



Department of Counseling, Recreation, & School Psychology

Counselor Education Field Experience Manual

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Counselor Education Faculty

Core Faculty

Isaac Burt, Ph.D., NCC

Associate Professor

CSI Chapter Faculty Advisor

305-348-2091, iburt@fiu.edu

Research Interests: Social justice for historically marginalized populations; adolescent self-efficacy; culturally sensitive treatments for youth; redefining anger management groups in schools and relationship decision making.

Maureen C. Kenny, Ph.D., NCC

Professor

Clinical Mental Health Counseling Track Coordinator

305-348-3506, kennym@fiu.edu

Research Interests: Trauma in children and adult survivors; professional and child abuse reporting; prevention of child sexual abuse; working with Latino families.

Sandra Logan-McKibben, Ph.D., NCC, NCSC, ACS, BC-TMH, Program Director

Clinical Assistant Professor

School Counseling Track Coordinator, CACREP Liaison

305-348-2097, slogan@fiu.edu

Research/Professional Interests: School counseling supervision; leadership & advocacy; assessment; professional issues in counselor education

Adriana McEachern, Ph.D.

Interim Department Chair

305-348-3391, mceacher@fiu.edu

Research Interests: Child abuse, sexting, learning disabilities, and cross-cultural issues.

Alena Prikhidko, Ph.D.

Assistant Professor

305-348-6340, aprikhid@fiu.edu

Research/Professional Interests: emotion regulation, counselors' professional development, intensive parenting, and violence prevention.

Valerie E. Dixon Russell, Ph.D., CRC, LMHC (QS), PVE

Clinical Associate Professor

Rehabilitation Counseling Track Coordinator, Clinical Coordinator

Exit Exam Coordinator, SARCA Advisor

305-348-3865, verussel@fiu.edu

Research/Professional Interests: Counseling interventions for underrepresented populations (offenders, persons w/disabilities, minorities); counseling supervision and staff development/training for counseling practitioners

Program Address

Counselor Education Program at Florida International University

CASE - SEHD

Department of Leadership and Professional Studies

11200 SW 8th Street

Miami, FL 33199 305-348-3418

www.counselored.fiu.edu

Introduction

This manual provides information about field experiences in the Counselor Education Program, located in the Department of Leadership and Professional Studies, School of Education and Human Development, Florida International University and is a supplement to the *Student Handbook for Counselor Education Programs*. Field experiences consist of the practicum, internship, and practicum/internship supervision.

Field experiences are a part of all tracks of the Counselor Education Program, including Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling at the Master's level. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

It is the student's responsibility to be aware of the deadlines for application. Students are responsible for reviewing the list of approved sites and contacting them for information and interviews. Any site that is not on the list that the student desires to complete hours at must be approved by the Clinical Coordinator. Be aware that this takes time so students should begin the process early. All students must have their site confirmed prior to the semester they are to begin their field experience. Sites must be approved by the clinical director by the end of the previous term. (e.g. if you apply for the Spring you must have your site approved before the end of the Fall semester.) It is the student's responsibility to secure a site and inform the clinical director of the site.

Purpose

Field Experiences are designed to provide students with the opportunity to apply and practice the competencies acquired throughout their training program. The field experience courses are judged by the faculty to be the most important preparatory experiences in which students will engage. It is an opportunity to synthesize and apply theoretical knowledge and to enhance and refine students' counseling and guidance skills. In many instances, the field experiences serve as a stepping-stone for future student employment. The field experiences also provide a link between the schools, community, the University, and the department counseling unit.

Liability Insurance

All students in Clinical Mental Health Counseling and Rehabilitation Counseling **must** have obtained personal professional liability insurance prior to beginning any practicum or internship experience. Documentation of liability insurance should be kept current; both the Clinical Coordinator and your Faculty Supervisor(s) should have a copy of your current policy. Although not required, it is STRONGLY recommended that all School Counseling students get liability insurance as well.

Liability insurance is available free of charge for students who belong to the American Counseling Association (ACA). Application forms for liability insurance and membership in ACA and ASCA can be found on-line at www.counseling.org and www.schoolcounselor.org

Ethical and Legal Standards

Students must abide by (1) the standards of conduct established by the school district, agency, or other institution in which they have been placed as a practicum or internship student; (2) the Code of Ethics and the

Principles of Professional Conduct of the Education Profession in Florida; and, (3) Standards of Ethical Conduct of the [American Counseling Association \(ACA\)](#), the [American School Counselors Association \(ASCA\)](#), and/or the [American Rehabilitation Counseling Certification \(ARCA\)](#). Any incident of unethical behavior should be immediately brought to the attention of the Faculty Supervisor.

Types of Field Experiences

There are two types of field experiences, the practicum and the internship. The practicum is designed to help students develop requisite counseling skills and knowledge of the applied setting. The internship provides the student with experience in all aspects of professional functioning applicable to his or her program track.

The Counseling Practicum

The practicum precedes the internship and provides for the development of counseling skills under supervision. Initially, the practicum student should be **supported by the site supervisor** for all counseling modalities (e.g., individual, couples, family, and/or group). Especially at the onset of the practicum experience, practicum students should “sit in” on sessions of experienced counselors (ideally the Site Supervising Counselor) to observe and learn the structure and content of counseling sessions performed at the particular site. **At no time** should a practicum student be assigned individual clients or sole facilitation of groups until that student has demonstrated competence with clients at the specific site. Competence should be determined through direct observation by the Site Supervising Counselor (and/or other lead counselors) and may include input from the Faculty Supervisor. The hours spent at FIU (or with the FIU faculty member or adjunct) in individual or group supervision for the practicum course are not counted as practicum hours.

Common Objectives for Practicum Students

The site should provide opportunities to foster the following:

1. **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual and family therapy sessions. The client's autonomy will be respected in the decision making process.
4. **Professional Development:** Students will demonstrate "professionalism" through proper dress, adherence to ACA's, CRC's, or ASCA's Ethical Codes, and respect for the clients' values system, a willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express their personal dynamics in individual and family therapy sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.
6. **Conceptualization Skills:** Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior, providing diagnosis using the DSM 5, recognizing dominant themes in sessions, defining objectives for the client's therapeutic

change process, and/or defining treatment plans). Similarly, students will begin to solidify their conceptualization of clients within their chosen theoretical framework(s).

Practicum Logistics

1. **Direct Service:** A minimum of 40 (School & Rehabilitation Counseling) and 160 (Clinical Mental Health) face-to-face client hours (as documented on time logs) must be completed by the conclusion of the practicum. These hours must include experience in both individual and group counseling work.
2. **Individual Supervision:** Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Host) as well as an average of one hour per week of individual and/or triadic supervision on campus (with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term.
3. **Group Supervision:** An average of one and one half hours per week of group supervision on campus will be provided on a regular schedule over the course of the student's practicum by a program Faculty Member or a supervisor under the supervision of a program faculty member.
4. **Variety of Activities:** The practicum student will have the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.).
5. **Audio/Videotapes/Digital Voice Recordings & Observation:** The practicum student must have the opportunity to develop program-appropriate audio, digital and/or videotapes of the student's interactions with clients for use in supervision. Additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur.
6. **Evaluation:** The practicum student's performance will be evaluated throughout the practicum experience, to include formal evaluations made by both the Site Host and Faculty Supervisor at the midpoint (at the 6-7 week mark) and after the student completes the practicum. Similarly, the practicum student will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. **Students who receive a grade less than a B on the practicum will not be allowed to enroll in the internship until a remediation plan has been completed. Students will need to meet with their advisor and the clinical coordinator to develop the remediation plan that would include the following: (a) repeating the practicum course, (b) increased faculty supervision with direct faculty observations, and additional assignments from faculty as deemed necessary in areas where knowledge, skills, and professional attitude needs improvement. Student progress will be monitored at the midpoint and the goals identified in the plan may be modified as necessary.**

The Counseling Internship

Students enrolled in the full-time internship assume more professional responsibilities than practicum students and, by the middle of the academic semester, are expected to assume the same responsibilities and tasks of a professional counselor. All degree-seeking students in all three tracks must complete a supervised internship of 600 clock hours that is initiated after successful completion of the student's practicum (i.e. you are not permitted to "bank" hours). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform.

School Counseling students should complete their internship in a site different from that of their practicum, since certification for school counselors is K-12. Thus, completing field experiences at different educational levels is encouraged. Clinical Mental Health and Rehabilitation students may continue their internship at the same site as their practicum or may elect to experience a different setting. In order to provide opportunities for a breadth of clinical experiences, students are not allowed to complete their internship (or practicum) hours at their

current places of employment. The only exception is if the student can provide evidence that they would be completing their hours in an area/location different from their current job-related responsibilities (e.g., completing their hours in different branch of the same company under a supervisor other than their current employer).

Common Objectives for Interns

****Note:** *The internship is intended to build upon the student's practicum experiences. Therefore, interns are expected to process clients at a much richer level than they did as practicum students. In supervision, they should be challenged to explore themselves and how they conceptualize particular case dynamics more so than they might have been in practicum.*

The site should provide opportunities to foster the following:

1. **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client. The key difference here is that the intern should *demonstrate intentionality* in the implementation of communication skills.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual and family therapy sessions. The client's autonomy will be respected in the decision making process.
4. **Systems Approaches:** Integrate, as appropriate to site and clientele, wraparound services and discuss the implementation of wraparound services in individual and group supervision.
5. **Professional Development:** Students will demonstrate "professionalism" through proper dress, adherence to ACA's, ASCA's, CRCC's Ethical Codes, and respect for the clients' value system, a willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.
6. **Personal Growth and Development:** Students will demonstrate an ability to understand and express their personal dynamics in individual and family therapy sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.
7. **Conceptualization Skills:** Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior, providing diagnosis using the DSM 5, recognizing dominant themes in sessions, defining objectives for the client's therapeutic change process, and defining treatment plans). Similarly, students will solidify their conceptualization of clients *within their chosen theoretical framework(s)*.

Internship Logistics

1. **Direct Service:** A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. These hours must include experience in both individual and group counseling work.
2. **Supervision:** Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Host) as well as an average of one and one half hours per week of group supervision on campus

(with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term. Supervision hours with the faculty member do not count toward total hours.

3. **Variety of Activities:** The intern will have the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.). Similarly, the intern will have the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, program development and evaluation, professional literature, and research.
4. **Audio/Videotapes, Digital Voice Recordings & Observation:** The intern must have the opportunity to develop program-appropriate audio and/or videotapes of the intern's interactions with clients for use in supervision. Additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur.
7. **Evaluation:** The intern's performance will be evaluated throughout the internship experience, to include formal evaluations made by the Site Host at the midpoint (at the 6-7 week mark) and after the intern completes the internship. Similarly, the intern will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. **Students who receive a grade less than a B on the internship will not be allowed to graduate until a remediation plan has been completed. Students will need to meet with their advisor and the clinical coordinator to develop the remediation plan that would include the following: (a) repeating the internship course, (b) increased faculty supervision with direct faculty observations, and additional assignments from faculty as deemed necessary in areas where knowledge, skills, and professional attitude needs improvement. Student progress will be monitored at the midpoint and the goals identified in the plan may be modified as necessary.**

Field Experience Objectives

There are several primary objectives that are common to all students involved in the field experiences. These include:

1. Conduct individual and group counseling to facilitate positive behavioral, attitudinal, and educational changes in clients.
2. Conduct counseling activities that facilitate the development of educational, life, and career skills in clients.
3. Conduct consultation with significant individuals in the life of the client.
4. Apply appraisal and measurement procedures including but not limited to the following: achievement, abilities and aptitude, personality, career exploration, and development; interpretation of testing results; social-emotional development, and; assessment of classroom social climates.
5. Use developmental guidance and preventive clinical mental health strategies to promote positive mental health, individual development, and prevention of adjustment problems.
6. Work collaboratively, cooperatively, and effectively with diverse individuals (e.g., special needs and at risk-youth; multicultural and multiethnic; males and females, etc.).
7. Abide by the standards of conduct established by the school district, agency, or other mental health or educational institution, 2016 ACA Ethical Codes of the American Counseling Association (ACA), the American School Counselors Association (ASCA), the American Rehabilitation Counseling Association (ARCA), and the Florida Department of Education.

Responsibilities

The field experiences involve a collaborative effort of four individuals: The Student-Counselor, the Site Supervising Counselor, the Faculty Supervisor, and the Coordinator of Clinical Field Experiences. Each individual has their own set of responsibilities and each is held accountable to these.

Student-Counselor

1. Completes the application process for the practicum or internship by the deadline dates to the Coordinator of Clinical Supervision and Placement and the Faculty Supervisor. Applications are available from the Coordinator of Clinical Supervision and your faculty advisor. Two copies and the original are to be submitted to the Coordinator of Clinical Supervision and Placement. One copy is given to the Faculty Supervisor and one copy is retained by the student.
2. Shows evidence of having obtained professional liability insurance (for CMHC and RC students). Professional liability insurance is free to student members of ACA.
3. Completes the *Field Experience Prospectus and Site Agreement* with the Site Supervising Counselor (see Appendix 1A). This is a schedule that is suitable and agreeable to both parties and the placement site. The student must adhere to this agreement and advise the Site Supervising Counselor and the Faculty Supervisor/Clinical Instructor if conflicts or changes occur.
4. Completes the required number of field experience hours on site.
5. Abides by the rules, regulations, and time schedules of the placement setting.
6. Performs customary counseling functions, activities, and tasks as assigned by the Site Supervising Counselor.
7. Attends any school, district, or agency staff development conferences and meetings as directed by the Supervising Counselor or the school or agency administrator.
8. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.
9. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor, Site Supervising Counselor, and Clinical Coordinator.
10. Completes and submits (a) the "Counseling Clinical Hours" Time Log (see Appendix 5A) signed by the Site Supervising Counselor and Faculty Supervisor documenting the number of hours completed on site and (b) the "Field Experience Weekly Summary" Sheets (see Appendix 2E).
11. Maintains a neatly written or typed logbook that includes both the "Counseling Clinical Hours" Time Logs and the "Field Experience Weekly Summary" Sheets (see Appendix 6A). This logbook will be reviewed throughout the semester and should be brought to every individual and group supervision session, currently updated and accurate.
12. Completes any additional course requirements and documents outlined on the course syllabus and in this *Field Experience Manual*.
13. Acts in a professional and ethical manner at all times.

Site Supervising Counselor

1. Provides on-site supervision of the Student-Counselor, allowing for independence as the Student-Counselor improves his/her functioning as the field experience progresses. At **no time** should a student be left alone on site, without their site supervisor or other responsible individual.
2. Completes the *Field Experience Prospectus and Site Agreement* with the Student-Counselor (see Appendix 1A). This is a schedule that is suitable and agreeable to both parties.
3. Provides opportunities for the Student-Counselor to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.

4. Evaluates the student's performance at the midpoint (at the 6-7 week mark) and end of the field experience. The *Site Supervisor's Evaluation of Student Performance* must be mailed, or submitted to the Faculty Supervisor via the student, no later than the Monday of the middle of the semester and the Monday of the last week of the student's field experience. These forms are located in Appendix 1C.
5. Is available to the Student-Counselor for consultation and supervision. If supervising an intern, an average of one hour of individual supervision per week must be provided and documented on the time log.
6. Possess the necessary Credentials and Experience:
 - a. If supervising **school counseling** practicum students/interns, the supervisor must: (a) be a Certified School Counselor, (b) have completed the Florida Clinical Educator's Training, (c) have completed a minimum of 3 years professional experience in the discipline, and; (d) have knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - b. If supervising **clinical mental health counseling** practicum students/interns, the supervisor must: (a) possess a minimum of a master's degree in Mental Health Counseling or a related profession (e.g., Marriage and Family Therapy, Social Work, or Psychology) with equivalent qualifications (including appropriate certifications and/or licenses); (b) have completed training in supervision, (c) have completed a minimum of 3 years professional experience in the discipline, and; (d) have knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - c. If supervising **rehabilitation counseling** practicum students/interns, the supervisor must: (a) be a Certified Rehabilitation Counselor, or (b) have completed a minimum of 3 years professional experience in the discipline, and; (c) have knowledge of the program's expectations, requirements, and evaluation procedures for students.
7. Attends required Orientation Meetings and/or training at FIU scheduled by the Clinical Coordinator of Field Experiences.

Faculty Supervisor

1. Coordinates the field experience to assure a successful program for the student.
2. Consults with the Site Supervising Counselor and other district or agency counseling staff as needed.
3. Provides monitoring and supervision via group supervision meetings and individual meetings with students.
4. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor/Clinical Instructor will assign a letter grade based on (a) the assessment of the student's completion of course requirements, (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor at both the midpoint (at the 6-7 week mark) and end of the Field Experience (see Appendix 2C).
5. Visits the placement site to consult with the Supervising Counselor or other school/agency administrators as needed, or to conduct on-site observations of students. Progress of students may also be assessed by phone or e-mail.

Coordinator of Clinical Field Experiences

1. Processes student applications for field experiences.
2. Coordinates with district personnel and the Office of Student Teaching to finalize placement sites and obtain contractual agreements for school counseling students.
3. Coordinates with agency personnel to finalize placements and obtain contractual agreements for Rehabilitation and Clinical Mental Health Counseling students.
4. Monitors the field experience process to assure quality of site placements and satisfactory experiences

for counseling students.

5. Consults with faculty as needed regarding student progress and completion of field experiences.
6. Prepares letters of verification of completion of field experiences by counseling students.
7. Coordinates the Student and Site Supervising Counselors Orientation.
8. Maintains evidence of student liability insurance and passing of State certification exams.
9. Maintains and revises the Field Experience Handbook as needed.

Evaluation and Final Grades

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the *Site Supervisor's Evaluation of Student Performance* completed by the Site Supervising Counselor at the midpoint and end of the semester, and (c) *The Evaluation of Student Performance* completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to, the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor/Clinical Instructor and Site Supervising Counselor.
3. Completion of all required documentation, to include the time log signed by the Site Supervising Counselor and Faculty Supervisor.
4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and audiotapes or videotapes of counseling sessions. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.
5. Uploading of all Taskstream assignments required in practicum and internship courses.
6. For school counseling students, evidence of passing score on the Florida Teacher Certification Exam (FTCE), the General Knowledge Exam (all sections, including the Essay), and the subject area exam in Guidance and Counseling.
7. Clinical Mental Health Counseling students must show evidence of passing the CPCE exam.
8. Rehabilitation Counseling students must show evidence of passing the CRC exam.

Clinical Mental Health Counseling

Vision

The FIU Counselor Education program and its faculty will strive to be leaders in the fields of counseling and counselor education by educating and training diverse students in an urban, public, research university through excellence in teaching, transformative research, and substantial service to the university, profession, and local/global community.

Mission

Our mission is to prepare competent clinical mental health counselors to significantly impact diverse individuals in a variety of settings (e.g., hospitals, mental health agencies, private practice). Our program trains counselors to meet the challenges involved in working in a fast-paced, multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism and social justice principles in practice and theory, as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical, self-aware, and socially responsible counselors who function to help others achieve positive personal change.

Objectives

To prepare competent and ethical mental health counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2014) and the legal guidelines of Florida Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling:
 - Chapter 491: Clinical, Counseling, and Psychotherapy Services
 - Chapter 456: Health Professions and Occupations: General Provisions
 - Chapter 120: Administrative Procedure Act
 - Chapter 39: Proceedings Related to Children
 - Chapter 90: Evidence Code
 - Chapter 394: Mental Health
 - Chapter 397: Substance Abuse Services
 - Chapter 415: Adult Protective Services
 - Florida Administrative Code (FAC): 64B4: Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling
2. Recognize the value and importance of on-going self-reflection, life-long learning, and professional development.
3. Understand, master, and apply subject matter from the following areas:
 - a. Personality and counseling theories and practice
 - b. Human development theories
 - c. Psychopathology, diagnosis, and treatment planning
 - d. Community counseling and consultation
 - e. Human sexuality theory

- f. Group theories and practice
- g. Measurement and appraisal/assessment
- h. Research and program evaluation
- i. Career and vocational counseling
- j. Crisis counseling and interventions
- k. Substance abuse
- l. Legal, ethical, and professional standards
- m. Multicultural and counseling diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious)

Application Process for Field Experiences

Students must apply for field experiences by the following deadline dates:

Deadline Dates

June 15: Fall semester placement

October 1: Spring semester placement

March 1: Summer semester placement

Applications for mental health counselor field experiences are available on-line at http://education.fiu.edu/counselor_ed/experiences.html and from faculty advisors or the Clinical Coordinator.

The completed packet includes:

- The completed [Field Experience Application](#)
- An unofficial copy of your transcript, and
- An updated resume

Applicants must prepare and submit 3 copies of the completed, signed packet to the individuals or offices shown below by the deadline.

- Original signed application and one copy to Clinical Coordinator of Field Experiences
- One copy for the student

Students may choose the geographical area or feeder pattern in which they would prefer placement. Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placements.

Practicum Hours

1. **Clinical Mental Health Counseling practicum students** must complete a total of 400 hours at the placement site (160 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6800, Advanced Practicum in Counseling and Consultation.
 - a. **Direct Service:** A minimum of 160 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.

- b. Indirect Service:** Indirect contact hours should include weekly on site group supervision and may include observation of other counseling sessions, preparing case notes, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
- 2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

- 1. **Clinical Mental Health Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in MHS 6820, Supervised Field Experience in Counseling.
 - a. **Direct Service:** A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
- 2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Clinical Mental Health Counseling Site Checklist

Practicum

<input type="checkbox"/>	Can the site provide me with 400 hours of work over 10-16 weeks?
<input type="checkbox"/>	Can the site provide me with 160 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there an LMHC, LMFT, LCSW, or psychologist to provide weekly supervision?
<input type="checkbox"/>	How many other mental health students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your interns to work?
<input type="checkbox"/>	What types of activities would I be expected to perform (e.g., individual counseling)?
<input type="checkbox"/>	Does the site prescribe to a specific theoretical orientation?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the clientele like?
<input type="checkbox"/>	When might I first be assigned to my own clients?
<input type="checkbox"/>	How many clients might I expect to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

Internship

<input type="checkbox"/>	Can the site provide me with 600 hours of work?
<input type="checkbox"/>	Can the site provide me with 240 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there an LMHC, LMFT, LCSW, or psychologist to provide weekly supervision?
<input type="checkbox"/>	How many other mental health students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your interns to work?
<input type="checkbox"/>	What types of activities would I be expected to perform?
<input type="checkbox"/>	Does the site prescribe to a specific theoretical orientation?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the clientele like?
<input type="checkbox"/>	When might I first be assigned to my own clients?
<input type="checkbox"/>	How many clients might I be expected to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

School Counseling

Vision

The FIU Counselor Education program and its faculty will strive to be leaders in the fields of counseling and counselor education by educating and training diverse students in an urban public research university through excellence in teaching, transformative research, and substantial service to the university, profession, and local/global community.

Mission

Our mission is to prepare competent professional school counselors to significantly impact diverse individuals in a variety of settings (e.g., K-12) through the implementation of a data-driven comprehensive school counseling program. Our program trains counselors to meet the challenges involved in working in a fast-paced, multiethnic, multicultural, and urban school environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism and social justice principles in practice and theory, as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical, self-aware, and socially responsible counselors who function to help others achieve positive personal change.

Objectives

To prepare competent and ethical mental health counseling professionals who:

1. Understand and act according to the ethical principles of the American School Counselor Association (2016)
2. Recognize the value and importance of on-going self-reflection, life-long learning, and professional development.
3. Understand, master, and apply subject matter from the following areas:
 - a. Personality and counseling theories and practice
 - b. Human development theories
 - c. Group theories and practice
 - d. Measurement and appraisal/assessment
 - e. Research and program evaluation
 - f. Educational and career development and counseling
 - g. Crisis counseling and interventions
 - h. Substance abuse
 - i. Legal, ethical, and professional standards
 - j. Multicultural and counseling diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious)
 - k. School counseling coordination, functions, and activities
 - l. School consultation appropriates and interventions

Application Process for Field Experiences

Students must apply for field experiences by the following deadline dates.

Deadline Dates

APPLY (Begin process with Office of Clinical Experience no later than Feb. 1st):

- FALL SEMESTER: Feb. 15th through March 1st
- SPRING SEMESTER: May 15th through June 1st

SUBMIT PRACTICUM/INTERNSHIP to School Counseling Track Coordinator:

- FALL SEMESTER: March 1st
- SPRING SEMESTER: October 15th

(*There is no summer placement for School Counselors)

Students applying for School Counseling field experiences must visit the Office of Field Experiences (ZEB 130) to begin steps necessary for completion prior to turning in the application. This includes fingerprinting application and/or documentation regarding current employment in the school district (Miami Dade or Broward). Information can be found by accessing http://education.fiu.edu/clinical_experiences.html. Once requirements are completed, School Counseling students should submit applications to the School Counseling Track Coordinator (ZEB 244B) by deadlines listed above.

The placement site for School Counseling students is selected by the school district/agency in coordination with the Faculty Supervisor and/or Clinical Coordinator. Determinations about placements take into consideration student preferences, as well as input from faculty and the MDCPS Counseling Supervisor. Students may choose the geographical area or feeder pattern in which they would prefer placement. Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placements. ***As of Spring 2012, the Counselor Education program does not offer school or mental health site placements outside of Miami-Dade and Broward counties.***

School Counseling Students: The State of Florida certification guidelines indicate that a school site placement (practicum or internship) should be in a Pk-12 grade setting (i.e., an elementary, middle, or senior high school). These schools operate during the regular, "A.M." working day. Consequently, students must make every effort to assure that their work schedules do not conflict with the hours of the practicum or internship. In most instances, the school district will not place students in schools where they are employed, and during the employee's regular, working hours. Schools do not place students in the summer.

Practicum Hours

1. **School Counseling practicum students** must complete a total of 150 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6800, Advanced Practicum in Counseling and Consultation
 - a. **Direct Service:** Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

1. **School Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in SDS 6820, Supervised Field Experience in Counseling.
 - a. **Direct Service:** Direct client contact hours should include individual and group counseling of students, classroom guidance presentations, and consultation services to parents and teachers.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, administrative tasks on behalf of students served, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

School Counseling Practicum/Internship Site Checklist

Practicum

<input type="checkbox"/>	Can the site provide me with 150 hours of work over 10-16 weeks?
<input type="checkbox"/>	Can the site provide me with 40 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there a certified school counselor to provide weekly supervision?
<input type="checkbox"/>	How many other school counseling students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your interns to work?
<input type="checkbox"/>	What types of activities would I be expected to perform (e.g., individual counseling)?
<input type="checkbox"/>	Does the school counselor prescribe to a specific theoretical orientation? Do they follow the ACSA model?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the student population like?
<input type="checkbox"/>	Will I have the opportunity to attend RTI, IEP, or other student service meetings and collaborate with other professionals?
<input type="checkbox"/>	When might I be assigned my own clients?
<input type="checkbox"/>	How many clients might I expect to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

Internship

<input type="checkbox"/>	Can the site provide me with 600 hours of work?
<input type="checkbox"/>	Can the site provide me with 240 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there a certified school counselor to provide weekly supervision?
<input type="checkbox"/>	How many other school counseling students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your interns to work?
<input type="checkbox"/>	What types of activities would I be expected to perform (e.g., individual counseling)?
<input type="checkbox"/>	Will I have access to data to design interventions and programming?
<input type="checkbox"/>	Does the school counselor prescribe to a specific theoretical orientation? Do they follow the ACSA model?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the student population like?
<input type="checkbox"/>	Will I have the opportunity to attend RTI, IEP, or other student service meetings and collaborate with other professionals?
<input type="checkbox"/>	When might I be assigned my own clients?
<input type="checkbox"/>	How many clients might I expect to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

Rehabilitation Counseling

Mission

Our mission is to prepare competent rehabilitation counselors to fulfill the national critical shortage of diverse and trained professionals who can provide vocational and rehabilitation counseling and services to individuals with physical or mental disabilities in a variety of settings (e.g., agencies, hospitals, treatment centers, assisted living facilities). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible rehabilitation counselors who assist clients struggling with physical, intellectual, and emotional disabilities.

Objectives

To prepare competent and ethical rehabilitation counseling professionals who:

1. Understand and act according to the ethical principles of the Commission on Rehabilitation Counseling Certification (2017), as well as the Florida legal statutes.
2. Understand the wide variety of theories and techniques of counseling with the inherent assumptions regarding the nature of humankind and their application to individuals with disabilities.
3. Address and respond to the impact of culture and ethnicity on the practice of counseling and consultation.
4. Function as program evaluators and interpreters/consumers of empirical research in the field of counseling and rehabilitation counseling.
5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.
6. Understand, master, and apply subject matter from the following areas:
 - a. Personality and counseling theories and practice
 - b. Human development theories
 - c. Psychopathology, diagnosis, and treatment planning
 - d. Human sexuality theory and human sexuality issues with individuals with disabilities
 - e. Group theories and practice
 - f. Measurement and appraisal
 - g. Research concepts and applications
 - h. Career, vocational assessment, and vocational counseling
 - i. Crisis counseling and interventions
 - j. Legal, ethical, and professional standards
 - k. Multicultural and cross-cultural counseling
 - l. Medical, psychological, and social issues of individuals with disabilities
 - m. Case management and service delivery in vocational rehabilitation counseling
 - n. Basic principles, concepts, and procedures in public and private vocational rehabilitation counseling
 - o. Transition and job placement services for individuals with disabilities
7. Are able to engage in the pursuit of new knowledge in the profession of counseling and rehabilitation counseling.

Application Process for Field Experiences

Students must apply for field experiences by the following deadline dates:

Deadline Dates

- June 15: Fall semester placement
- October 1: Spring semester placement
- March 1: Summer semester placement

Applications for rehabilitation counselor field experiences are available on-line at http://education.fiu.edu/counselor_ed/experiences.html and from faculty advisors or the Clinical Coordinator.

The completed packet includes:

- The completed [Field Experience Application](#)
- An unofficial copy of your transcript, and
- An updated resume

Applicants must prepare and submit 3 copies of the completed, signed packet to the individuals or offices shown below by the deadline.

- Original signed application and one copy to Clinical Coordinator of Field Experiences
- One copy for the student

Students may choose the geographical area or feeder pattern in which they would prefer placement. Although, we try to accommodate students as best we can, there are no guarantees that students will be assigned their choice of placements.

Practicum Hours

1. **Rehabilitation Counseling practicum students** must complete a total of 105 hours at the placement site (40 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6801, Advanced Practicum in Counseling and Consultation.
 - a. **Direct Service:** A minimum of 40 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site group supervision and may include observation of other counseling sessions, preparing case notes, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Internship Hours

1. **Rehabilitation Counseling interns** must complete a total of 600 hours at the placement site (240 of which must be direct service hours with clients; these hours must include experience in both individual and group counseling work). Students should enroll in RCS 6821, Supervised Field Experience in Counseling.

- a. **Direct Service:** A minimum of 240 hours face-to-face client hours (as documented on time logs) must be completed by the conclusion of the internship. Direct client contact hours should include individual and group counseling, outreach presentations for the agency, consultation with parents or guardians.
 - b. **Indirect Service:** Indirect contact hours should include weekly on site individual or group supervision and may include observation of other counseling sessions, preparing case notes, doing research to prepare for counseling sessions each week, and professional development (NOTE: anything beyond 10 hours must be approved by university supervisor).
2. All students are expected to complete their practicum or internship experience for the full duration of a semester.

Rehabilitation Counseling Practicum/Internship Site Checklist

Practicum

<input type="checkbox"/>	Can the site provide me with 105 hours of work over 10-16 weeks?
<input type="checkbox"/>	Can the site provide me with 40 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there a CRC or a supervisor with extensive years of experience to provide weekly supervision?
<input type="checkbox"/>	How many other rehabilitation counseling students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your practicum students to work?
<input type="checkbox"/>	What types of activities would I be expected to perform (e.g., individual counseling)?
<input type="checkbox"/>	Does the site serve a specialized disability population?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the clientele like?
<input type="checkbox"/>	When might I first be assigned to my own clients?
<input type="checkbox"/>	How many clients might I expect to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

Internship

<input type="checkbox"/>	Can the site provide me with 600 hours of work?
<input type="checkbox"/>	Can the site provide me with 240 hours of direct (i.e., face-to-face) contact with clients?
<input type="checkbox"/>	Is there a CRC or a supervisor with extensive years of experience to provide weekly supervision?
<input type="checkbox"/>	How many other rehabilitation students are at this site?
<input type="checkbox"/>	What is the typical day like?
<input type="checkbox"/>	Which days and hours would you most prefer your interns to work?
<input type="checkbox"/>	What types of activities would I be expected to perform?
<input type="checkbox"/>	Does the site serve a specialized disability population?
<input type="checkbox"/>	Will I have office space assigned?
<input type="checkbox"/>	What is the clientele like?
<input type="checkbox"/>	When might I first be assigned to my own clients?
<input type="checkbox"/>	How many clients might I be expected to have assigned to me?
<input type="checkbox"/>	Will I be assigned at least one English-speaking client?
<input type="checkbox"/>	Will the site allow me to audio/video record clients with consent?

Appendix 1A: Field Experience Prospectus & Site Agreement

Florida International University
Counselor Education Program

Student Name _____ Panther ID# _____

Phone _____ Email _____

Address _____

Check One: Intern ____ Practicum Student ____

Beginning Date _____ and Ending Date _____

Prospective agency/school (and particular department) address _____

Individuals involved with supervision of student (e.g., administrator, lead-counselor(s), and/or coordinator) _____

Responsible Site Supervisor _____

Job Title _____ Phone _____

Address _____

Highest Degree _____ Field _____

Licenses/Certifications _____

Field Experience Agreement

This is a cooperative agreement between Florida International University, Counselor Education Program and the agency/school named above. As a result, the Counselor Education Program agrees to: (1) acquaint students with the rules and regulations of the cooperating institution and shall hold the student responsible for complying with all rules and regulations applicable as non-resident personnel; (2) jointly plan the field experience with the institution and the student; (3) jointly review and agree upon the qualifications and credentials of the institutional supervisor who will conduct the supervision of the student; (4) make available to the institution, university resources for consultation purposes; (5) provide methods for student evaluation which are appropriate, meaningful and comprehensive; and (6) release, discharge, and hold harmless the Department/University from any and all claims existing out of any personal injuries, illnesses, disability, loss or damage of any kind sustained by the student during the period of field experience at the institution.

Additionally, the Site (i.e. agency/school) agrees to: (1) provide the student with an average of one hour per week of individual supervision on site (with the Site Host); (2) provide the student with the opportunity to become familiar with a variety of professional activities in addition to direct client service (e.g., record keeping, supervision, information and referral, in-service and staff meetings, etc.); (3) provide the opportunity to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision (additionally, opportunities for direct observation and feedback of client interventions and counseling sessions may occur), and; (4) evaluate the student's performance throughout the field experience, to include a formal evaluation made by the Site Host both at the midpoint (the 6-7 week mark) and at the end of the field experience.

Field Experience Prospectus

On the next page, the student shall concisely outline the proposed field experience (see pp. 26-29 for examples). The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities after consulting with your Faculty supervisor.

The Prospectus should be typed and will cover these topics:

1. Time: Indicate dates (months, year) and specific hours per week.
2. Host: Indicate names, positions, and a brief background of each person tube involved in the supervision and the approximate weekly time to be devoted to supervision.
3. Experience: List the various duties you will perform. Indicate approximate time devoted to each. An intern student should engage in all the activities performed by a full-time staff member of the agency.
4. Signatures: The prospectus must be completed, signed by the student, site host, and Faculty supervisor. The prospectus should be submitted no later than the first week in which classes are held.

Student:

Site:

Site Supervisor:

- | | |
|------------------------------|------------|
| 1. Student's Signature _____ | Date _____ |
| 2. Host's Signature _____ | Date _____ |
| 3. Faculty Supervisor _____ | Date _____ |

Prospectus

Student: [REDACTED]

Agency: Broward Outreach Center (BOC) *Hollywood Location* **Panther ID:** [REDACTED]

Agency Address: 2056 Scott Street Hollywood FL, 33020 **Phone:** 954-926-7417

Title: Mental Health Counseling Intern **Term:** Fall 2018 **Instructor:** Dr. Maureen Kenny

Description: Performs supervised individual and group counseling, supervision (individual and group), crisis intervention, and consultation/outreach. Provides psychological evaluations, intakes and appropriate referrals. May perform other related tasks that are a part of the agency's operation such as clerical work and or trainings. Work is supervised by professional staff, and individual clinical work is supervised by Sara Smith, LMFT. This is a 4 month, 600-hour internship.

Learning Objectives: To provide an opportunity to integrate my learning experience from FIU's Counseling program and to provide an initial counseling experience. The primary goals are to learn to listen therapeutically, provide the core conditions of counseling and additional client care, to develop self-awareness related to the counseling relationship role and integrate this self-awareness and basic skills into the becoming counselor.

Time

- Hours at BOC are flexible and vary depending on intern schedule. Clinical hours are from 9am-6pm.
- *Working hours can be logged as:*
 - ✓**Direct Hours:** Evaluations with clients, Individual Sessions, Group Therapy Sessions, Crisis Intervention Sessions, Intake/evaluations, Medication Management Session: Any other direct service/ session involving client(s).
 - ✓**Indirect Hours:** Group Supervision, Case discussions/analysis, Consultation, Individual Supervision, Research, Progress Notes, Clerical/Bookkeeping/Filing, any other indirect service.

Host

1. Ms. Sara Smith is a License Marriage and Family Therapist. She is the Clinical Supervisor of the Behavioral Health Program at Broward Outreach Center. She oversees all the clinical staff as well as interns.

Supervision:
Mondays for 2 hours: 9am-11am: Group Supervision
Individual Supervision: once a week and As Needed
2. Paulina McCall is a Licensed Mental Health Counselor. She is the Clinical Supervisor at the Pompano Beach BOC location.
3. Devora Lieberman is a Registered Mental Health Counseling Intern and the lead counselor.

Experience

- Individual Sessions: 1 hour
- Group Therapy: 1 hour
- Crisis Intervention Session: 1 hour (varies if Baker Act is needed)
- Medication Management: 1 hour
- Group Supervision: 2 hours
- Meetings: Vary (Minimum 1 hour)
- Consultation: 1 hour
- Client Orientation: Varies (once a week Minimum 1 hour)
- Individual Supervision: Varies (Minimum 1 hour)
- Clerical/Bookkeeping/Filing: Varies (Minimum 1 hour)
- Reports (Ex: End of Month Report): Varies (2 hours +)
- Evaluation/Intake: 1 hour
- Biopsychosocial: Varies (3 hours)
- Treatment Plan: Varies (Minimum 1 hour)
- Research: Varies (Minimum 1 hour)
- Other assigned clerical tasks

Field Experience Prospectus

Florida International University

- Time:** Intern will work days and times listed below for the duration of the field experience. Exceptions may occur due to federal holidays or unforeseen circumstances. On occasion, intern may gain additional hours outside of designated days and times to complete caseload documentation, conduct relevant research, or to work on special projects.
- Monday thru Friday 9:00 a.m. to 5:00 p.m.
- Start Date: August 20, 2018
- End Date: December 7, 2018
- Host:** Milestones in Recovery
- 2525 Embassy Drive South
- STE 10
- Cooper City, FL 33026
- Site Supervisor: Kristina Beaudry, LMHC, Clinical Director
- One hour of individual supervision is required and daily check-ins as needed.
- Intern and supervisor will discuss strengths, weaknesses, and opportunities related to the intern's individual and group sessions. Supervisor will provide appropriate direction including specific feedback regarding cultural competence, clinical knowledge and overall performance.
- Experience:** Research, develop, and lead appropriate group sessions.
- Conduct one-hour clinical therapy sessions with diverse clientele.

Utilize various assessment tools to assess client's current state.

Create treatment plans including goals, objectives, and strategies and follow-up with client to ensure implementation.

Enter progress notes and group discussions in patient database.

APPENDIX 1B: Evaluation of Site & Site Supervisor



To be completed by the student at the end of a fieldwork experience and then submitted to the university internship supervisor. If the student is remaining at the same site for more than 1 semester, please submit at the end of the experience at the particular site.

Field Experience Site Name: _____

Site Supervisor Name: _____

Field Experience Completed during: Fall Spring Summer Year: _____

Please check the box for the fieldwork experience that you have just completed.

<input type="checkbox"/> MHS 6800 Practicum	<input type="checkbox"/> MHS 6820 Internship	<input type="checkbox"/> RCS 6801 Practicum	<input type="checkbox"/> RCS 6821 Internship	<input type="checkbox"/> SDS 6800 Practicum	<input type="checkbox"/> SDS 6820 Internship
--	---	--	---	--	---

Please rate your site on a scale of 1 to 5 on the following areas based on the following ratings:

- 1- Very Unsatisfactory
- 2- Somewhat Unsatisfactory
- 3- Neither Satisfied nor Unsatisfied
- 4- Somewhat Satisfactory
- 5- Very Satisfactory

Circle **ONLY ONE** number for each question.

1. Feedback received from site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

2. Diversity of learning experiences offered at site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

3. Extent to which experience has increased your capacity to provide counseling services in that type of setting or with a particular population

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

4. Overall satisfaction with the site

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

5. Overall satisfaction with the site supervisor

Very Unsatisfactory 1 2 3 4 5 Very Satisfactory

Please feel free to provide any other information that you believe is relevant for us or future interns to know about your site and/or your supervisor.

**APPENDIX 1C: STUDENT PERFORMANCE EVALUATION
FLORIDA INTERNATIONAL UNIVERSITY
COUNSELOR EDUCATION PROGRAMS**

Evaluation: ☐ Midterm ☐ Final

Supervisor: ☐ Site Supervisor

Student-Counselor: _____ **Panther ID#** _____

Major: School Counseling _____ Clinical Mental Health Counseling _____

Field Experience Type: Practicum _____ Internship _____ Semester/Yr _____

Placement Site: _____

Site Supervisor: _____

Site Address: _____

Site Phone #: _____ **Supervisor Email:** _____

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

N/O	1	2	3	4
Not Observed	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations

1. DISPOSITION AND PERSONAL CHARACTERISTICS

		N/O	1	2	3	4
W	Willingness to be committed to the counseling profession					
O	Open to feedback and change					
R	Responsible, respectful, and ethical					
L	Lifelong learner through professional development					
D	Dedicated to self-reflection					
S	Self-efficacy in counseling knowledge and skills					
A	Authentic and genuine with self and others					
H	Honest and forthright					
E	Empathic					
A	Advocate for social justice and equality					
D	Development towards a professional counseling identity					

2. PROFESSIONAL, ETHICAL, AND LEGAL COMPETENCIES (CACREP #1)

	N/O	1	2	3	4
Demonstrates the ability to initiate and complete a variety of tasks related to the professional work of the agency/school					
Demonstrates the ability to provide a clear rationale for professional interventions using current and acceptable theoretical, empirical, and research based formulations					

Demonstrates knowledge and acceptance of the agency/ school policies					
Demonstrated the ability to use and interpret psychological appraisal instruments with clients					
Professional conduct during clinical experiences					
Knowledge of legal rights of clients and minor clients with regard to records and confidentiality					
Knowledge of use of legislation concerning special needs clients (e.g., IDEA, ADA)					
Knowledge of laws regarding child abuse/neglect and acts in accordance with such laws					
Ability to consult with others about ethical issues					
Ability to act as advocates for clients and programs					

3. CONSULTATION AND COLLABORATION (CACREP #5)

	N/O	1	2	3	4
Ability to communicate the needs of clients and/or families through the consultation process					
Ability to conduct meetings with parents/family members to communicate the needs of clients					
Knowledge and familiarity with outside referral agencies					

4. THEORY, SKILLS, AND TECHNIQUES (CACREP #5 & #6)

	N/O	1	2	3	4
Evidence of pre-planning for the counseling sessions					
Appropriate application of counseling theories/techniques to individual situations and clients					
Appropriate procedures/language to disseminate information					
Appropriate listening and responding skills					
Knowledge/application of group dynamics and techniques					
Appropriate interventions for presenting problems					
Ability to identify and evaluate materials and resources for implementing counseling activities					
Ability to apply "closure"					

5. ASSESSMENT AND RESEARCH (CACREP #7 & #8)

	N/O	1	2	3	4
Uses assessment/research techniques and strategies appropriate to client developmental needs					
Uses assessment/research techniques and strategies to measure intervention and program outcomes					
Employs a variety of assessment techniques and strategies					
Assesses clients and gives specific strategies for improvement					
Assesses learning in a positive, non-threatening manner					
Involves clients in self-assessment activities at appropriate intervals					

6. MULTICULTURAL COUNSELING AND ADDRESSING CURRENT CONCERNS (CACREP #2 & #5)

	N/O	1	2	3	4
Knowledge of cross-cultural techniques and interventions					
Demonstrates the importance of addressing the differences between the counselor and client					
Demonstrates knowledge of diversity in clients and a willingness to be open to differences					
Demonstrates sensitivity to issues of gender differences					
Possess the ability to build rapport and respect with clients					
Knowledge of activities that teach communication, decision-making, and social skills					
Knowledge and skills in conflict mediation/resolution					
Ability to identify and apply intervention strategies for client self-destructive and addictive behaviors					

7. ATTITUDE TOWARD SUPERVISION (CACREP #1)

	N/O	1	2	3	4
Promptness (arriving for supervision on time)					
Ability to complete tasks on time					
Initiative to make arrangements for absences					
Completion of required number of hours on site					
Ability to take initiative and perform independently					
Active involvement in dyad/group supervision					
Ability to seek new information from the dyad/group					
Receptiveness to learning					
Ability to seek additional supervision when necessary					
Awareness of areas that need improvement					

8. SCHOOL RELATED EXPERIENCES AND OUTCOMES (FLDOE) **ONLY FOR SCHOOL COUNSELING STUDENTS**

	N/O	1	2	3	4
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes					
Understands the role of the school counselor as a leader, advocate, and community liaison					
Demonstrates knowledge and application of evidence-based strategies that promote academic, career, and personal-social development					
Demonstrates knowledge of school counseling programs for classrooms, large groups, and school-wide					
Observes and participates in consultation/collaboration with teachers or other school personnel					
Observes and participates in consultation/collaboration with parents					
Demonstrates knowledge of referral procedures for students with special needs (i.e., RTII, R & I, MTSS)					
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population					
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that are used in the school					

Designs goals that are consistent with the ASCA National Model, the state and local educational agency goals, and local school goals					
Adheres to appropriate ASCA ethical standards for working with minors					
Demonstrates knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program					

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

Please note the student counselor's areas needing improvement, which you have observed:

Please rate the student counselor's general performance during his/her field experience to this point: (check the corresponding box)

1	2	3	4
Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations

Site Supervisor

Date

Student

Date

University Supervisor/Instructor

Date

APPENDIX 1D: STUDENT PERFORMANCE EVALUATION (REHABILITATION COUNSELING)

FLORIDA INTERNATIONAL UNIVERSITY

Evaluation: ☐ Midterm ☐ Final

Supervisor: ☐ Site Supervisor

Student-Counselor: _____

Practicum_____ **Internship**_____ (Check one)

Placement Site: _____

Site Supervisor: _____

Site Address: _____

Phone: _____ **Date of evaluation:** _____

Site Supervisor Completing Form Signature: _____

Directions: Please complete this evaluation to assess the Student-Counselor's performance during individual supervision. This evaluation should be reviewed with the student counselor.

Please use the following rating scale to assess the student's performance in relation to the competencies attained:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

If you have not directly observed or believe you do not have sufficient information on which to base a rating, please rate "0" for not observed/cannot evaluate.

Place the number used to assess the degree of competency attained by the Student-Counselor next to the competency being evaluated.

THE STUDENT-COUNSELOR WAS ABLE TO...

1. Knowledge and Application of Counseling (CORE #C2:2)

_____ Establish a therapeutic counseling relationship with clients.

_____ Recognize the relationship of personality, learning, and human development and is able to apply these according to client need.

_____ Apply counseling theories/techniques appropriate to specific situations.

_____ Demonstrate knowledge and application of group dynamics.

_____ Apply appropriate listening and responding skills in counseling interventions.

_____ Plan and conduct group life skills and activities.

_____ Select appropriate procedures to communicate information to clients.

_____ Identify and evaluate materials and resources for implementing counseling activities.

_____ Integrate data from a number of sources into a meaningful case study or to develop prescriptive client treatment plans.

Comments: _____

2. Knowledge of Measurement and Appraisal (CORE C2:5, E5)

_____ Demonstrate knowledge and application of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).

_____ Demonstrate knowledge of administration and scoring of assessment instruments.

_____ Identify conditions that may affect test results.

_____ Demonstrate knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.

_____ Develop oral and written reports that provide meaningful information based upon assessment data.

_____ Interpret assessment data to clients, family members, and/or professional personnel in terms of the growth and development of clients.

_____ Interpret individual student data from records and professional reports.

Comments: _____

3. Knowledge of Educational, Career Development, and Post-Secondary Opportunities (CORE C2:4, E4)

_____ Organize guidance and counseling activities related to career development.

- _____ Identify decision-making processes and how these processes can be used with clients in various aspects of career development.
- _____ Evaluate educational and career materials.
- _____ Identify appropriate materials to be used in educational and career development.
- _____ Interpret client appraisal data relevant to career development.
- _____ Assist clients in exploring career and educational options.
- _____ Demonstrate knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
- _____ Understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

Comments: _____

4. Knowledge of Consultation, Collaboration and Coordination (CORE E2)

- _____ Communicate the needs of clients through the consultation process.
- _____ Assist individuals and groups to identify, collect, and utilize appropriate data and resources.
- _____ Demonstrate skills in consulting with school and/or agency professionals in team meetings and staffing.
- _____ Collect and synthesize client referral data.
- _____ Coordinate case management services for clients.

Comments: _____

5. Knowledge of Professional, Ethical, and Legal Considerations (CORE E1)

- _____ Demonstrate knowledge of ethical, legal, and professional standards.
- _____ Demonstrate knowledge of legal rights of clients with regard to counseling notes and records.
- _____ Demonstrate knowledge of use of legislation concerning clients with disabilities.

- _____ Demonstrate knowledge of laws regarding child abuse and neglect and act in accordance with such laws.
- _____ Act in a professional manner befitting a counselor.
- _____ Apply the principles of disability-related legislation including the right of persons with disabilities to independence, inclusion, choice and self-determination, access, and respect for individual differences.

Comments: _____

6. Knowledge of Diversity (CORE C2:2, E3:2)

- _____ Demonstrate knowledge and skills in working with culturally and linguistically diverse clients.
- _____ Demonstrate knowledge and skills in working with clients with special needs.
- _____ Demonstrate cultural understanding and sensitivity when working with others from diverse backgrounds.
- _____ Apply counseling interventions congruent with clients worldviews and orientations.

Comments: _____

7. Knowledge of activities and programs for addressing current concerns (CORE E2:4, E2:5)

- _____ Demonstrate knowledge of activities that teach communication skills, decision-making skills, and social skills.
- _____ Demonstrate knowledge and apply a crisis intervention plan if needed.
- _____ Demonstrate knowledge and skills in conflict mediation and resolution.
- _____ Identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

Comments: _____

8. Knowledge of appropriate technology (CORE C2:3d)

_____ Demonstrate knowledge of the use of technology in student record management.

_____ Demonstrate knowledge and use of technology for reporting and data-based management.

Comments: _____

9. Interpersonal and Supervisory Relationship

_____ Demonstrate ability to relate and work effectively with others involved in the client's life (e.g., parents, and/or responsible adults, staff counselors, administrators, and other professionals).

_____ Seek help and accept supervisory feedback without being unduly embarrassed, upset, or defensive.

_____ Adapt to, and incorporate recommendations and changes.

Comments: _____

10. Rehabilitation Practices and Case Management (CORE C2:1, C2:3, E3)

_____ Determine the adequacy of existing information for rehabilitation planning.

_____ Integrate cultural, social, economic, disability-related, and environmental factors in planning.

_____ Plan a comprehensive individual assessment (e.g., personality, interpersonal skills, intelligence, and related functional capabilities, educational achievement, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, and employment opportunities).

_____ Identify available personal and public resources with the informed choice of the individual to determine jointly, with the consumer, an appropriate rehabilitation plan.

_____ Facilitate, with the individual, the development of a client-centered rehabilitation and/or independent living plan.

_____ Establish working relationships with other service providers involved with the individual and/or family, or client's advocate, including provision of consumer involvement and choice.

_____ Determine mutual responsibilities with other service providers involved with the individual, family, or client's advocate, including consumer involvement and choice.

_____ Develop a knowledge base of and refer individuals to other community resources when appropriate.

- _____ Assist individuals in identifying areas of personal responsibility including potential fiscal resources to obtain need services.
- _____ Serve as a consultant to other community agencies to advocate for integration of individuals with disabilities within the community.
- _____ Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public.
- _____ Identify and plan for the appropriate use of assistive technology including computer related resources.
- _____ Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.
- _____ Determine an individual's eligibility for rehabilitation services and/or programs including the need for services to prepare for, enter, engage in, or retain gainful employment.
- _____ Evaluate the feasibility of an individual's rehabilitation or independent living objectives.
- _____ Review assessment information to determine appropriate services.
- _____ Assess the individual's capabilities to make decisions.
- _____ Determine an individual's vocational or independent living skills, aptitudes, interests, and preferences.
- _____ Assess an individual's need for rehabilitation engineering/technologic services throughout the rehabilitation process.

Comments: _____

11. Job development, placement, and job retention (CORE C2:6, E6)

- _____ Obtain and use labor market information.
- _____ Identify and contact employers to develop job opportunities.
- _____ Evaluate work activities through the use of job and task analyses.
- _____ Modify and restructure jobs and use assistive devices, where appropriate.
- _____ Consult with experts to increase the functioning of individuals.

- _____ Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation.
- _____ Assist employers to identify, modify, and/or eliminate architectural, procedural, and/or attitudinal barriers.
- _____ Review available data to determine potential person/job match.
- _____ Teach appropriate job-seeking and job retention skills.
- _____ Provide support services to facilitate job retention.
- _____ Establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services.

Comments: _____

12. MY OVERALL RATING OF THIS STUDENT-COUNSELOR IS (Circle one)

"5"	"4"	"3"	"2"	"1"
Excellent	Very Good	Good	Fair	Poor

COMMENTS: _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX 1E: Counselor Competencies Scale—Revised (CCS-R) ©

Lambie (2017)

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

Scales Evaluation Guidelines

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

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record the rating in the “score” column on the left.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)*

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
- 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 (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, *Professional Practice*, p. 13).
 - A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - B. Supervision of practicum 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.
 - F. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
 - G. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
 - H. Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
 - I. Practicum students participate in an average of **1½ hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard c.*).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C		Questions	Use of Appropriate Open & Closed Questioning (<i>e.g., avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		Reflecting ^a Paraphrasing	Basic Reflection of Content – Paraphrasing (<i>With couples and families, paraphrasing the different clients’ multiple perspectives</i>)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		Reflecting ^b Reflection of Feelings	Reflection of Feelings (<i>With couples and families, reflection of each clients’ feelings</i>)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F		Reflecting ^c Summarizing	Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
1. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., <i>purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		Facilitate Therapeutic Environment_a: Empathy & Caring	Expresses accurate empathy & care. Counselor is "present" and open to clients. <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L		Facilitate Therapeutic Environment_b: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

_____ : Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the therapeutic relationship.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the therapeutic relationship.
2. G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
2. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her therapeutic competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & “reads-& flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-& flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.
2. K		Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____ : Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name & Panther ID # (print)

Date

Supervisor's Name (print)

Date

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

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

Appendix 1F: Time Logs

Instruction Sheet for Completing Time Logs

Logistics

1. Make multiple copies of this blank “Counseling Clinical Hours” sheet for both Practicum and Internship.
2. Fill in your name on each sheet.
3. Fill in the “Page __ of __” field (e.g., “Page 2 of 4”) – leave the second field blank until you know how many pages you will have in total.
4. Fill in the “Dates __ to __” with the dates that this particular sheet covers (i.e. not the dates of your total field experience).
5. You may have more than one line filled out per day.
6. Only fill in activities that contain information that is pertinent to the supervisor who will sign off on those activities (see more info below).

Instructions for Completing “Counseling Clinical Hours” Time Sheet

1. **Begin/End Time** – Using 15 minute increments [round to the nearest clock hour (e.g., 4:00, 4:15, 4:30, etc.)], encapsulate the activities performed.
2. **Date** – Use DD/MM/YY format (it is possible to have multiple entries for one date).
3. **Activity** – Note the kind of activity(s) that you participated in for that entry.
4. **Supervisor's Signature** – This is where your supervisor will sign to verify the activities that you’ve completed. If these activities are completed on site, the Site Supervisor must sign. On the other hand, if these activities were completed at the University, the Faculty Supervisor must sign.
5. **Individual Supervision (# hours)** – Note the amount of time spent in individual supervision.
6. **Group Supervision (# hours)** – Note the amount of time spent in group supervision.
7. **Client Contact (# hours)** – Note the amount of time spent in face-to-face client contact (e.g., individual, family, or group counseling; guidance; consultation, etc.) done on site.
8. **Non-client Contact (# hours)** – Note the amount of time spent in non-client contact on site (e.g., reading client files, completing paperwork, preparing for sessions, etc.), which will be signed by the Site Supervising Counselor.
9. **Total Clinical Hours** – Note the total amount of time spent for that particular “Begin/End Time” period.
10. **Total the number of hours** for Individual Supervision, Group Supervision, Client Contact, Non-Client Contact, and Total Clinical Hours for each page.
11. **MAKE A MINIMUM OF TWO COPIES OF EACH PAGE THAT YOU SUBMIT TO THE UNIVERSITY.** These sheets will be invaluable to you as you submit documentation for certification and/or licensure after graduation.

Instructions for Completing “Field Experience Weekly Summary” Sheet

1. This sheet is provided for you to write a brief reflection paper of what occurred during the course of **each week** of your field experience.
2. **Summary of Week's Activities (what did you do, how often, and when)** – Briefly summarize what occurred during the week on site.
3. **Impressions or Learning Drawn from This Week's Activities** – Based upon what happened this week (and putting it in context with what has occurred previously), what are you learning about yourself, clients, the counseling profession, your site, etc.
4. **Concerns or Questions Arising from This Week's Activities (things to bring into supervision)** – Based upon what happened this week (and putting it in context with what has occurred previously), what are some concerns or questions that you would like addressed in your university supervision (come to supervision prepared!).

Both the “Counseling Clinical Hours” Time Log and the “Field Experience Weekly Summary” Sheet will be kept in the Student-Counselor’s Field Experience Logbook and should be brought to every individual and group supervision session, currently updated and accurate.

COUNSELING CLINICAL HOURS

Time Log

FOR (CHECK ONE): ☐ PRACTICUM ☐ INTERNSHIP Dates _____ to _____ Page ____ of ____

Student's Name: _____ Panther ID#: _____ Placement: ☐ CMH ☐ SC ☐ RC

Name of Clinical Site _____ Supervisor Name _____ Signature _____

Week #/ Date	Begin/End Time (Clock Hours in no less than 15 minute increments)	Intervention/Activity (Be specific) (Individual counseling, group counseling, classroom guidance, individual supervision, staffing, testing, coordination of services, case management, professional development, clerical tasks, recording case notes, research)	Direct Client Contact (# hrs)	Non-direct Client Contact (# hrs)	Supervision (# hrs)	Total Clinical Hours	Supervisor Initials
TOTALS		TOTALS FOR THIS PAGE	TOT	TOT	TOT	TOTALS	

APPENDIX 1G: FIELD EXPERIENCE WEEKLY SUMMARY

Name: _____ Dates for the Week: _____

Summary of Week's Activities (what did you do, how often, and when):

Impressions or Learning Drawn from This Week's Activities:

Concerns or Questions Arising from This Week's Activities (things to bring into supervision):

Appendix 2: Consent Forms



Master of Science in Counselor Education

Parental Consent Form

This is to provide permission for my child, _____, to engage in audiotaped or videotaped guidance and counseling sessions with _____, a Student-Counselor enrolled in the nationally accredited graduate Counselor Education program at FIU. The Student-Counselor is under the direct supervision of _____, a Counselor Education faculty member at FIU, and a State of Florida certificated or licensed professional counselor. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes, and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child's condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Parent signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____

Minor client signature: _____ Date: _____

Department of Counseling, Recreation, & School Psychology
College of Arts, Sciences, and Education
School of Education and Human Development

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Formulario de Autorización para Cliente

Por medio del presente documento autorizo participar en sesiones de consejería grabadas en audio o vídeo con _____, un(a) Estudiante-Consejero matriculado(a) en el programa de postgrado Counselor Education de FIU, acreditado nacionalmente. El Estudiante-Consejero estará bajo la supervisión directa de _____, miembro docente de la facultad de FIU, y un terapeuta certificado, o con licencia del Estado de la Florida. Una grabación en audio o vídeo de la entrevista de consejería es necesaria para la supervisión e instrucción del Estudiante-Consejero. La cinta será usada solamente con propósitos de supervisión e instrucción, y se eliminará una vez concluida la clase. Toda la información reportada en la cinta se mantendrá bajo estricta confidencialidad.

Sin embargo, en caso de que usted revele una situación o evento que presenta e indica peligro claro e inminente para usted o para otra persona, o que implique abuso de un anciano, un menor de edad o personas incapacitadas, el estudiante-consejero estará ética y legalmente obligado a tomar acción directa, y personal, y reportar esta información al supervisor y/o administrador de la facultad o agencia, quien a su vez notificará a las partes correspondientes.

Firma del Cliente: _____

Fecha: _____

Firma del Estudiante-Terapeuta: _____

Fecha: _____

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Formulario de Autorización para Padres

Por medio del presente documento autorizo a mi hijo(a), o menor de edad dependiente, _____, para participar en sesiones de consejería grabadas en audio o vídeo con _____, un(a) Estudiante-Consejero matriculado(a) en el programa Graduate Counselor Education de FIU, acreditado nacionalmente. El Estudiante-Consejero estará bajo la supervisión directa de _____, miembro docente de la facultad de FIU, y un terapeuta certificado, o con licencia del Estado de la Florida. Una grabación en audio o vídeo de la entrevista de consejería es necesaria para la supervisión e instrucción del Estudiante-Consejero. La cinta será usada solamente con propósitos de supervisión e instrucción, y se eliminará una vez concluida la clase. Toda la información reportada en la cinta se mantendrá bajo estricta confidencialidad.

Sin embargo, en el evento de que la condición del menor de edad indique que existe un claro e inminente peligro asimismo, o para otro individuo, o si el menor de edad reporta información que involucra la infracción de leyes federales, estatales, o locales, el estudiante-consejero estará ética y legalmente obligado a tomar acción directa, y personal, y reportar esta información al supervisor y/o administrador de la facultad o agencia, quien a su vez notificará a las partes correspondientes.

Firma del Padre: _____

Fecha: _____

Firma del Estudiante-Terapeuta: _____

Fecha: _____

Firma del cliente menor de edad: _____

Fecha: _____

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Sample "Opt-Out" Consent Form



Dear Parent or Guardian:

This letter serves as notification that _____ a counselor in training will be providing services to the students at _____ for this semester. The student-counselor is enrolled in a nationally accredited Counselor Education program at Florida International University and is working under the direction of _____, a counselor at the school. The student-counselor receives further supervision from a faculty member at the university with whom he/she meets weekly. Some sessions may be audiotaped or videotaped to assist the student-counselor in reviewing the strategies used and improving his/her skills. The tape will be used solely for supervisory and instructional purposes and will be erased following the completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child's condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student-counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and or administrator who will in turn notify the appropriate parties.

If you are unwilling for your child's session(s) with the student-counselor to be taped, please return this letter with your signature. An absence of a response will indicate permission. If you have any questions, please contact me at _____.

Sincerely,

Student-Counselor

Supervising School Counselor

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Appendix 2A

FIU Counselor Education Client Recording Policy (Approved by CE Faculty 11/2018)

Students who record on their cell phones must use a password protected cell phone. In addition, students must use an encrypted recording application for all recordings. For I Phones (Apple), a free app , Protect + Audio Recorder by MoJoRocket Studios LLC is recommended. For Andriod phones, Protect+ MP3/WAV Voice Recorder w/ Encryption Free (\$3.99), also by MoJoRocket Studios LLC is recommended. Students may use another encrypted application but it must gain prior approval from the Clinical Coordinator or Faculty Supervisor.

Students who use a USB to transfer recorded files must ensure that the USB is encrypted. The code must be provided to faculty or supervisors under separate submission of the USB. Students are advised not to use any identifying information while recording a session with a client. To the extent possible, refrain from mentioning identifying information on the recording. For this reason, students are advised against recording initial or intake sessions with clients.

All recordings should be saved with code names or numbers, not client names. If a recording is backed up to a computer, the computer should be password protected. If at all possible, it is recommended that a recording not be downloaded to a computer. All recording devices should be kept on the student at all times. At no time, should a recording device be left unattended.

Any student who does not own a cell phone or requires a recording device, should contact the Clinical Coordinator for a loan of an encrypted recording device.

PROFESSIONAL BEHAVIOR AND HIPAA COMPLIANCE

Faculty, students, and supervisors are required to adhere to all legal and ethical standards at all times. Review ACA, ASCA, and ARCA guidelines prior to clinical work. Should an ethical violation occur during practicum/internship, immediately seek supervision.

The following list has been developed as a result of The Health Insurance Portability & Accountability Act (HIPAA). Should a student not comply with HIPAA or professional guidelines, the student will be given a verbal warning and depending on the seriousness of the violation, a written warning, a lowered grade for practicum or internship, and may be requested to discontinue practicum or internship.

General HIPAA Guidelines

- Do not discuss client issues outside of the clinic setting (other than in supervision). All client materials should be kept strictly confidential and secure. This includes files, notes and recordings.
- Client consent for recording must be obtained prior to any recording (see FIU Handbook for a form, if your site does not provide one).
- Assignments involving clients (e.g. recordings, case presentations) should not be e mailed to the professor. Instead, they should be hand delivered in a sealed envelope with no client identifying information.