New Orleans is charged with the task of preparing individuals to become clinical rehabilitation counselors and/or clinical mental health counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty and supervisors continuously evaluate students based on their academic abilities, clinical skills, and professional competence. Additionally, student progress in the program may be interrupted for failure to comply with ethical standards, or when interpersonal or professional competence interferes with education and training requirements for self or others. In order to ensure proper training and client care, a P/I student must be able to demonstrate professional character, the ability to communicate well and convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgement in decision-making. As a counselor-in-training in the LSUHSC—New Orleans Clinical Rehabilitation and Counseling Program, I am required to acknowledge my participation by affirming the following statements:

1. I have read through and consent to comply with all policies and procedures as outlined in this *Practicum & Internship Handbook*.
2. I understand that it is my responsibility to seek advising from the placement coordinator and/or my faculty supervisor should an issue or question arise with regard to my ability or commitment to comply with the policies and procedures stated herein.
3. I agree to abide by the professional ethical codes and state/ federal laws and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from P/I, a failing grade, and documentation of such behavior will become part of my permanent record.
4. I agree to adhere to the administrative policies, rules, standards, and practices of the P/I site and the university.
5. I understand that I am responsible for keeping my P/I supervisor(s) informed regarding my P/I experiences.
6. I agree to participate in the ongoing evaluations, including self-evaluations, as described in the manual.

My signature through Tevera indicates that I have read and thoroughly understand the Practicum and Internship Handbook and I agree to abide by the stated standards.

****Form to be signed through Tevera.***