



Professional
Counseling Program

MTSU PROFESSIONAL COUNSELING PROGRAM

Clinical Manual



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Introduction

The purpose of this manual is to provide information necessary for students and faculty to successfully complete the field training (practicum and internship) requirements that have been established by the MTSU Professional Counseling Program. Field placement experiences are a vital component of our students' acquisition of skills and knowledge prior to entering the workforce. The field placement is the culmination of the training program, giving students an opportunity to integrate and apply the skills and knowledge obtained in the core curriculum. The field placements provide students with supervised experiences working as a counselor in an agency or school setting. During the field experience, students are expected to engage in direct student services to include individual counseling, group counseling, core classroom curriculum, and/or academic advising. The field placement experience is also designed for students to experience the role of a professional counselor, executing skills and engaging with all stakeholders.

CACREP Standards

CACREP STANDARDS: PROFESSIONAL PRACTICE AND INTERNSHIP (2016)

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.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- 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.

INTERNSHIP

- 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

- 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.

Below are the specific curricular 2016 CACREP standards required for field placement courses (practicum/internship):

CACREP 2016 STANDARDS – Practicum
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
j. technology’s impact on the counseling profession
k. strategies for personal and professional self-evaluation and implications for practice
2. SOCIAL AND CULTURAL DIVERSITY
g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
5. COUNSELING AND HELPING RELATIONSHIPS
a. theories and models of counseling
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
e. the impact of technology on the counseling process
f. counselor characteristics and behaviors that influence the counseling process

CACREP 2016 CORE STANDARDS – CMHC Internship

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

j. technology's impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

4. CAREER DEVELOPMENT

c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

f. strategies for career development program planning, organization, implementation, administration, and evaluation

g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling

g. essential interviewing, counseling, and case conceptualization skills

n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

e. approaches to group formation, including recruiting, screening, and selecting members

f. types of groups and other considerations that affect conducting groups in varied settings

8. RESEARCH AND PROGRAM EVALUATION

b. identification of evidence-based counseling practices

CACREP 2016 SPECIALITY STANDARDS – CMHC Internship**1. FOUNDATIONS**

a. history and development of clinical mental health counseling

b. theories and models related to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors

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

f. impact of crisis and trauma on individuals with mental health diagnoses

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

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

CACREP 2016 CORE STANDARDS – School Counseling**1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

j. technology's impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role
m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
4. CAREER DEVELOPMENT
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
f. strategies for career development program planning, organization, implementation, administration, and evaluation
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
5. COUNSELING AND HELPING RELATIONSHIPS
a. theories and models of counseling
g. essential interviewing, counseling, and case conceptualization skills
n. processes for aiding students in developing a personal model of counseling
6. GROUP COUNSELING AND GROUP WORK
e. approaches to group formation, including recruiting, screening, and selecting members
f. types of groups and other considerations that affect conducting groups in varied settings
8. RESEARCH AND PROGRAM EVALUATION
b. identification of evidence-based counseling practices

CACREP 2016 SPECIALITY STANDARDS – SCCO Internship
1. FOUNDATIONS
a. models of school counseling programs
e. assessments specific to P-12 education
2. CONTEXTUAL DIMENSIONS
a. school counselor roles as leaders, advocates, and systems change agents in P-12schools

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
f. school counselor roles in relation to college and career readiness
l. community resources and referral sources
o. legal and ethical considerations specific to school counseling
3. PRACTICE
a. development of school counseling program mission statements and objectives
b. design and evaluation of school counseling programs
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
f. techniques of personal/social counseling in school settings
g. strategies to facilitate school and postsecondary transitions
j. interventions to promote college and career readiness
k. strategies to promote equity in student achievement and college access
n. use of accountability data to inform decision making
o. use of data to advocate for programs and students

GENERAL GUIDELINES & POLICIES

All counselor trainees are expected to read these guidelines and policies prior to application for practicum or internship classes. All trainees are expected to follow these guidelines and policies.

Diversity

Cultural diversity exists not only across cultures but within cultures. The College of Education and the Professional Counseling program are committed to providing a safe and inviting atmosphere that acknowledges and values students' various identities, statuses, and abilities. Additionally, the Professional Counseling program is committed to training students to be sensitive to the ways in which norms and values shape the understanding of ourselves and clients from diverse backgrounds. Successful completion of the program should enable students to develop a cultural lens and orientation by examining one's own sense of self and others' identities, beliefs, assumptions, and behaviors. The Professional Counseling program and its faculty are dedicated to the promotion of cultural awareness and competency; therefore, discussions, assignments, and readings will be anchored in a cultural and social justice framework throughout the curriculum. Faculty strive to promote safe, brave, and supportive environments for our students, while ensuring that members of marginalized/minoritized communities can be free from discrimination and harm.

Clinical Skills Course Progression

For all clinical courses (pre-practicum, practicum, first semester internship), students are required to complete/adhere to the following requirements:

1. a grade of B- or higher
2. Demonstrate "Acceptable" or "Target" rubric ratings on each of the Professional Counselor Candidate Dispositions in all classes when assessed by the faculty as part of the Professional Counseling Program Continuous Evaluation Policy. Students who receive Unacceptable ratings will be evaluated for their appropriateness to progress to the next course in the sequence.

For COUN 6270 Practicum in Counseling, students must meet the following requirements to be approved to complete practicum:

1. Completion of personal counseling requirement
 2. Sign an agreement committing to all requirements for practicum (completion of hours, supervision, availability during the prescribed time to provide services in the Center for Counseling and Psychological Services)
 3. Take and pass the following courses with a grade of B- or higher to be allowed to move to the next course in the sequence: COUN 6170/80 Group Counseling , COUN 6260 Pre-Practicum in Counseling, COUN 6830 Theories and Techniques of Counseling
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For COUN 6540 Internship: Clinical Mental Health or 6940 Internship: School Counseling, students must meet the following requirements to be approved to complete internship:

1. Sign an agreement committing to all requirements for internship (completion of hours, supervision, adhering to site policies/procedures)
2. Take and pass COUN 6270 Practicum in Counseling with a grade of B- or higher to be allowed to move to COUN 6540 Internship: Clinical Mental Health or 6940 Internship: School Counseling.
3. Take and pass the first semester internship with a grade of B- or higher to progress to the second internship.

If a student does not earn a B- or higher in any of the clinical courses (pre-practicum, practicum, first semester internship), the student will not be able to progress forward and may be required to reenroll in the course for remediation or complete additional requirements designated by the program faculty.

Counselor Candidate Personal Dispositions

Students in the MTSU Professional Counseling program (and non-degree-seeking students who have been granted permission to take classes in the Clinical Mental Health Counseling or School Counseling concentrations) are expected to demonstrate positive dispositions. It is the philosophy of this program that in order to serve the counseling profession, clients and their families, and the public at large, counseling students must be collaborative, ethical, professional, reflective, self-directed, and critical thinkers. See the program handbook for the Personal Dispositions rubric used to assess counselor candidate dispositions throughout the program, to include internship. For more information, please review the MTSU Professional Counseling Program at https://www.mtsu.edu/edu_leadership/professional_counseling/docs/Program_Handbook.pdf.

Professional Demeanor

Counseling students should conduct themselves in a professional manner at their field sites at all times. The student's professional demeanor must be consistent with the current ethical guidelines of professional and the guidelines set by the agency or school district, the site supervisor, and the dispositions set forth by the MTSU Professional Counseling Program. Professional demeanor includes professional dress. Ask your site supervisor about the agency or school's policy about professional dress prior to the start of your internship.

Documentation

It is important that counseling students carefully manage the documentation required for internship. All forms will be provided to you by the MTSU Professional Counseling Program and are in line with the documentation required for MTSU records, licensure, and CACREP accreditation review. ***Counseling students should retain a copy of all completed forms submitted to the MTSU Professional Counseling Program during internship.***

Due Process

Evaluation of a student's performance is continuous throughout their participation in the program. It involves consideration of the student's academic performance as well as that in practicum, and internship classes. A student may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of an agency or school is, in the judgment of the program faculty, in jeopardy as a result of the student's behavior. Faculty have the authority to withdraw a student from practicum or internship if it is believed that the student's performance constitutes a detriment to clients, the site and/or the university. This would usually include consultation with the supervisors at both the site and the university.

Professional Liability Insurance

Professional liability insurance is required for all students in the MTSU Professional Counseling program. It must be obtained by the end of the first month of Pre-Practicum in Counseling class and maintained throughout the duration of the program. The major reason for this requirement is to help protect students in the event they are subject to lawsuits based on claims of malpractice. No MTSU Professional Counseling student has ever been the target of a malpractice lawsuit; however, malpractice claims can be filed even if the charge is baseless. Under those circumstances, students may still have to defend themselves in court. Legal fees in any such action can be enormous and have the potential to lead to financial ruin. It is possible that a school system or mental health agency in which students fulfill practicum or internship requirements does not have adequate liability coverage. Any lawsuit could include the site supervisor and the school system or mental health agency; therefore, they may be unwilling to take such a risk without some protection.

In order to protect all persons involved and guarantee a wide variety of internship sites, MTSU Professional Counseling faculty requires students to carry professional liability insurance by the beginning of the Pre-Practicum in Counseling class. The minimum amount required is \$1,000,000 per incident / minimum \$1,000,000 aggregate. Please see your student handbook for a list of sources for professional liability insurance. Middle Tennessee State University, the Womack Educational Leadership Department, and Professional Counseling faculty do not endorse or recommend any particular agency or carrier. Students are encouraged to check with each company to compare rates, amounts of coverage, etc. Students are free to choose whichever carrier they like. (Note: Some professional organizations offer liability insurance for free or at a discounted rate to students.)

Immediately after students have selected a carrier and acquired professional liability insurance coverage, they must file a copy of the declarations page of the insurance binder (i.e., proof of insurance listing name, amounts of coverage, and inclusive dates) or a copy of the membership card, if the student acquired insurance through joining a professional organization, with the Professional Counseling administrative coordinator, Dr. Robin Lee, (Robin.Lee@mtsu.edu). Students must also maintain their liability insurance throughout their enrollment in the Professional Counseling program. Failure to file and maintain a copy of the insurance declarations page or membership card with the Professional Counseling administrative coordinator will prevent students from registering for certain courses until students produce such evidence of being insured.

Practicum

Students will be evaluated for readiness prior to placement in practicum and internships, which are to be taken toward the last year of their program. One 100-hour practicum is required of all Professional Counseling students.

Students must apply for admission into practicum via the [Practicum Readiness Form](https://forms.gle/N6WaxvWa4Zo8jiS37); it is not an automatic process. Faculty assess each student's readiness to work with clients and provide the student with feedback regarding acceptance into practicum. All students are required to complete these requirements at the MTSU Center for Counseling and Psychological Services, 503 B East Bell Street, Suite 1800, Murfreesboro, TN 37132. Weekly group supervision occurs in class. In addition, the instructor schedules weekly, face-to-face individual or triadic supervision sessions once students begin counseling clients. (<https://forms.gle/N6WaxvWa4Zo8jiS37>)

The practicum is designed to give students an intensive experience as counselors in training. Students are required to complete a minimum of 40 hours of direct service/counseling and 60 hours of non-direct service to accumulate 100 or more hours of on-site experience.

Practicum Readiness Form

The Practicum Readiness Form will ask you to provide information regarding the following categories:

ACADEMIC PERFORMANCE (e.g., GPA, scholarships, awards for scholarship, research, etc.)

PROFESSIONAL DEVELOPMENT (e.g., attendance at professional meetings, membership in professional organizations, professional readings, assuming a more professional role, etc.)

PERSONAL DEVELOPMENT (e.g., In what ways do you feel you have grown and/or matured as a person since entering the Professional Counseling Program?)

You will be asked to commit to provide in-person and virtual counseling services at the MTSU Center for Counseling and Psychological Services (CCPS). This will include devoting approximately 10-12 hours per week to CCPS, which corresponds to a caseload of about five clients and five developmental hours. The Center will provide you with hours to meet the 40 direct client contact hours you will need to accrue during your placement.

Based on the progression through the program and prior to practicum, you must have completed the courses below and have earned at B- or higher. You will be asked to provide your grade earned.

COUN 6260 - Pre-Practicum in Counseling

COUN 6170 - Group Counseling and Psychotherapy

COUN 6180 - Laboratories in Group Counseling & Psychotherapy

You will receive an email from the Clinical Coordinator prior to your placement with the information to complete the readiness form.

Internship

The internship experience serves as the culmination of the training program, giving students an opportunity to integrate and apply the skills and knowledge obtained in the core curriculum. Internships provide students with supervised experiences working as a counselor in a school or mental health setting. Students in the Clinical Mental Health Counseling concentration are required to complete a 600-hour internship in one mental health setting over the course of two consecutive semesters.

Students in the School Counseling concentration are required to complete two 300-hour internships, in an elementary (PreK–5) setting and/or in a secondary (6–12) setting. Students may also complete one 600-hour internship in an elementary or secondary setting with permission of the School Counseling coordinator.

The internship is designed to give students experience to hone their skills that they developed in practicum. Students are required to complete a minimum of 240 hours of direct service/counseling and 360 hours of non-direct service to accumulate 600 or more hours of on-site experience.

Similar to the practicum application process, students must apply to complete internship via the [Internship Readiness Form](https://forms.gle/SQ5FfgVcaYbTYc69), which will be approved by the faculty. (<https://forms.gle/SQ5FfgVcaYbTYc69>)

Internship Readiness Form

The Internship Readiness Form will ask you to provide information regarding the following categories:

ACADEMIC PERFORMANCE (e.g., GPA, scholarships, awards for scholarship, research, etc.)

PROFESSIONAL DEVELOPMENT (e.g., attendance at professional meetings, membership in professional organizations, professional readings, assuming a more professional role, etc.)

PERSONAL DEVELOPMENT (e.g., In what ways do you feel you have grown and/or matured as a person since entering the Professional Counseling Program?)

You will be asked to commit to provide services for the agency or school for which you have been accepted to complete your placement.

Based on the progression through the program and prior to practicum, you must have completed the courses below and have earned at B- or higher. You will be asked to provide your grade earned.

COUN 6260 - Pre-Practicum in Counseling

COUN 6170 - Group Counseling and Psychotherapy

COUN 6180 - Laboratories in Group Counseling & Psychotherapy

COUN 6270 - Practicum in Counseling

Eligibility & Pre-requisites for Internship Placements

The following criteria exist for enrollment in Internship (COUN 6540 and 6940):

The following courses must be satisfactorily completed prior to the beginning of Internship unless otherwise approved:

- COUN 6110: Introduction to Professional Counseling
- COUN 6170: Group Counseling and Psychotherapy
- COUN 6180: Laboratory in Group Counseling and Psychotherapy
- COUN 6210: Multicultural Counseling
- COUN 6230: Legal & Ethical Issues in Counseling
- COUN 6260: Pre-Practicum in Counseling
- COUN 6270: Practicum in Counseling
- COUN 6765: Diagnosis and Treatment Planning in Counseling
- COUN 6830: Theories and Techniques of Counseling
- COUN 6886: Trauma-Focused Assessment and Treatment of Children and Adolescents
- COUN 6120: Counseling Exceptional Children
- COUN 6160: Foundations of School Counseling
- COUN 6165: Advanced School Counseling

Selecting an Internship Site

The responsibility for selecting an internship site rests with students. Students must, however, consult with their advisor or the professor of record for the course concerning potential sites and receive approval for the site two semesters prior to enrollment in practicum or internship.

School Counseling students who wish to complete a practicum or internship in a Metro Nashville, Franklin Special District, Maury County, or Williamson County school must confer with their professor to determine the current procedure for finding a school in these districts. ***Students should NOT contact personnel in these districts directly.*** The internship liaison (Dr. Tiffany Wilson, tiffany.wilson@mtsu.edu) will contact them for you.

According to CACREP requirements, internship supervisors must complete supervisor orientation with the Professional Counseling faculty prior to or at the beginning of the internship semester.

Interviewing with Internship Site Supervisors

After you submit your cover letter and resume/vita to prospective internship sites, you may be contacted by an internship site supervisor to arrange a time for an interview. It is important that you let your advisor know that you have been contacted as they might be able to provide you with important information about the internship site that will assist you in the interview process. In addition, your advisor may provide you with helpful tips to prepare for the interview.

You are an MTSU Professional Counseling student. Therefore, you should dress professionally for your interview. In addition, you should do your homework and find out as much as you can about the internship site prior to the interview. In addition to talking to your advisor, you may find it helpful to talk to former interns who have completed their internships at particular sites.

You should go to the interview with a list of questions to find out specifics about the site (e.g., types of clients served by agency, who will be providing you with weekly supervision, policies and procedures pertaining to the site). See **Appendix 1** for a list of sample questions for CMHC agencies. See **Appendix 2** for a list of sample questions for schools.

Responsibilities of Internship Site Supervisors

When you have been contacted by an internship supervisor for an interview, then you should provide the professor who is teaching internship with the name, e-mail address and phone number of the supervisor so that they may provide them with information regarding MTSU's internship requirements. You should also let your advisor know that you have been contacted for an interview. Supervisors are provided with information in **Appendix 3 for the CMHC internship agreement and Appendix 4 for the SCCO internship agreement**.

Attendance & Participation

Internship trainees are expected to attend all classes and supervision meetings, which includes on-site and on-campus sessions. Be prompt and be prepared.

- If completing a 300 hour internship, counselor trainees should spend approximately 20 hours per week on site for the 15-week semester. 300 clock hours should be completed by the end of each university semester.
- If completing a 600 hour internship, counselor trainees should spend approximately 40 hours per week on site for the 15-week semester.
- On-site supervisors must be notified in a timely manner, preferably 24-48 hour notice, if you will not be in attendance on a day or time that you are scheduled to be on site. On-site supervisors must also be notified if you will be late to your site. It is the responsibility of the student to arrange make-up clock hours and supervision sessions.
- University supervisors must be notified in a timely manner, preferably 24-48-hour notice, if you will not be in attendance on a day or time that you are scheduled for supervision. University supervisors must also be notified if you will be late to supervision. It is the responsibility of the student to arrange make-up supervision sessions.
- Consistent failure to report to your assigned site, miss on-campus instructional time or supervision meetings, or consistent tardiness to your site or university classes and supervision may result in the student receiving a failing grade for internship. Also consider that being absent or tardy from your site can jeopardize your professional reputation, as well as the programs relationship with the school counselor supervisors.

- Counseling students must always have immediate access to a counseling professional colleague or site supervisor for consultation and support when at their field sites. If, at any time, such support is not available and you need to consult, you should contact your university internship supervisor.

Confidentiality

At your internship site, one of the most important aspects of counseling is confidentiality. It is also a crucial component of the trust building process. The following is a listing of important issues:

- It is imperative that you have a working knowledge of the regulations regarding confidentiality of notes, files, and/or recording at your site. If possible, obtain a written copy of these regulations.
- Since recording sessions is required in the supervisory process, it is your responsibility to get your client's written permission to record. In the case of a minor client, you must obtain a written permission form from a parent or guardian. This consent form should explain the limits of confidentiality and should state clearly that the recording will be used for supervision purposes. Many sites have consent forms for you use or sample forms can be provided by your university supervisor.
- Counseling students are expected to conduct themselves professionally. All information shared in your supervision group is to be kept strictly confidential by all group members.
- Do not use client surnames or other readily identifiable information. Use initials to label any recordings.
- The importance of confidentiality cannot be stressed enough. It is YOUR responsibility to protect recorded material against misuse or loss.

Counseling students are responsible for maintaining the confidentiality of all information related to their clients/school students as outlined by the American Counseling Association (ACA) [Code of Ethics](#), the American School Counselors Association (ASCA) [Ethical Guidelines for School Counselors](#) and/or the American Mental Health Counselors Association (AMHCA) [Code of Ethics](#). Counseling students must understand the confidentiality practices of their sites and maintain documentation in a secure manner.

- Do not identify clients/school students by full names on documentation or personal documentation (e.g. notes, audio recordings) except for case notes or recording consent forms. Instead, use initials, pseudonyms, or some other coding method.
- Avoid discussing client/student information in detail through email or text message. Instead, contact your supervisor to arrange a meeting or phone conversation.
- Do not share unnecessary client/student information with any school staff (administration, teachers, etc.) or outside agency. Consult with your site supervisor before sharing any information with school staff or agency.
- Maintaining client confidentiality extends to the classroom and on-campus supervision discussions of clients/school students. Never discuss clients/school students outside of the supervision session, to include classmates who were present during group supervision.

Evaluation

You are required to complete an evaluation of your internship supervisor and site at the end of the semester. Your site supervisor will complete an evaluation form on your performance at the mid-point and end of the semester. Your site supervisor will be evaluating you on a combination of factors such as counseling skill proficiency, dependability, professionalism, and willingness to put into practice suggestions that are made by your site supervisor to improve your skills as a professional counselor, including concentration area skills and knowledge. Your professor will consult with your site supervisor at various times throughout the course of your internship to evaluate your progress. Your final grade in internship will be based on a combination of the final site supervisor evaluation and your performance on activities assigned by your professor.

You must receive a minimum grade of "B-" to progress to the next semester of internship. If you obtain anything less than a "B-" then you may be required to repeat a semester of internship.

On-Site Supervision

An essential component in the internship experience is the supervision provided to counseling students by on-site and university supervisors. Students are expected to share client/school student cases and professional issues to seek support in clinical skill and professional identity development. Supervision may be an individual, triadic, or group format and should meet the specific needs of the counseling student. It is expected that students will attend supervision as scheduled and be open to the supervision process.

The supervision process is designed to offer counseling students an opportunity to demonstrate skills acquired in the classroom to actual counseling situations during practicum. During these experiences, students are supervised by university and site supervisors and receive feedback concerning themselves, clients, the counseling process, and professional issues. They also learn the importance of supervision and the need for continued learning while in the role of the professional counselor. Students are urged to participate actively in the process and to seek supervision to enhance their skill level and to integrate their learning and personality.

In order to maximize this experience, the following guidelines are recommended for counseling students:

- Based on internship requirements, be prepared to record counseling sessions with clients/school students for whom you have permission. Working with supervisors to prepare your approach to clients in securing this permission will help decrease "recording anxiety" for your clients and for you.
- Be prepared for all supervision sessions. Prior to any supervision session, formulate questions about clients/school students, your reactions to the session, the process of counseling, theory and interventions; then be ready to ask these questions of your supervisor. Make good use of your supervision time by having recorded segments cued and ready to play.
- Be prepared to receive constructive and supportive supervisory feedback. In group supervision sessions, be prepared to exchange constructive and supportive feedback with your peers.
- Early in the semester, formulate learning goals for supervision with your university supervisor.
- Work to develop open and honest interactions in the supervisory relationship. As a parallel to the counseling relationship, supervision is a confidential relationship from which you may get just as much benefit as you are willing to put into it.

You should schedule supervision sessions with your on-site supervisors. It is recommended that you schedule a regular time each week to meet with your supervisor. Indeed, this is an accreditation requirement (i.e., one hour a week of individual or triadic supervision with the site supervisor). Try to avoid short sessions in passing with your supervisor.

Crisis Procedures

Counseling students must know the appropriate procedures at their site regarding crisis situations (e.g. suicidal ideation, violent behavior, reports of abuse). Students should notify their site supervisors immediately of actual or potential crisis situations with clients/students and follow the supervisor's directives. If you believe that your supervisor's directives do not align with ethical standards, contact your internship faculty supervisor. In the event of a death (especially suicide or homicide) of a client/student, the counseling student should notify their internship faculty supervisor immediately.

Audio and Video Recording Counseling Sessions

Counseling students are expected to video or audio record several counseling activities during their internship. These recordings (frequency, number required) will be based on the course in which students are enrolled (i.e. clinical mental health internship course or school counseling internship course). Students will submit full sessions to their university supervisors and present portions of their recorded sessions for review during supervision meetings. Individual instructors will give directions regarding how many recordings will be required and session feedback procedures. Signed consent forms must be completed before any recording is completed with a client/school student. Signed consent forms must be submitted with any recording submitted for a grade or for review.

Cause for Removal of Counseling Student from Site

The counseling student may be removed from their field site placement for the following reasons:

- Failure to obtain and show proof of professional liability insurance
- Failure to function in a mature, responsible, and professional manner
- Failure to follow the ethical guidelines of the counseling profession
- Dishonesty regarding field placement log or contract or proper signed consent forms for recording
- Failure to maintain confidentiality of client records and/or client situations
- By request of field site administrator/field site supervisor

Removal from internship may result in a failing grade in the course and an evaluation assessing the students' performance and fitness to remain in the program. The outcome of this evaluation could be a remediation plan or removal from the Professional Counseling program.

Internship Requirements Checklist:

- 300 clock hours on site per a semester for two semesters or 600 clock hours in one semester
- At least 120 or 240 clock hours of direct service with clients/school students, including experience leading small groups and core classroom curriculum

- Indirect service hours and a variety of professional activities in addition to direct service
- An average of one hour per week of on site supervision
- An average of one and a half hours per week of university supervision
- Audio/video recordings or live supervision of counseling
- Signed initial documents: ethical agreement, emergency/crisis plan, field experience plan
- Individual and group counseling consent forms
- Midterm evaluation by site supervisor
- Final evaluation by site supervisor
- Final evaluation by university supervisor
- Final log of hours
- Final Reflection Paper

Resources

Professional Organizations

American Counseling Association (ACA) - <http://www.counseling.org/>

American School Counselor Association (ASCA) - <http://www.schoolcounselor.org/>

The Association for Specialists in Group Work (ASGW) - www.asgw.org

Codes of Ethics

American Counseling Association (ACA) – Code of Ethics

The ACA Code of Ethics and Standards for Practice can be found at the following link:
<http://www.counseling.org/resources/codeofethics/TP/Home/CT2.aspx>

American School Counselors Association (ASCA) – Code of Ethics

The ASCA code of ethics can be found by going to the provided link:
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Evidence Based School Counseling Practices

The Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE) <https://www.umass.edu/schoolcounseling/resources-for-counselors.php>

The School Counseling Analysis, Leadership, and Evaluation (SCALE) Research Center
www.Scale-research.org

Positive Behavior Interventions and Supports (PBIS) www.pbisworld.com

FIELD PLACEMENT TERMINOLOGY

Counselor trainee: Professional Counseling student seeking or fulfilling practicum and/or internship experiences.

Director of Training & Placement: MTSU Professional Counseling Program faculty member with responsibility for coordinating clinical courses, including field site placements for internship.

Field Placement Site: Agency or school setting where counselor trainees provide counseling and counseling-related services under supervision from the designated on-site/field supervisor and a designated faculty member from the MTSU Professional Counseling program.

Internship: An *advanced supervised* field experience course (following practicum) in which the counselor trainee refines and further develops counseling skills and professional knowledge under close supervision. Internship requires a field placement site consistent with the student's selected emphasis area of clinical mental health counselor or school counseling. The internship experience should reflect that of a full-time counseling position and is considered the "capstone" experience in the counseling program. CACREP Standards require the internship experience to include 600 clock hours and the State of Tennessee requires that these hours include experience in agency or school settings. In accordance with the CACREP standards each student's internship must include the following:

Field Experience Hours: The internship experience must include direct service, indirect service, and supervision at the field placement site and on campus. Direct service hours may be recorded (video/audio recordings) during the internship with signed consent from the student and the legal parent/guardian.

Direct Service: ASCA defines direct services as "in-person interactions between school counselors [school counselor interns] and students" to include providing school counseling core curriculum; individual student academic, college, or career planning; and responsive services (individual, small group, or crisis response). Direct service may also include attending meetings where the intern is functioning as a consultant or advocate for the student AND the student is present at the meeting. Direct service hour requirements for internship include at least 240 hours of direct service.

Indirect Service: ASCA defines indirect service as services "provided on behalf of students", which may include a referral for additional support; consultation or collaboration with counselors, social workers, school psychologist, administration, parents, teachers, other educators, and community organizations; trainings or programs provided to increase stakeholders understanding of student needs. This may also include program coordination and school meetings.

Supervision: A structured approach that facilitates and supports the skill development and professional development of supervisees, while also safeguarding the welfare of clients and the counseling profession (Bernard & Goodyear, 2014).

Field Site Supervisor: The site supervisor must be located in the same building as the intern and be readily accessible to the intern. The site supervisor must also provide an average of one hour per week of individual/triadic supervision throughout the internship experience. A qualified field site supervisor MUST have the following:

- 1) A master's degree in counselor or counseling-related field;
- 2) A minimum of 2 years post-masters experience in school counseling;
- 3) A field supervisor for a school setting MUST be a fully licensed/certified school counselor in the state in which she/he is employed.

Faculty Instructor/Supervisor: The instructor for the internship course. The faculty instructor/supervisor leads a minimum of 1 ½ hours of group supervision per week in class and may provide individual supervision when needed.

Licensed Professional Counselor (LPC): An individual who holds a license as a professional counselor in the state of Tennessee.

Licensed School Counselor: An individual who holds a Tennessee School Counselor license.

Definition & Examples of Direct Service Hours for CMHC Internship

"Any counseling-related activity that involves face-to-face and/or verbal contact with a client, potential client and/or family member."

Examples:

- therapeutic-related conversations between an intern and client that may or may not occur in a counseling office, but still address issues which for which client is seeking services
- engaging in recreational or game-like activities with the intention of a) establishing and/or strengthening the working alliance and/or b) addressing counseling-related issues in a less formal, direct and/or threatening way
- jointly participating in a counseling-related service with another mental health professional (e.g., co-facilitating counseling sessions that take place at the professional's office or at a client's home)
- discussing counseling-related issues with family members of clients or potential clients (e.g., parents, spouses/partners)
- therapeutic-related conversations between an intern and client or potential client via telephone or other agency-approved electronic medium (e.g., telephone, video conferencing)

Definition & Examples of Direct and Indirect Service Hours for SCCO Internship

School counselors provide activities and services for students. Delivery of services consists of two broad categories: direct and indirect student services.

Direct student services are interactions between school counselors and students. Through the direct services of classroom instruction, career literacy, dropout prevention, social and emotional supports, and individual student planning, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness.

Indirect student services are services provided on behalf of students as a result of effective program implementation and school counselor’s interactions with others. Through indirect services of program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and access for all students

Below is a list of a direct services performed by school counselors. This list should serve as a guide to determine if your activity is direct or indirect. **This is not an exhaustive list.**

<u>Direct Service</u>	<u>Indirect Services</u>
Individual Counseling	Program Planning/Coordinating
Group Counseling	Professional Development
Classroom Guidance	Other Duties (Car rider line, administrative activities)
Consultation with teachers, parents, student support personnel, referring agencies, etc.	Supervision (site and university)
Individual Student Planning/Individual Assessment and Observations	

Examples of Direct Services

Individual Counseling

- Meet with individual student to address needs, concerns, and barriers to success
- Meet with individual student to address attendance and school performance
- Meet with individual student to address social and emotional concerns
- Meet with individual student to address career development needs
- Meet with individual student to address their overall needs
- Check in with student to identify progress (brief contacts)

Group Counseling

- Specific topic small group sessions
- Academic Study Skills Groups
- Peer mediation training with students
- Non-confidential small group session such as New Student Groups
- Specific topic small group sessions
- Mediation between students
- Psycho-education groups

Classroom/Large Group Guidance

- Facilitating classroom guidance lessons meeting TN Standards and for special topics
- Facilitating the implementation of Career or College Day
- Facilitating the implementation of a school-wide Character Education presentation
- Presentations to students for transition to middle and high school
- Bullying prevention classroom guidance
- Student/Parent Orientation presentations
- Leading a college-access/scholarship presentation for parents
- Facilitating a financial aid or student/parent information nights
- Facilitating a Career Night for students/parents
- Co-Teaching collaboratively with Teachers

Consultation (with teachers, parents, student support personnel, referring agencies, etc.)

- Conducting a home visit
- Participating in Parent/teacher conferences
- Consultations about a specific student with community and school resources (School Psychologist, Social Workers, administrators, DSS and other Community Agencies service providers)
- Consulting with teachers/parents/other school personnel about a student's functional behavior assessments
- Referrals to outside agencies for specific student/family services
- Calling in and working with the crisis team regarding specific student(s)
- Student Success Team consultation or grade level consultation with stakeholder regarding a student's behavioral concerns

Individual Student Planning/ Individual Assessment and Observations/Other

- Student course advisement and placement (individual or pairs)
- Student Career Development advising
- Conducting student meeting of graduation requirements (individual or pairs)
- Collecting data from student records/consultations for creating a Functional behavior Assessment
- Observing a student or group of students for purpose of assessment of student behavior
- Interviewing individual or paired students for appropriateness for small group counseling
- ACT/SAT test interpretation/information sessions for individual or small groups of students

- Student achievement individual meetings
- Graduation conferences with students (individual or pairs) to assess needs and develop college plan/college access
- Conducting mock interviews for scholarships/employment
- Completing student enrollment documents with student/parent
- Leading a small group (or individual) of high school students to review their transcript, consider 4-year plan, and selecting courses for the upcoming school year
- Advising for Elementary to Middle School and Middle to High School regarding course selection & registration
- Meeting with individual students about Scholarship/Summer Camp opportunities
- Working with students to understand their results on assessments
- Facilitating staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc. (classifies as other)
- Leading a college-access/scholarship presentation for parents (classifies as other)

Examples of Indirect Services

Program Planning/Coordinating

- Coordination and planning of school wide activities and programs
- Creating and maintaining a program calendar
- Conducting analysis of data to drive program
- Working within Teacher PLC's to integrate the TN Standards; integrating character traits into classroom lessons
- Data evaluation meeting as it pertains to school counseling program which supports the school improvement plan
- Coordinating testing or annual assessment of academic progress (i.e. EOGs)
- Planning and coordinating a Career Day
- Planning and implementation of a mentor program
- Leading school wide programs and activities such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Backpack buddies
- Community outreach
- Consultations with community and school resources (Career Development Coordinators, Social Workers, SROs, Community agencies) and college liaisons about services they provide
- Implementing school-wide positive behavior programs such as "Bucket Filling"

- Participating on committees (RTI, SSMT, PBIS, 504, IEP, School Improvement Team, etc.)
- Facilitate grade level meetings
- Distribute scholarship information and head the scholarship committee
- Substance Abuse initiatives with community agencies
- Work to develop programs of study and assist with student registration and schedule changes
- Academic Awards Night preparations/presentations
- Planning and assessing a Career Night for students/parents
- Serving as a resource for staff, parents, community
- Website planning/creation/updating
- Planning and coordinating Open house, Parent Night, Special Seasonal Night meetings
- Collaborative planning with staff for specific unit related to the counseling curriculum

Professional Development

- Presenting at a district, state or other professional conference (classifies as other)
- Providing staff development segments to address student barriers, cultural diversity, and differentiation (classifies as other)
- Working in Counselor PLC's for planning, monitoring and data analysis of comprehensive school counseling program
- Attending staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc.
- Attending district, state-wide professional development
- Completing Professional Development Plan

Other Duties

- Bus duty
- Car rider line
- Making copies
- Testing coordination
- Proctoring exams
- Administrative activities
- Site supervision (1 hour)
- University supervision

Appendices

Appendix 1 – CMHC Internship Questions

Questions Prospective Interns for Potential Internship Sites (CMHC)

Name of contact person: _____

Name of agency: _____

Date: _____

1. What types of counseling-type experiences can interns obtain at your agency?
 - Intakes / Individual / Family / Couple / Group / Play / Crisis line
Other _____
 - Do you provide any kind of training opportunities for interns that are specific to your agency?
2. What are the age groups of clients with whom interns could work?
 - Children (11 and under) / Adolescents (12 – 17) / Adults (18 and over)
3. Where are services provided?
 - At agency / In client's home / Outside of Agency

If services are provided in client's home, is intern accompanied by a staff member during home visits? _____ What kind of safety precautions are in place?

Is there an orientation program that all interns attend at your agency or is orientation informal?
4. MTSU interns are required to accumulate 240 hours of direct service hours over the course of their two-semester internship. They work at the internship site three days a week, which amounts to the equivalent of 3 hours of direct service contact a day. Do you think this is doable at your agency?
5. Would interns have the opportunity to do any co-therapy/provide direct services with other therapists (LPCs, LCSWs)? If so, what kinds of things could they do? ____ Yes ____ No
6. MTSU interns are required to be supervised on an individual basis one hour a week with a master's-level therapist with at least two years of counseling experience. Is there someone at your agency who could do that? ____ Yes ____ No
7. Are there other counselors/therapists who could provide more informal guidance/mentoring? ____ Yes ____ No
8. Would interns from other university counseling programs be completing their internships at your agency? ____ Yes ____ No

- If so, have interns ever had problem obtaining a) enough direct service hours and/or b) meeting their weekly individual supervision requirements in the past?
_____ Yes _____ No If so, how has this been handled?

9. How could I be most beneficial to you and your agency? Is there anything that MTSU could do to help you or prepare me for an internship at your agency?

Appendix 2 – Sample Questions for School Counselors

Consider asking one or more questions from each of the categories below.

Role of the School Counselor

- How does the school counselor's role support the school's mission?
- What do you see as the most effective use of a school counselor's time?
- How do the ASCA student standards (Mindsets & Behaviors) inform the work of the school counselor?
- When you have implemented the ASCA National Model, how has it affected student success?
- What do you think is the most important characteristic of a school counselor? What's the most essential characteristic school counselors have that supports a caring/supportive school climate for all students?
- When considering school counseling ethical standards and school policies, how would you handle a conflict between the two?
- How will the school counseling program facilitate a more peaceful/safe school environment?
- What's the school counselor's role in promoting equity and access for all students?
- What can you provide that is different from a school social worker, school psychologist or mental health counselor? How does the school counselor's role differ from other student service providers in support of all students?
- What is the difference between a therapist and a school counselor? Or, how do school counselors support students who need therapy to be successful in school?
- Describe your ideal school counseling program. Include some specific examples of what it will include. Or, how does the school counseling program support a school's school improvement plan?

Strengths and Interests

- What influenced you to be a school counselor? What's your journey to becoming a school counselor?
- How will your practical experience inform your role as a school counselor?
- What is your strongest asset? Talk about your strengths and how they will support the implementation of an ASCA National Model program.
- What do you know about our school that you would consider a strength? A weakness?
- Tell us about a successful (satisfying) case that you have handled? And, one that was not so successful; what would you have done differently? Tell us about a time you helped a student be successful.
- What makes you want to work at _____ School?
- What do you consider the most important reason(s) for you, personally, to become a member of this faculty? How will you achieve your professional at this school?
- What do you like about working with (grade level) school students? Describe how your specific skills/interests will help you connect to this student population.
- How would you address cultural differences in a school setting?
- What is something new you could bring to our program? What innovations or current best practices will you incorporate into your delivery of services?
- How do you handle criticism? How can criticism improve one's work?
- How do you handle stress? Stress is part of schools; how does the ASCA National Model help to manage it? School counselors are confronted with a lot of stressful circumstances and stories. How will you maintain your professionalism and your personal wellness when confronted with these?

- Are you available to work in the evenings for functions such as parent programs, student programs, etc.? Working in a school often includes extended hours. How will you balance work/life demands?
- What experiences have you had in working with special education students? How are special education students included in a school counseling program?
- What has your experience been in working with students of color? LGBTQ students?
- What is your experience with parenting programs? What support will your counseling program offer to parents? What instructional services can you provide?
- How do you approach writing letters of recommendation?
- How do you keep yourself organized?
- Where do you see yourself in the next five years?
- Are you proficient in a language other than English?

School Counseling Program: Define

- How does a school counseling program support the school's academic mission?
- What is your school counseling/educational philosophy?
- What is the counseling theory or approach that you most closely follow? How does your counseling theory or approach support student learning?
- How does the ASCA National Model support all students?
- How is the ASCA National Model defined, delivered, managed or assessed at an elementary/middle/high school?

School Counseling Program: Deliver

- How do you develop a plan to deliver the student standards (Mindsets & Behaviors) thru classroom lessons or group sessions?
- How would you approach appraisal and advisement?
- How do you develop a positive relationship with students in individual counseling? Small-group counseling? What's the role of a school counselor to student relationship in individual and group counseling?
- What are examples of evidence-based strategies addressing student attendance?

School Counseling Program: Manage

- How do you use data in a school counseling program? How does school data inform the school counseling program?
- What type of activities would you deliver in a school counseling program to address an achievement gap, opportunity gap or attainment gap?
- What innovative and new ideas would you like to employ as a school counselor? How does a school counseling program identify, select and implement new ideas to support student success?
- How would you divide your time between meeting the immediate needs of the students and keeping up with the paperwork? How is your use-of-time spent to address the needs of all students? How will you effectively plan and manage your time as a school counselor?
- What technology applications do you see being useful in your work?
- How is your professional development plan a part of the school counseling program? How will you determine your own professional development needs? How will your professional development plan improve the school counseling program?

School Counseling Program: Assess

- How will you assess the school counseling program?
- What type of data would demonstrate an effective school counseling program? How do you use data to reflect on school counseling program goals? How do you use data to inform school counseling program growth? How will you convey this impact to stakeholders?

- What do the most recent state standardized test results indicate about this school district and this school? What is your role regarding standardized testing?

Leadership

- How do you see the word "leader" fitting into your role as a school counselor? How do school counselors model leadership? How is leadership a part of the school counselor's role? In schools, where can school counselors be leaders?
- Describe a time when you provided leadership around a specific need/issue/situation?

Advocacy

- How have you advocated for students?
- How does a school counseling program support school counselor advocacy?
- How do school counselors advocate for students differently than other school staff?
- How do school counselors advocate for systemic change?

Collaboration

- What is the school counselor's role in relation to teachers, parents, administrators and other school counselors?
- How would you address an irate parent?
- How would you address a passive or uninvolved parent?
- How do you see yourself fitting in with school counselors who have many years of experience as veteran teachers? What strengths do you bring as a new school counselor to the department?
- What is your view on collaborative consultation in the schools?
- Describe past interactions with parents in home visits.
- How do you manage conflict and create solutions with stakeholders?

What Would You Do If ...

- One of your students tells you she's pregnant?
- You suspect one of your students is being abused?
- One of your students talks to you about wanting to kill himself/herself?
- One of your students tells you he/she is being abused?
- A student says a teacher doesn't like him/her and requests a teacher change?
- A parent asks you to switch their child's teacher?
- A student asks to be in the same lunch period as their friend?
- You suspect one of your students is abusing drugs/alcohol?
- One of your students admits to being sexually active?
- One of your students tells you he/she is gay?
- One of your student's parents is terminally ill?
- Your student does not get into his/her top college choice?
- One of your students wants to drop out of school? One of your seniors is not going to graduate?
- A parent asks to meet with you at 5 p.m. because that is the only time he/she can get off of work?
- You see one of your students (or parents) in town?
- One of your students continues to fail math (or any subject) each quarter?
- You have a faculty member's child in your caseload?

Source: <https://www.schoolcounselor.org/About-School-Counseling/Careers-in-School-Counseling/Sample-Interview-Questions>

Appendix 3 – CMHC Internship Agreement



Womack Educational Leadership Department
1301 East Main Street
P.O. Box 91
Murfreesboro TN 37132



CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP AGREEMENT

The Professional Counseling Program of Middle Tennessee State University is appreciative of the excellent partnerships with clinics and agencies for the training of our future clinical mental health counselors. We are pleased to have entered a 5-year agreement with your clinic/agency with regard to the placement of our internship students at your site. (Copy available upon request.) If you are willing to accept an intern at your clinic/agency for a total of 300 clock hours (over two semesters for a total of 600 hours) during the designated semesters, please read the following summary and sign the signature page that follows.

The Professional Counseling Program agrees:

- ❖ To assign a university faculty liaison (i.e., university supervisor/instructor) to facilitate communication between the program and your clinic/agency;
- ❖ To notify the intern that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of your clinic/agency;
- ❖ That the faculty liaison shall be available for consultation with both the site supervisor and the intern, and shall be immediately contacted should any problem or change occur in relation to the intern, site, or university;
- ❖ That the faculty liaison, after receiving feedback from the site supervisor, is responsible for the assignment of an internship grade.
- ❖ To notify each intern of the requirement to have, and to pay for, a criminal background check.

The clinic/agency agrees to assign a site supervisor who has appropriate credentials, time, and interest in training the intern. The site supervisor must be a licensed mental health professional with at least 2 years of experience in that role. The site supervisor, on behalf of the clinic/agency, agrees:

- ❖ To provide opportunities for the intern to engage in a variety of counseling activities under supervision in sufficient amounts to allow an adequate evaluation of the intern's level of competence in each activity. These activities should include:
 1. Individual counseling
 2. Small group counseling
 3. Report writing and record keeping
 4. Other clinical-related activities that are specific to the clinic/agency
- ❖ To allow for audio recording of at least one counseling session on the intern's password-protected or secure device for review in group supervision at the university. This is a required key assessment to help evaluate student learning outcomes for the Professional Counseling program. Recordings are immediately deleted following the review.
- ❖ To provide the intern with adequate work space and necessary supplies to conduct professional activities;
- ❖ To provide supervisory contact which involves 1 continuous hour of weekly individual or triadic face-to-face supervision sessions (or 2 half-hour supervision sessions);

- ❖ To sign the intern's monthly logs verifying the on-site hours and direct contact hours;
- ❖ To communicate with the faculty liaison regarding progress and problems;
- ❖ To provide necessary and appropriate technological resources that assist with learning;
- ❖ To provide written and oral evaluation of the intern's performance based on criteria established by the program.

The Professional Counseling Program Intern agrees:

- ❖ To be punctual and present at the scheduled times of the supervision sessions;
- ❖ To act in accordance with ethical guidelines and professional standards;
- ❖ To assist in the development of goals and tasks to achieve in supervision specific to assessed competencies;
- ❖ To come prepared for weekly supervision and provide ample time for the supervisor to review any video/audio recordings prior to the due date for feedback;
- ❖ To be open to feedback from the site supervisor, respond appropriately, and provide feedback to the supervisor about the supervision process;

Agreement Signature Page
MTSU Supervisor/Instructor, Clinic/Agency Site Supervisor & Intern

This agreement is made by and between _____ (agency) and Middle Tennessee State University on behalf of the Professional Counseling Program for the placement of _____ (intern) for [300 or 600] clock hours. The term of this agreement for the current MTSU student shall commence on _____ and end on _____. In witness whereof, the parties, through their authorized representatives, have affixed their signatures below.

MTSU	Agency
University Supervisor name	Site Supervisors Name and Title
Mailing address/City/State/Zip	Mailing address/City/State/Zip
P.O. Box 54, Educational Leadership Dept. MTSU, 1301 East Main Murfreesboro, TN 37132	
Email address	Email address
Signature	Signature
Date	Date

MTSU Intern	
Name	
Signature	
Date	

Appendix 4 – SCCO Internship Agreement



Womack Educational Leadership Department
1301 East Main Street
P.O. Box 91
Murfreesboro TN 37132



SCHOOL COUNSELING INTERNSHIP AGREEMENT

The Professional Counseling Program of Middle Tennessee State University is appreciative of the excellent partnerships with public P-12 schools for the training of our future school counselors. We are pleased to have entered a 5-year agreement with your school district with regard to the placement of our interns in your school. (Copy available upon request.) If you are willing to accept an intern in your school for a total of 300 clock hours (over two semesters for a total of 600 hours) during the designated semester, please read the following summary and sign the signature page.

The Professional Counseling Program agrees:

- ❖ To assign a University faculty liaison to facilitate communication between the program and your school;
- ❖ To notify the intern that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of your school;
- ❖ That the faculty liaison shall be available for consultation with both the school supervisor and the intern, and shall be immediately contacted should any problem or change occur in relation to intern, site, or University;
- ❖ That the faculty liaison is responsible for the assignment of an internship grade that will count as 60% of the student's semester grade; and
- ❖ To notify each intern of the requirement to have, and to pay for, a criminal background check.

The School of School District agrees to assign a site supervisor who has appropriate credentials, time, and interest in training the intern. The site supervisor must be a licensed school counselor with at least 2 years of experience in that role at that grade level. The site supervisor, on behalf of the school, agrees:

- ❖ To provide opportunities for the intern to engage in a variety of counseling activities under supervision in sufficient amounts to allow an adequate evaluation of the interns' level of competence in each activity. These activities shall include:
 1. Individual Counseling: Personal, social, academic and "Play therapy" (if applicable);
 2. Group Counseling: Crisis-centered; problem-centered; and growth-centered;
 3. Report writing and record keeping: Session summaries (individual and group);
 4. Consultation (individual or group): With teachers and parents;
 5. Classroom guidance: Special topics and development for one complete unit;
 6. Other: Assist in testing program, attend an IEP meeting, and assist the supervisor as needed.
- ❖ To provide the intern with adequate work space and necessary supplies to conduct professional activities;
- ❖ To provide supervisory contact with involves examination of intern's work using audio/video recordings, and live observation; with 1 continuous hour or 2 half-hour weekly individual face-to-face supervision sessions;

- ❖ To sign the intern's monthly logs verifying the on-site hours and direct contact hours;
- ❖ To communicate with the faculty liaison regarding progress and problems;
- ❖ To provide written and oral evaluation of the interns' performance based on criteria established by the program. Such evaluation will count for 40% of the student's semester grade.

The Professional Counseling Program Intern agrees:

- ❖ To be punctual and present at the scheduled times of the supervision sessions;
- ❖ To act in accordance with ethical guidelines and professional standards;
- ❖ To assist in the development of goals and tasks to achieve in supervision specific to assessed competencies;
- ❖ To come prepared for weekly supervision and provide ample time for the supervisor to review any video/audio recordings prior to the due date for feedback;
- ❖ To be open to feedback from the site supervisor, respond appropriately, and provide feedback to the supervisor about the supervision process;

Agreement Signature Page
MTSU Supervisor, School Administrator, and School Site Supervisor

This agreement is made by and between _____ (school) and Middle Tennessee State University on behalf of the Professional Counseling Program for the placement of _____ (intern) for [300/600] clock hours. The term of this agreement for the current MTSU student shall commence on _____ and end on _____. In witness whereof, the parties, through their authorized representatives, have affixed their signatures below.

MTSU	School	
University Supervisor name	Principal Name	Site Supervisor Name
Mailing address/City/State/Zip	Mailing address/City/State/Zip	Mailing address/City/State/Zip
P.O. Box 54, Educational Leadership Dept. MTSU, 1301 East Main Murfreesboro, TN 37132		
Email address	Email address	Email Address
Signature	Signature	Signature
Date	Date	

MTSU Intern	
Name	
Signature	
Date	