

UAB Counseling Program **Clinical Handbook**



The University of Alabama at Birmingham

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UAB Counseling Program Clinical Handbook

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Introduction

The Practicum II and Internships A&B, collectively referred to as clinical experiences, are a critical component of students' graduate training in counseling. In order to ensure that students have a smooth placement process and gain the clinical experiences required, the UAB Counseling Program (CP) has developed this clinical handbook to guide students through both the placement process and the clinical experience. It is important that students follow the guidelines included in this handbook. Prior to beginning clinical experiences, students will be asked to sign the last page of this manual and include the document in their clinical folder, indicating that students have read and understood this manual and are committed to following these guidelines. Any questions related to this handbook or related to clinical placement in general should be discussed with the Clinical Placement Coordinator (CPC).

Although the School of Education (SOE) will make its best efforts to abide by this handbook the SOE reserves the right to interpret and apply its procedures and policies, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the SOE and UAB. This handbook does not constitute a contract between the student and the SOE.

Prerequisites for Beginning Clinical Experiences

In order to ensure that counselors-in-training have sufficient knowledge and skills to enter clinical placement, the CP requires certain steps to be taken prior to beginning practicum. In order to be eligible to begin clinical experiences, students must have completed the following requirements:

- Completed or currently enrolled in final Area I courses (to be eligible for CPCE/COMPS)
- Submitted a completed application for CPCE/COMPS by announced due date
- Submitted a completed application for clinical experiences by announced due date
- Passing score on CPCE/COMPS
- Submitted proof of completing 8 sessions of individual counseling

It is essential that students complete all the above requirements in a timely manner. Failure to complete these requirements by announced deadlines may result in clinical experiences being delayed by a semester. Deadlines for CPCE/COMPS and clinical applications will be announced via the CP Weekly Update.

Students in the school counseling concentration must also submit a suitability letter from the Alabama State Department of Education demonstrating that the student's criminal background has been reviewed and cleared by the Department of Education. Other students should be aware that many of the outside agencies/entities require fingerprinting and background reviews prior to accepting a student for clinical placement.

Clinical Placement Process

To initiate the clinical placement process, eligible students should submit a completed application for clinical experiences. This application has two parts: 1) an online form completed via Qualtrics link distributed in the CP Weekly Update, and 2) an electronic copy of student resume submitted to the CPC. Both parts of the application must be submitted by the announced deadline. Typically, the application for clinical experiences and the application for CPCE/COMPS are due on the same date. Both forms should be submitted to the appropriate faculty member.

On the application for clinical experiences form, students will be asked to indicate three clinical sites where the student is interested in working, and students should consult the updated list of clinical sites that accompanies the clinical application. The CPC cannot guarantee that students will be matched with their requested sites. If students are interested in a placement at a site not listed on the current CP clinical site list, students should communicate about that site with the CPC well in advance of the application deadline. Since there is a lengthy process required for sites to be approved, advanced notice is required for new sites. Potential new sites will be explored by the CPC; however, the CP program cannot guarantee that the requested site will be approved.

Once the application is submitted, students will receive a confirmation email from the CPC. **It is the responsibility of the CPC to communicate with sites to determine availability for placements. Students should NOT communicate with any clinical site for any reason until given permission by the CPC. Circumventing the clinical placement process may result in a delay in your clinical placement.** Any questions regarding potential sites or the clinical placement process should be directed to the CPC.

The CPC will not begin the clinical placement process prior to the return of CPCE/COMPS scores. Students can expect to receive an email from the CPC regarding the placement within 3-4 weeks after the scores are returned to initiate the placement. *Keep in mind that some placements may not be finalized until 1-2 weeks prior to the beginning of the semester.* Once the CPC has finalized the placements, students will be told the name of the site where they will be potentially placed, as well as the name of the supervisor. Students will also be instructed to contact the site supervisor to schedule an interview and/or initial meeting. Alternatively, the site supervisor may prefer to contact students directly for the interview. The email from CPC will clearly outline the next steps in placement.

Once the interview/initial meeting is completed, both students and the site supervisor will be asked to communicate with the CPC regarding the outcome of the meeting. If both parties would like to move forward, the CPC will notify students that they are officially matched with that site. If the student does not successfully match with the initial site, another placement option will be found for the student. At that time, students are free to openly communicate with the site supervisor to schedule and orientation, decide on a start date, and determine a weekly schedule on site. **Remember: Students are not approved to begin collecting hours until after the first night of practicum class.**

Professional Liability Insurance

All students are required to purchase and maintain professional liability insurance for their entire clinical experience. Professional liability insurance can be obtained at no cost for students through membership in ACA, ASCA, or AMHCA. Alternatively, students can receive a reduced rate when purchasing professional liability insurance directly from insurance companies. Proof of liability insurance should be placed in the clinical file on the first night of practicum or internship class. If proof of insurance is not provided, the student will be administratively removed from the clinical course and will not be allowed to continue in the program until individual liability insurance is obtained.

Requirements for Clinical Experience

Students need to begin planning early for how they will manage their time at the point of the clinical experience. If students are employed full time, know now that meeting clinical requirements may greatly interfere with M-F, 8-5 employment. **PLAN AHEAD.**

School counselors are placed in schools at all three educational levels during their clinical experience. School counselors are only eligible to be enrolled in ECG 695 and ECG 696/697 during the fall and spring semesters. **PLAN AHEAD.**

Each student will submit required paperwork to their practicum/internship instructor on a weekly basis. All paperwork will be kept in the student's clinical file. It is the student's responsibility to ensure that all paperwork (except for tape review forms which are the instructor's responsibility) is completed by the deadlines listed in the syllabus. Failure to complete required paperwork can result in a NO PASS for the class. All required paperwork is included in this manual.

ECG 695: Practicum II

Practicum II requires a student to be on site a minimum of 100 hours with a minimum of 40 hours of direct counseling service to clients. At first this may seem quite easy to accomplish in a semester; however, several factors may impact the accumulation of hours:

- Before students are assigned clients to counsel, each agency/school will want to orient students to their policies and procedures.
- Some sites require a training specific to their population.
- Some sites require a period of observation of other counselors before assigning clients.
- Some clients do not show for their appointments.
- There are occasions when there may be few new clients and/or referrals at the beginning of the semester.
- In the school setting, written parental permission is often required before someone other than the school counselor may work with a student.
- Of the 40 hours, only 10 hours of group counseling will meet the direct counseling requirement.
- Of the 40 hours, a minimum of 20 hours **MUST** be in individual counseling.

Being on site 100 hours will be easy; meeting the 40 hours of direct counseling service to clients may not. Planning for two full days a week on site will increase the opportunities to meet the requirements of Practicum II, to more fully experience the site, to understand the counselor role and responsibilities, and to develop an identity as a professional counselor. In addition to the time students will spend at their site, students will also arrange with their Practicum II professor one hour of individual/triadic supervision weekly AND students will attend a 90-minute group

supervision weekly on campus. Students cannot start working at their site until after the first night of class. Practicum students who work in the Community Counseling Clinic may begin working on their site after completing their orientation with the Clinic Director.

ECG 695: Practicum II is a high stakes decision point. Students must pass this course to proceed to internship.

To receive a “PASS” grade in the Practicum class (ECG 695), counselors-in-training must complete ALL of the following requirements at the designated level:

1. On-site Performance – Interns must adhere to the contents of the Internal Agreement between the CEP, the agency, and self. In addition, the student must adhere to the contents of the CEP Clinical Handbook in relation to forms, evaluations, and performance criteria (i.e., skill development and professional dispositions). Students must pass the midterm and final site supervisor evaluations. Midterm and Final Evaluation forms are included in this manual.

The CEP program has the following expectations for on-site performance for practicum students:

- A. Submission of required paperwork by deadlines listed in syllabus;
- B. Practice in an ethical manner;
- C. Demonstrate fairness, equity, and sensitivity to a culturally diverse society;
- D. Follow policies and procedures of the university and the clinical site;
- E. Adhere to legal mandates (e.g., duty to report/warn);
- F. Demonstrate appropriate professional dispositions (attitudes and behaviors), both in supervision and on-site.

2. Internship Hours – Practicum students must complete a minimum of 100 hours on-site during the semester (a minimum of 40 of those hours must be direct hours). Students not meeting the hour requirement will receive a grade of INCOMPLETE in the course. Individual supervision and class time DO NOT count towards the hour requirement.

3. Group Seminar - Clinical mental health, Marriage, Couples and Families and School Counseling counselors-in-training must PASS the Group Supervision seminar requirement of 1 and ½ hours of weekly group meetings. In order to pass the group seminar, students must not miss more than 1 group meeting. In addition to group supervision meetings, practicum students must meet with their university supervisor for 1 hour per week of individual supervision.

4. Case Presentation – Interns must complete a minimum of one (1) case presentation in ECG 695: Practicum II. Students are required to summarize the client’s background and counseling history, describe their theoretically-driven conceptualization of the client and their presenting concerns, and solicit meaningful feedback on how to improve their work and address the client’s needs. Guidelines for case presentations and the session review point that accompanies this presentation will be provided in the course syllabus to help construct an appropriate narrative to be disseminated to the class. An evaluation rubric will be provided in the course syllabus.

NOTE: Individual instructors may require 2 presentations, so the individual syllabi will reflect this requirement.

5. Video Recordings – For all practicum students, videotaped sessions are required. Students must receive an overall rating of PROFICIENT or higher on a minimum of 3 tapes over the course of the semester. Individual instructors will specify the number of tapes that must be submitted for review each semester. Tapes will be reviewed by the Internship instructor and evaluated using the Tape Evaluation Form.

Please note that the preceding #1-5 are NOT averaged. A PASS must be attained in EACH area. Thus, it is possible to receive a PASS from the on-site supervisor, a PASS in the Group Seminar, a PASS on the Case Presentation and a NO PASS on the tapes/observations. In such a scenario, the student would not receive a PASS in the course.

Students who do not meet appropriate skill development by the end of the semester of ECG 695 have two options: receive an (I), or receive an (F).

- Option 1: Students in ECG 695 who receive an (I) for the purpose of developmental remediation shall do so in consultation with the course instructor. A remediation plan shall be developed. Program faculty may also have input into the remediation plan. The remediation plan will outline specific skills which were not met in ECG 695 and will state measureable objectives that are directly related to the unmet skill areas (See the ECG 695/697 Remediation Plan Form in this manual). The remediation plan will go into effect the following semester. Upon satisfactory completion of the remediation plan, the (I) will be changed to reflect the student's progress. If the student passes the course, then the student will then be allowed to move forward and register for ECG 697 (a) in the next semester. A student cannot register for ECG 696 while in remediation for ECG 695. If the student is unable to meet the objectives outlined in the remediation plan, the student's (I) in ECG 695 will be recorded as a (F) and the student will be administratively dropped from the CEP.
- Option 2: Students in ECG 695 who receive an (F) in will be administratively dropped and not be allowed to continue in the CEP. If the student is administratively dropped for this reason, the student has a right to appeal the decision. A student wishing to appeal a decision should follow the appeals process outlined in the UAB Graduate Catalog at this link: [Academic Appeals](#).

ECG 696/697: Internships A & B (Now Crosslisted in Blazernet)

Internships A & B require a combined minimum of 600 hours on site with a minimum of 240 hours of direct counseling service to clients. At the Internship level, students are not limited in the number of group, intake, or assessment sessions that may be counted as direct counseling service to clients. However, there are still no shows, cancellations, and periods with few new clients. School Counselors start each semester in a new setting, which means there will be a site orientation period each semester.

Planning for 3-4 full days each week on site will increase the opportunities to meet the requirements. In addition to the time students will spend at the site, students will also attend a 90-minute group supervision weekly on campus. Students will receive an average of one hour of individual supervision from their site supervisor weekly.

No site placement can guarantee assignment of enough clients to meet the minimum requirements of clinicals. Students who are concerned about getting sufficient hours should increase their hours on-site and troubleshoot with their site supervisor regarding hours. If gaining sufficient hours continues to be a problem after increasing time on site and working with the site supervisor, the student should notify their internship instructor and the CPC. The CPC will work with the student and site to remedy the issue, if possible. In the case that the site cannot provide sufficient clinical experience for the internship student, the CPC may identify a secondary clinical site for the student to gain additional hours. In some cases, students may need to complete an additional semester of internship. Only one additional semester will be allowed.

ECG 696/697: Internship is a high stakes decision point. Student must pass both courses to proceed to be eligible for graduation from the program.

To receive a “Pass” grade in the Internship class (ECG 696 or ECG 697), counselors-in-training must complete ALL of the following requirements at the designated level:

1. On-site Performance – Interns must adhere to the contents of the Internal Agreement between the CEP, the agency, and self. In addition, the intern must adhere to the contents of the CEP Clinical Handbook in relation to forms, evaluations, and performance criteria (i.e., skill development and professional dispositions). Interns must pass the midterm and final site supervisor evaluations. Midterm and Final Evaluation Forms are included in this manual.

The CEP program has the following expectations for on-site performance for interns:

- A. Submission of required paperwork by deadlines listed in syllabus;
- B. Practice in an ethical manner;
- C. Demonstrate fairness, equity, and sensitivity to a culturally diverse society;
- D. Follow policies and procedures of the university and the clinical site;
- E. Adhere to legal mandates (e.g., duty to report/warn);
- F. Demonstrate appropriate professional dispositions (attitudes and behaviors), both in supervision and on-site.

2. Internship Hours – Interns must complete a minimum of 300 hours on-site during the semester (at least 120 of those hours must be direct hours). Students not meeting the hour requirement will receive a grade of INCOMPLETE in the course (ECG 696). This grade will be updated accordingly once the hour requirement is met in the following semester (in ECG 697). Passing two semesters of the internship course (ECG 696 and ECG 697) will result in the intern earning a (minimum) total of 600 hours on-site. Individual supervision and class time DO NOT count towards the hour requirement.

3. Group Seminar - Clinical Mental Health, Marriage, Couples and Families and School Counseling counselors-in-training must PASS the Group Supervision seminar requirement of 1 and ½ hours of weekly group meetings. In order to pass the group seminar, students must not miss more than 1 group meeting.

4. Case Presentation – Interns must complete a minimum of one (1) case presentation per semester of internship. Students are required to summarize the client’s background and

counseling history, describe their theoretically-driven conceptualization of the client and their presenting concerns, and solicit meaningful feedback on how to improve their work and address the client's needs. Guidelines for case presentations and the session review point that accompanies this presentation will be provided in the course syllabus to help construct an appropriate narrative to be disseminated to the class. An evaluation rubric will be provided in the course syllabus. NOTE: Individual instructors may require 2 presentations, so the course syllabus will reflect this requirement.

5. Video Recordings/Observation Rubrics – For Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling interns, videotaped sessions are required. Students must receive an overall rating of PROFICIENT or higher on a minimum of 3 tapes over the course of the semester. Individual instructors will specify the number of tapes that must be submitted for review each semester. Tapes will be reviewed by the Internship instructor and evaluated using the Tape Evaluation Form.

For School Counseling students, videotapes are not required. In place of the videotape requirement, School Counseling interns are expected to receive a Proficient level or higher in live observations in the following four areas: classroom guidance, teacher or parent in-service, small group session, and individual session in ECG 696 and ECG 697. These activities will be observed and evaluated by the site supervisor using the Observation Rubrics for School Counseling Interns. School counselors-in-training should be able to demonstrate these skills at a “proficient initial” or better in order for the student to receive a PASS in this area.

Please note that the preceding #1-5 are NOT averaged. A PASS must be attained in EACH area. Thus, it is possible to receive a PASS from the on-site supervisor, a PASS in the Group Seminar, a PASS on the Case Presentation and a NO PASS on the tapes/observations. In such a scenario, the student would not receive a PASS in the course. Students failing to PASS the course will be required to develop a remediation plan with the course instructor before moving forward.

Students who do not meet appropriate skill development by the end of the semester of ECG 696/697 have two options: receive an (I), or receive an (F).

- Option 1: Students in ECG 696/697 who receive an (I) for the purpose of developmental remediation shall do so in consultation with the course instructor. A remediation plan shall be developed with input from both the student and the instructor. Program faculty may also have input into the remediation plan. The remediation plan will outline specific skills which were not met in ECG 696/697 and will state measurable objectives that are directly related to the unmet skill areas. The remediation plan will also include specific strategies designed to meet the agreed upon objectives and a time line for completion of the remediation plan (see the ECG 695/696/697 Remediation form in this manual). The remediation plan will go into effect the following semester. Upon satisfactory completion of the remediation plan, the (I) will be changed to reflect the student's progress. If the student is unable to meet the objectives outlined in the remediation plan, the student's (I) in ECG 696 will be recorded as a (F) and the student will be administratively dropped from the Counseling Program.

- Option 2: Students in ECG 696/697 who receive an (F) in will be administratively dropped from the CEP. If the student is administratively dropped for this reason, the student has a right to appeal the decision. A student wishing to appeal a decision should follow the appeals process outlined in the UAB Graduate Catalog at this link: [Academic Appeals](#).

All clinical placements are across an entire semester, which is identified in the contract. Any student who fails to meet the practicum/internship clinical requirements due to a minimal amount of time spent at the site can be terminated from that site and/or be required to participate in a remediation plan with one's faculty instructor.

Receiving of an Incomplete

A student will be allowed to participate in a remediation plan only **TWICE** during their clinical experience. Once a student has participated in two remediation plans, he or she will be ineligible to receive an (I) in a course and will instead receive an (F) if he or she does not meet the appropriate skill development by the end of the semester. A student receiving an (F) after two remediation plans will be administratively dropped from the program. Should a student be administratively dropped, the student can appeal the decision through the grievance process outlined in the UAB Graduate School handbook.

Removal from Clinical Site

Should a student be removed from a site, for reasons including but not limited to unprofessional practice, the Counseling faculty in consultation with the Chairperson of the Department of Human Studies will investigate the circumstances of the removal. As part of the investigation, the student must be interviewed. The student will continue to attend class until a ruling has been made. If the student is found to be responsible for removal, the student will receive a grade of FAIL for the class, and the student may be administratively dropped from the CP. The student will be notified in writing of this decision. If the student is found to be not responsible for their removal from the site, the student will be placed at a new clinical site and allowed to complete the remainder of their course requirements. If the student is administratively dropped for this reason, the student has a right to appeal the decision. A student wishing to appeal a decision should follow the appeals process outlined in the UAB Graduate Catalog at this link: [Academic Appeals](#).

Examples of reasons for student removal by the site include but are not limited to: 1) failing to adhere to agency/school or program policies, 2) failure to follow appropriate codes of ethics, and/or 3) for dispositional reasons.

Should a site no longer be able to provide an adequate clinical experience as outlined in the Memorandum of Agreement, the CP faculty will remove the student from the site and place the student at a more appropriate site immediately. The CPC will coordinate this change with the student and site supervisor.

Frequently Asked Questions

I want to do my clinical experience where I work. Is that possible?

It may be possible, but probably not in the way students think. The job students have been doing, without a Counseling degree, may not be used to meet your clinical requirements. If the CPC and your employer can work out a plan that would allow students to do extra work (equivalent to the clinical time required of any other student at the juncture) that would include all the components necessary to meet the clinical requirements determined by the department, it may be possible. There are many conditions to be met and each situation is determined through the CPC. Some students are offered jobs while they are in their clinical experience. Check with the CPC before accepting a job offer as certain arrangements must be made for employment to become your clinical experience as well. There are things students should consider as well... If your employment is phased out (no longer supported by a grant, or down-sized), your clinical experience will still need to be completed by this site. Other considerations include, but are not limited to, boundary issues and ethical conflicts. At face value, it may sound like a great idea, but with further examination it may not.

I'm not getting my hours at my clinical site. What do I need to do?

Before complaining to your site, your professor, or the clinical coordinator, figure out what you need to do. Are you working inconsistent days (M & T one week, W & R the next)? Are you working enough days? Increasing your presence, your availability, and your flexibility on site will be the first suggestion of all the folks listed above; let it be yours as well. DO NOT wait until after mid-term to adjust your schedule; sooner is better. If the site simply doesn't have the clientele to be a viable site, let your professor AND the CPC know as soon as possible.

I want to do my clinical experience at a private practice. Is this possible?

Examination of this possibility has created more concerns than benefits. At this time, private practices, either non-profit, not-for-profit, or for-profit are not considered for clinical experiences.

I just don't like my clinical site. Can I switch?

The simple answer to this is "No." There are lots of schools and agencies in the Birmingham area, but not all meet the requirements to be an approved site. UAB is not the only CEP working to secure locations for their students. Some other programs are close by, others are virtual. It is not uncommon for students to be either overly enamored by their site or extremely disappointed. It's part of the process of adjusting to the counseling work environment. Students will find their place and role, but it will likely not be on the first day or the first week. Allow some time for "settling-in." Talk to your professor AND the CPC immediately if you believe there are unprofessional reasons for your uncomfortableness.

I passed my comprehensive exam, but I'd like to delay my clinical experience. Is that possible?

Yes, students may delay the clinical experience, but students need to talk with the CPC as soon as students know they want to delay. If students are in the Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling concentrations, your clinical experience is at the same agency throughout. Once students start clinicals in the Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling concentrations, they must continue. If there are medical reasons for delaying the clinical experience, or leaving the site mid-experience, students must talk with your advisor AND the CPC for the proper protocol.

Can I really be dismissed from the program during the clinical experience?

Yes. Students can be dismissed for unprofessional behavior at your site or in the classroom. If students fail to pass any one of the requirements listed in the Practicum II or Internship A&B sections of this handbook, they can be dismissed from the program. If students don't fully understand the requirements for clinical experiences, they should ask their advisor, the CPC, or their Practicum II or Internship instructor. DO NOT rely on other students or other graduates for clarity – ask the faculty!

Where can I find information about ethics, licensure, and accreditation?

In addition to your Professional Orientation/Ethics Course (ECG 612) and having ethics integrated throughout your remaining courses, you can find more information on the internet!

Ethics: (American Counseling Association) www.counseling.org

(Alabama Board of Examiners in Counseling) www.abec.alabama.gov

(Alabama Counseling Association) <http://alabamacounseling.org>

Accreditation: (Council for the Accreditation for Counseling and Related Educational Programs) <http://cacrep.org>

Licensure: Alabama Board of Examiners in Counseling – see above

Clinical Forms

The following clinical forms are required as part of your clinical experience in the CEP. See your course syllabus for specifics on when forms should be submitted.

COUNSELOR-IN-TRAINING CONTACT DATA

Name: _____

Address: _____

Phone: _____
 Home Work Cell

Email: _____@uab.edu

Practicum/Internship Site (circle which): _____

Contact Person at site: _____ Phone: _____

Address of site: _____

Dates of Practicum or Internship (circle which): ____/____/____ to ____/____/____

Comments: _____

Weekly Time Log

Throughout both Practicum II and Internship A&B, you will be responsible for maintaining a weekly log of your direct and indirect hours. An electronic version of this log will be provided at the beginning of the semester. The log includes a main page, pictured below. As you log your hours on the weekly pages, the main page will automatically update the cumulative hours. See syllabus instructions for how often you need to submit hour log sheets to your instructor.

Time Log Main Page

Your Name:		Total Hours:	0		Dashboard
Semester:	Year				WK 1
Site Name:					WK 2
Name:					WK 3
					WK 4
					WK 5
					WK 6
					WK 8
					WK 9
					WK 10
					WK 13
					WK 14
					WK 15
					WK 17

Total Direct Hours	Total Indirect Hours

Time Log Weekly Page

Weekly and Cumulative Log of Internship Activity									
									Home
Week Ending:	8/22/2015	Name:							
DIRECT Activity	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date
Intake/Initial Interview (ADULT)								0	0
Intake/Initial Interview (CHILD)								0	0
Individual Counseling (CHILD)								0	0
Individual Counseling (ADULT)								0	0
Small Group Counseling (CHILD)								0	0
Small Group Counseling (ADULT)								0	0
PsychoEducation/Guidance (CHILD)								0	0
PsychoEducation/Guidance (ADULT)								0	0
Assessment (F2F; CHILD)								0	0
Assessment (F2F; ADULT)								0	0
Check-In Phone Calls with Client or Family								0	0
Consultation with Client System								0	0
Other								0	0
TOTAL DIRECT CONTACT:	0	0	0	0	0	0	0	0	0
INDIRECT Activity	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date
Site Supervision (Individual)								0	0
University Supervision (Class)								0	0
Listening to your tapes or others tapes								0	0
Support Activities (e.g., lesson planing)								0	0
Documentation (e.g., Tx Planning, Case notes)								0	0
Advocacy								0	0
Coordination (with others/activities),								0	0
Professional Development								0	0
Case Related Research								0	0
Program Evaluation Activities (Impact Project)								0	0
Other								0	0
TOTAL INDIRECT CONTACT:	0	0	0	0	0	0	0	0	0
TOTAL HOURS	0	0	0	0	0	0	0	0	0
SUPERVISOR SIGNATURE:									

IMPORTANT NOTE: Although you will log your individual and group supervision using this form, supervision hours DO NOT count towards your indirect hours. As a result, the other categories should be used to meet the minimum indirect hour requirement.

**ECG 695/696/697: Supervised Field Experience
Client Informed Consent**

I, _____, agree to be counseled by a practicum student in the Counseling program at the University of Alabama at Birmingham. I understand that I will be counseled by a graduate student who has completed advanced coursework in counseling. I understand that the student will be supervised by a faculty member and/or site supervisor. I further understand that I will participate in counseling interviews that will be audio-taped or video-taped. Tapes will be used for group and individual supervision purposes. The graduate student's supervisors will use the tapes to give them feedback on their counseling skills. My identity will be protected and tapes will be destroyed at the end of the term.

Date: _____ Client's Signature: _____

Parent/Guardian Name (if appropriate) (Print): _____

Parent/Guardian Signature (if appropriate): _____

Counselor-in-training's Name (Print): _____

Counselor-in-training's Signature: _____

Clinical Site Evaluation

*At the end of each semester, you will be asked to complete an evaluation of your clinical site. An electronic form will be available via Qualtrics link. The link will be sent by the Clinical Placement Coordinator at the end of the semester. Completion of this form is **required** for passing Practicum II or Internship A&B. The following items will be included in the electronic form:*

Student Name: _____

Clinical Site: _____

1. Describe your orientation to the site. Did you find the orientation adequate?
2. How were policies and procedures explained to you?
3. What specific tasks were you required to do as part of this clinical placement?
4. Was the environment nurturing to you as a student counselor? Explain why or why not.
5. How were conflicts handled at your site?
6. How much individual supervision did you receive each week from your assigned on-site supervisor? Did you on-site supervisor demonstrate a commitment to the role of supervisor?
7. Was your site supervisor encouraging, optimistic, motivational?
8. Were you treated as a team member and allowed to attend staffing and other professional meetings?
9. Were you given the opportunity to do case notes and treatment plans?
10. Was there any part of this clinical experience (on-site) that you felt was not beneficial to your learning experience? If yes, please elaborate.
11. Did you encounter any ethical dilemmas in working on this site? If yes, please describe.
12. What have you learned from this clinical experience?
13. Would you recommend this clinical site as a placement for other students?
14. Would you want to work for this agency if a job were offered to you?

Tape Evaluation Form

Student Name: _____

Date: _____ Supervising Instructor: _____

Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) ability in the specific counseling skill.

Meets Expectations / Demonstrates Competencies = the counseling student demonstrates **consistent** and **proficient** ability in the specific counseling skill. A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

Near Expectations / Developing towards Competencies = the counseling student demonstrates **inconsistent** and **limited** ability in the specific counseling skill. Students scoring at this level **have not demonstrated** the skills needed to pass this tape. Remediation may be necessary in these areas.

Below Expectations / Insufficient / Unacceptable = the counseling student demonstrates **limited** or **no evidence** of ability in the specific counseling skill. Students scoring at this level **have not demonstrated** the skills needed to pass this tape. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Active Listening/Microskills						
	Unacceptable	Near Expectations	Meets Expectations	Exceeds Expectations	N/A	Comments
Minimal encouragers						
Paraphrasing						
Reflecting feeling						
Reflective meaning						
Summarizing						
Open questions						
Nonverbal communication						
Demonstrates appropriate warmth and rapport						

Use of Interventions/Advanced Skills

	Unacceptable	Near Expectations	Meets Expectations	Exceeds Expectations	N/A	Comments
Theoretical orientation evident						
Appropriately challenges/confronts						
Effectively executes specific intervention						
Incorporates microskills during assessment, intervention, etc.						

Structure and Organization of Session

	Unacceptable	Near Expectations	Meets Expectations	Exceeds Expectations	N/A	Comments
Session content congruent with goal						
Appropriate pace and flow of session						
Redirects client, if needed						

General Comments

Overall Grade: _____

Internship Instructor Signature: _____

Date: _____

Observation Rubrics for School Counseling Interns

Classroom Guidance Rubric

CRITERIA	Unacceptable Unable to demonstrate	Emerging Initial Able to demonstrate some of the time	Proficient initial Able to demonstrate most of the time	Emerging Advanced Able to demonstrate on a consistent basis
Classroom Guidance Lesson	Unable to engage students in lesson; lesson not appropriate for grade level; activities not suitable for audience, lack creativity; demonstrates lack of planning	Students somewhat engaged in lesson; lesson questionable for age group; activities demonstrate need for creativity; planning needs improvement	Some students not engaged in lesson; lesson appropriate for grade level; activities suitable for audience, demonstrated creativity; planning acceptable	All students engaged and participating; lesson demonstrates creativity and is appropriate for grade level; counselor is enthusiastic, energized, and creative in approach

Score: _____ Counselor-in-training Name: _____

Observer's Name/Position: _____

Date: _____

Notes:

Teacher or Parent in-Service Rubric

CRITERIA	Unacceptable Unable to demonstrate	Emerging Initial Able to demonstrate some of the time	Proficient initial Able to demonstrate most of the time	Emerging Advanced Able to demonstrate on a consistent basis
Teacher In-Service Or Parent In-Service	Lacks knowledge of subject presented; inability to sustain audience interest; lacks knowledge of understanding of group behavior	Knowledge of subject needs improvement; aware of audience interest or lack thereof; demonstrates limited knowledge of group behavior	Adequate knowledge of subject; aware of audience interest and took steps to address concerns; appropriate knowledge of group behavior demonstrated	Thorough knowledge of subject presented; aware of audience interest and intervened appropriately; thorough knowledge of group behavior demonstrated

Score: _____ Counselor-in-training Name: _____

Observer's Name/Position: _____ Date: _____

Notes:

Small Group Session Rubric

CRITERIA	Unacceptable Unable to demonstrate	Emerging Initial Able to demonstrate some of the time	Proficient initial Able to demonstrate most of the time	Emerging Advanced Able to demonstrate on a consistent basis
Small Group Session	Unable to demonstrate basic facilitation skills; understanding of group process not evident; unable to demonstrate knowledge of group dynamics	Able to demonstrate basic facilitation skills some of the time; occasional understanding of group process; demonstrates limited knowledge of group dynamics	Able to demonstrate basic facilitation skills most of the time; demonstrates understanding of group process, but not on consistent basis; demonstrates knowledge of group dynamics, but not on consistent basis	Able to demonstrate basic facilitation skills on consistent basis; demonstrates understanding of group process on consistent basis; demonstrates knowledge of group dynamics on consistent basis

Score: _____ Counselor-in-training Name: _____

Observer's Name/Position: _____ Date: _____

Notes:

Individual Session Rubric

CRITERIA	Unacceptable Unable to demonstrate	Emerging Initial Able to demonstrate some of the time	Proficient initial Able to demonstrate most of the time	Emerging Advanced Able to demonstrate on a consistent basis
Individual Session	Lacks knowledge of individual counseling techniques; demonstrates lack of facilitation skills; unable to provide supportive environment	Individual counseling techniques evident, but lacks consistency and intentionality; demonstrates little facilitation skills; provides supportive environment, but areas still need to be addressed	Individual counseling techniques, facilitation skills, and intentionality demonstrated more often than not; supportive environment evident	Individual counseling techniques demonstrated on a consistent and intentional basis; facilitation skills demonstrated appropriately; provides and reinforces supportive environment

Score: _____ Counselor-in-training Name: _____

Observer's Name/Position: _____ Date: _____

Notes:

ECG 695/696/697: Supervised Field Experience Midterm and Final Evaluation for School Counseling

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (4)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (3)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (2)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Below Expectations / Insufficient / Unacceptable (1)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Score	Skills/Indicator	Exceeds Expectations 4	Meets Expectations 3	Near Expectations 2	Unacceptable 1
	Student can develop school counseling program mission statements and objectives	Students shows strong ability to develop appropriate program mission statements and objectives.	Student shows ability to develop appropriate program mission statements and objectives.	Student shows an inconsistent ability to develop appropriate program mission and objectives.	Student shows limited ability to develop appropriate school counseling program mission and objectives.
	Student can design and evaluate school counseling programs	Student shows strong ability to design and evaluate school counseling programs.	Student shows ability to design and evaluate school counseling programs.	Student shows inconsistent ability to design and/or evaluate programs.	Student shows limited ability to design or evaluate school counseling programs.
	Student demonstrates core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	Student demonstrates strong ability in all of the following areas: core curriculum design, lesson planning, classroom management, differentiated instruction.	Student demonstrates consistent ability in all of the following areas: core curriculum design, lesson planning, classroom management, differentiated instruction.	Student demonstrates inconsistent ability in any of the following areas: core curriculum design, lesson planning, classroom management, differentiated instruction.	Student demonstrates limited ability to develop appropriate curriculum, differentiated strategies, and lesson plans; limited ability to use classroom management strategies.
	Student utilizes interventions to promote academic development.	Student demonstrates strong ability to use interventions to promote academic development.	Student demonstrates consistent ability to utilize interventions to promote academic development.	Student demonstrates inconsistent ability to utilize interventions to promote academic development.	Student demonstrates limited ability to use interventions to promote academic development.

	Student utilizes developmentally appropriate career counseling interventions and assessments.	Student demonstrates mastery of developmentally appropriate career counseling interventions and assessments.	Student consistently utilizes developmentally appropriate career counseling interventions and assessments.	Student inconsistently utilizes developmentally appropriate career counseling interventions and assessments.	Student does not utilize developmentally appropriate career counseling interventions and assessments.
	Student demonstrates knowledge of techniques of personal/social counseling in school settings.	Student demonstrates mastery of counseling techniques.	Student demonstrates consistent knowledge and use of counseling techniques.	Student demonstrates inconsistent knowledge and use of counseling techniques.	Student demonstrates limited knowledge and ability to use counseling techniques.
	Student utilizes strategies to facilitate school and life transitions.	Student demonstrates mastery of strategies to facilitate transitions.	Student demonstrates consistent knowledge and use of strategies to facilitate transitions.	Student demonstrates inconsistent knowledge and use of strategies to facilitate transitions.	Student demonstrates limited knowledge and ability to use strategies to facilitate transitions.
	Student demonstrates skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Student demonstrates strong critical thinking skills when examining the connection between social, familial, emotional, and behavior problems and achievement.	Student demonstrates consistent critical thinking skills when examining the connection between social, familial, emotional, and behavior problems and achievement.	Student demonstrates inconsistent critical thinking skills when examining the connection between social, familial, emotional, and behavior problems and achievement.	Student demonstrates limited critical thinking skills when examining the connection between social, familial, emotional, and behavior problems and achievement.
	Student utilizes approaches to increase promotion and graduation rates	Student demonstrates mastery of approaches to increase promotion and graduation rates.	Student demonstrates consistent knowledge and use of approaches to increase promotion and graduation rates.	Student demonstrates inconsistent knowledge and use of approaches to increase promotion and graduation rates.	Student demonstrates limited knowledge and use of approaches to increase promotion and graduation rates.
	Student utilizes interventions to promote career and/or college readiness.	Student demonstrates mastery of interventions to promote career and/or college readiness.	Student demonstrates consistent knowledge and use of interventions to promote career and/or college readiness.	Student demonstrates inconsistent knowledge and use of interventions to promote career and/or college readiness.	Student demonstrates limited knowledge and use of interventions to promote career and/or college readiness.
	Student demonstrates strategies to promote equity in student achievement	Student demonstrates mastery of strategies to promote equity in student achievement.	Student demonstrates consistent knowledge and use of strategies to promote equity in student achievement.	Student demonstrates inconsistent knowledge and use of strategies to promote equity in student achievement.	Student demonstrates limited knowledge and use of strategies to promote equity in student achievement.
	Student utilizes techniques to foster collaboration and teamwork within schools	Student demonstrates strong ability to foster collaboration and teamwork within schools.	Student demonstrates consistent ability to foster collaboration and teamwork within schools.	Student demonstrates inconsistent ability to foster collaboration and teamwork within schools.	Student demonstrates limited ability to foster collaboration and teamwork within schools.
	Student demonstrates strategies for implementing and coordinating peer intervention programs	Student demonstrates mastery of strategies for implementing and coordinating peer intervention programs.	Student demonstrates consistent knowledge and use of strategies for implementing and coordinating peer intervention programs.	Student demonstrates inconsistent knowledge and use of strategies for implementing and coordinating peer intervention programs.	Student demonstrates limited knowledge and use of strategies for implementing and coordinating peer intervention programs.
	Student uses accountability data to inform decision making	Student demonstrates strong ability to use accountability	Student demonstrates consistent ability to use	Student demonstrates inconsistent ability to use	Student demonstrates limited ability to use accountability data to inform decision making.

		data to inform decision making.	accountability data to inform decision making.	accountability data to inform decision making.	
	Student uses data to advocate for programs and students	Student demonstrates strong ability to use data to advocate for programs and students.	Student demonstrates consistent ability to use data to advocate for programs and students.	Student demonstrates inconsistent ability to use data to advocate for programs and students.	Student demonstrates limited ability to use data to advocate for programs and students.
	The student adheres to the ethical guidelines of the ACA, ASCA, & IAMFC.	Student demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
	Student behaves in a professional manner towards supervisors, peers, & clients (includes appropriates of dress & attitudes)	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
	Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients.	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
	Student is engaged in the learning & development of his/her counseling competencies.	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
	Student demonstrated awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
	Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX plan).	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
	Student seeks consultation & supervision in appropriate service delivery	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
	Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.

	counseling, supervision, reports)				
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Narrative Feedback from Supervising Instructor

Please note the counseling student’s areas of strength, which you have observed:

Please note the counseling student’s areas that warrant improvement, which you have observed:

Please comment on the counseling student’s general performance during his/her clinical experience to this point:

Based on the student’s performance during this evaluation period, I recommend the student move forward in the program:

- Yes _____ or No _____

Counseling Student’s Name (print)

Date

Supervisor’s Name (print)

Date

Date CCS was reviewed with Counseling Student – _____

Counseling Student’s Signature

Date

Supervising Instructor’s Signature

Date

ECG 695/696/697: Supervised Field Experience Midterm and Final Evaluation for CMHC and MCF

The *Counseling Competencies Scale (CCS)* assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (4)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (3)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (2)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Below Expectations / Insufficient / Unacceptable (1)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
1.A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”	Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encourages for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		Reflecting_a	Basic Reflection of Content – Paraphrasing, Summarizing, etc.	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		Reflecting_b	Reflection of Feelings	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings
1.F		Advanced Reflection (“Depth”)	Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)	Student demonstrates consistent used advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1.G		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies.	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing discrepancies in the client’s words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		Focus of Counseling	Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.
1.J		Facilitate Therapeutic Environment_a	Counselor expresses appropriate empathy & care. Counselor is “present” and open to client.	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		Facilitate Therapeutic Environment_b	Counselor expresses appropriate respect & unconditional positive regard	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

_____ : Total Score

Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
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2.A		Professional Ethics	The student adheres to the ethical guidelines of the ACA, ASCA, & IAMFC.	Student demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		Professionalism	Student behaves in a professional manner towards supervisors, peers, & clients (includes appropriates of dress & attitudes)	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		Self-awareness & Self-understanding	Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients.	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		Emotional stability & Self-control	Student demonstrates emotional stability (<i>i.e., congruence between mood & affect</i>) & self-control (<i>i.e., impulse control</i>) in relationships with supervisor, peers, & clients.	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		Motivated to Learn & Grow / Initiative	Student is engaged in the learning & development of his/her counseling competencies.	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		Multicultural Competencies	Student demonstrated awareness, appreciation, & respect of cultural difference (<i>e.g., races, spirituality, sexual orientation, SES, etc.</i>)	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		Openness to Feedback	Student responds non-defensively & alters behavior in accordance with supervisory feedback	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		Professional & Personal Boundaries	Student recognizes the boundaries of her/his competencies & maintains appropriate boundaries with supervisors, peers, & clients	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		Flexibility & Adaptability	Student demonstrates ability to flex to changing circumstance, unexpected events, & new situations	Student demonstrates consistently strong ability to adapt & “reads-&-flexes” appropriately.	Student demonstrates ability to adapt & “reads-&-flexes” appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		Congruence & Genuineness	Student demonstrates self-acceptance (“comfortable in one’s own skin”) & appropriate self-confidence.	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

: Total Score

Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Insufficient / Unacceptable (1)
3.A		Attendance	Student attends all course meetings & clinical practice activities in their entirety (engaged & prompt).	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervisions sessions & is not engaged in the learning process.

3.B		Knowledge & Adherence to Site Policies	Student demonstrates an understanding & appreciation for all counseling site policies & procedures	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		Record Keeping	Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX plan).	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
3.D		Knowledge of professional literature	Student researches therapeutic intervention strategies that have been supported in the literature & research.	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		Application of Theory to Practice	Student demonstrates knowledge of counseling theory & its application in his/her practice.	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		Case Conceptualization	Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		Seeks Consultation	Student seeks consultation & supervision in appropriate service delivery	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		Psychosocial & Treatment Planning	Student demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measureable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
3.I		Appraisal	Student demonstrates ability to appropriately administer, score, & interpret clinical assessments	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		Task Completion	Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group counseling, supervision, reports)	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.

_____ : Total Score

Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

Based on the student's performance during this evaluation period, I recommend the student move forward in the program:

- Yes _____ or No _____

Counseling Student's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS was reviewed with Counseling Student – _____

Counseling Student's Signature

Date

Supervising Instructor's Signature

Date

ECG 695/696/697: Remediation Form

When a student receives a grade of INCOMPLETE in ECG 695 or ECG 697 due to a developmental or skills concern, a remediation plan will be developed using this form. Completion of all objectives included in this form will be required in order for student grade to be changed to PASS.

Concern/Deficit	Measurable Objective	Intervention/Action Step	Person Responsible	Due Date

Student Signature: _____ Date: _____

Instructor/Faculty Signature: _____ Date: _____

Receipt and Acknowledgment

Please submit this signed document to course instructor/university supervisor on the first day of class.

I hereby acknowledge that I have read and understand the University of Alabama at Birmingham Counseling Program Clinical Handbook (Revised August 20, 2019).

I further acknowledge that I have received a copy of this Clinical Handbook outlining the University of Alabama at Birmingham Counseling Program policies, and I agree to adhere to these program policies during ECG 695: Practicum II, ECG 696: Internship A, and ECG 697: Internship B.

Dated: _____

Student Signature: _____

Student Name (Print legibly): _____