



# Evangel University Counseling Program Student Handbook

CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING

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## Glossary of Terms

*Academic Advisor* – faculty member appointed to provide individual students with information and guidance through the counseling program

*Agency* – mental health/medical organization or school

*Client* – any person receiving mental health or school counseling from the student/counselor-in-training or agency personnel

*Counselor in Training (CIT)* – any student placed in a field experience

*Direct Service* – face-to-face internship hours with clients (individual, group, educational)

*Faculty Supervisor* – Evangel professor who oversees practicum or internship course

*Field Coordinator* – Evangel faculty member who provides oversight to the practicum and internship policies, procedures, training, and placement.

*Field Experience* – practicum or internship hours

*Indirect Service* – field hours other than direct contact hours with clients

*Internship* – advanced field experience

*Practicum* – introductory field experience

*Program Coordinator* – faculty member appointed to oversee the counseling program

*Site Supervisor* – licensed mental health provider or certified school counselor overseeing the professional development of the field student.

## Welcome to Evangel University Counseling Program

This program handbook serves as a reference guide for Evangel University's Counseling Program policies, procedures, and services. This handbook is not intended to contain the complete and exact text of all the rules, regulations, and policies that relate to graduate students. The Evangel University Graduate Student Handbook also contains policies, procedures, and information about services for graduate students and should be used in conjunction with the EU's Counseling Program Student Handbook. The policies stated in this handbook are program specific and are intended to help students achieve professional competencies and personal growth as members of an academic and faith community. On occasion, the program policies will exceed the minimum standards set by the graduate student handbook. When this occurs, the text of this program-specific handbook supersedes that which addresses the same topic in the graduate student handbook: <http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

It is imperative that students be familiar with and adhere to the requirements outlined in the Graduate Studies Catalog, Evangel University Adult and Graduate Studies Handbook and the Counseling Program Student Handbook. Students should work closely with their respective

advisors. Students are required to read this handbook and affirm that they understand the responsibilities, policies, and procedures. Students are asked to sign the Student Handbook Acknowledgment (Appendix A) and submit it to their respective program coordinator or advisor. This document will be placed in the graduate students file.

PLEASE NOTE: Program Faculty reserve the right to update the Master Student Handbook as needed.

## Section I – Introduction

### COUNSELING PROGRAM MISSION AND OBJECTIVES

*The Evangel University Counseling Program trains graduate students to become professional counselors who integrate the Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.*

1. *Christian Integration:* Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.
2. *Professional Identity and Ethics:* Demonstrate an understanding of professional counseling through knowledge and practice of ethical, legal, and responsible counseling services.
3. *Counseling Theory:* Demonstrate knowledge and application of major counseling theories when counseling individuals and groups.
4. *Helping Relationship:* Demonstrate knowledge and application of effective counseling techniques in order to assist individuals and groups achieve treatment goals.
5. *Social and Cultural Diversity:* Demonstrate an awareness of social and cultural influences on the human experience and the skills needed for culturally sensitive interventions and policies.
6. *Human Growth and Development:* Demonstrate knowledge of basic human development and its impact on the human experience and counseling process.
7. *Career Counseling:* Demonstrate knowledge of career development theories and career assessment skills when counseling individuals and groups.
8. *Group Counseling:* Demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.
9. *Assessment:* Demonstrate knowledge and skills of basic assessment techniques for individuals and group appraisal.
10. *Research and Program Evaluation:* Demonstrate the ability to read, critique, and evaluate professional research to inform counseling practice.
11. *Psychodiagnostics:* Demonstrate a working knowledge of psychopathology and the skills required to ethically formulate a psychodiagnosis and appropriate counseling interventions.

#### Clinical Mental Health Counseling Specialty Track Objectives

1. *Evidence Based Interventions and Treatment Planning:* Gain knowledge in evidence based clinical interventions and skills to formulate and apply treatment plans.

2. *Crisis Intervention*: Gain working knowledge of how crisis and trauma affects mental health functioning and skills needed to provide ethical trauma informed care.

#### School Counseling Specialty Track Objectives

1. *Comprehensive Developmental School Counseling Program*: Develop sufficient knowledge and skills associated with working in professional school counseling (K-12) settings and demonstrate practical knowledge in the areas of curriculum, individual planning, responsive services (i.e. crisis intervention), and systems support.
2. *Evidence Based School Counseling Services*: Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration so all students achieve school success.

### ACCREDITATION

Evangel University is a co-educational, Christian learning-centered community of faith that confers associate, baccalaureate, masters, and doctoral degrees. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Evangel. Program graduates qualify academically for licensure and/or certification in Missouri. It is the student's responsibility to identify the specific regulatory and legal requirements of the state, province, or country where s/he intend to practice as a licensed professional counselor and/or certified school counselor.

The Council for Accreditation of Counseling and Related Educational Program (CACREP) is a specialized accrediting body that sets minimum standards for counselor education programs. CACREP accreditation is a voluntary accreditation. The Master of Science degree in Clinical Mental Health Counseling and the Master of Science degree in School Counseling is CACREP accredited through October 31, 2027.

### COUNSELING PROGRAM FACULTY

Professors with significant training and experience in education, counseling, and supervision primarily conduct coursework instruction and advising in the Counseling Program. Each faculty member has different expertise and research interests. Students can learn about their faculty at <http://www.evangel.edu/departments/behavioral-social-sciences/faculty/>

### COUNSELING PROGRAM OPTIONS

**Clinical Mental Health – Specialty Track:** The 60 credit hour Master of Science in Clinical Mental Health Counseling Program prepares students for counseling positions in various community agencies, such as community mental health centers, private counseling agencies, substance abuse treatment centers, medical facilities, and correctional facilities. The degree program provides the opportunity to counsel a broad range of clientele. This degree program meets Missouri course work specifications for state licensure as a professional clinical counselor. Students need to work closely with their respective advisors to determine any additional requirements or course needs relating to state licensure requirements for which they plan to practice.

**School Counseling – Specialty Track:** The 60 credit hour Master of Science in School Counseling Program prepares graduates to be effective school counselors who serve students and families in public and private school communities. Because the program adheres to course and training

requirements set forth by the Missouri Department of Elementary and Secondary Education (DESE), graduates are eligible to apply for Missouri certification. It is the student's responsibility to apply for certification from the DESE website <https://dese.mo.gov/>

**Certification Only – School Counseling:** Evangel University also offers a “Certification Only” option for those who already have a master's degree in education, psychology, or an approved related field, and are not seeking a degree in school counseling. This program option completes all course requirements needed for school counseling certification in Missouri. The number of required courses for certification depends upon the number of courses a student is allowed to transfer in to Evangel. Financial aid is not available for those seeking the Certification Only option. Once a student enrolls at Evangel and/or files a plan with the DESE, students complete remaining coursework at Evangel.

**School Psychological Examiner Certification** – In Missouri, students pursuing this certification must possess a valid teaching or student services certificate in addition to a master's degree in counseling psychology, educational psychology, school counseling, or education. Required graduate coursework includes Research, Psychodiagnostics, Human Development, Psychology of Education, Individual and Group Assessment, Intelligence Testing, Diagnostic Assessment, and School Psychological Examiner Practicum.

## DISPOSITIONS

In addition to training and assessing counseling knowledge and skills, Counseling Program Faculty promote and assess professional counselor dispositions such as: Multicultural Competency; Emotional Stability and Self Control; Motivation and Initiative; Openness to Feedback; Flexibility and Adaptability; Congruence and Genuineness (Counselor Competencies Scale – Revised; Lambie, Mullen, Swank, & Blount, 2015). Faculty assess student dispositions based on classroom interactions, formal and informal advising sessions and site supervisor observations.

## CULTURE AND DIVERSITY

Rooted in the Christian movement known as Pentecostalism, with more than 500 million participants worldwide, the Graduate Studies programs at Evangel are committed to being diverse communities of learners where men and women, people of many cultures and income levels join to study, learn, share and give our utmost efforts for God's highest purposes. Consequently, the Evangel University Counseling Program values diversity among its student population.

The Counseling program abides by the non discrimination policy as outlined in the College of Adult and Graduate Studies Handbook.

Evangel University does not discriminate based on race, color, national origin, sex, disability, age, veteran status, or any other protected legal status in matters of admissions, employment, housing, educational programs or activities. We operate in compliance with federal non-discrimination laws (Title IX of the Education Amendments of 1972, Title VI and Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975). As a religious institution, the university is exempted from certain provisions and retains the right to make legitimate employment, admission, and educational decisions on the basis of religious tenets, consistent with applicable laws (Title IX statute, 1<sup>st</sup> Amendment, and Religious Freedom Restoration Act) (p. 25).



We are committed to serving and mentoring our students by striving for social justice through increasing awareness of the effects of oppression, prejudice, and discrimination. This begins during the admissions process wherein interviewers ask probing questions regarding discrimination and cultural awareness. Second, initial coursework counseling skills and counseling foundations explore the need for multicultural humility and commitment towards competence. Subsequent courses and field experience, cover content in light of cultural and diversity considerations.

## **PROFESSIONALISM, STANDARDS, AND REGULATIONS**

Evangel University recognizes Christian professionals must hold to biblical and professional standards. While there may diversity among student Christian faith traditions, students are expected to interact in conversations and discussions where biblical concepts are integrated with professional concepts and responsibilities. In addition to integrating biblical knowledge with practical living, students within the Counseling program commit to knowing and following the American Counseling Association (ACA) Code of Ethics, as well as the Missouri laws, statues, and codes. Additionally, students are expected to be knowledgeable and apply professional standards set forth by professional organizations in their specialty area such as American Mental Health Counselors Association (AMHCA) or American School Counselors Association (ASCA).

The American Counseling Association (ACA) Code of Ethics states, “Students have the same obligation to clients as those required of professional counselors.”

## **GRADUATE ASSISTANTSHIPS**

Enrolled graduate students may apply for a variety of assistantships for both the first and second year of study. A graduate assistant works with assigned faculty member(s) to assist in teaching a course or in conducting research. Typical assistantships require an average of ten hours of work per week and result in a taxable tuition stipend that is generally equal to the pay of a part-time job. Assistantships are awarded in the spring semester for the following academic year and must be renewed on a yearly basis. Applications for assistantships may be submitted with the admissions packet or to the Graduate Studies Office.

The program coordinator and leadership team make assistantship awards. The assistantships are awarded based upon the following criteria:

- Strong academic record
- Skills and strengths of the applicant
- Availability for service

When awarded an assistantship, the student is notified in writing regarding the dollar amount of the assistantship that will be applied to tuition, the semesters of expected service, the number of hours to be worked, and the faculty supervisor.

## **SCHOLARSHIPS**

The Evangel Counseling program awards a number of academic scholarships for first and second year students. Applications for scholarships can be accessed through the Counseling Program Resource Page. A scholarship committee consisting of counseling faculty review applications and

grant scholarships based on strong academic record, leadership potential, and financial need. Scholarships are not stackable with any additional institutional aid or discounts.

## Section II – Admissions

The Evangel University Counseling Program operates on a rolling admission with a fall start date. Admission to the counseling program is based on a holistic assessment of each applicant's admission file. Admission to the counseling program is selective and is conducted by the Admissions Committee made up of program faculty. Admission into the program is a tiered process beginning with an application; invite only interview, and admission decision.

### ADMISSION REQUIREMENTS

1. Completed bachelor's degree from an accredited institution
2. Undergraduate GPA of 3.0 or GRE 290 combined score (general test) or higher
3. Nine hours of psychology or counseling coursework
4. Three hours of undergraduate statistics with a B- or better
5. Completed application packet:
  - a. General information
  - b. Three recommendations
  - c. Statement of purpose
  - d. APA writing sample
  - e. A copy of a completed Family Care Safety Registration (background check)\*.

*\*Having a record of a felony conviction or a substantiated report of child abuse or neglect may affect the applicant's ability to secure field placement, licensure, certification and future employment in the counseling field.*

A faculty committee reviews and rate applications based on a rubric. If the prospective student meets basic requirements, then the faculty will extend an invitation for an admission interview. During the interview, faculty will evaluate prospective students on the following:

1. Self-awareness
2. Communication skills
3. Professionalism
4. Motivation
5. Experience and/or posture towards diverse populations and values.

An invitation for admission is based upon quality of application combined with quality of interview performance. Admitted students will be classified as follows:

#### Regular Standing

Students who intend to obtain a degree, certificate, or credential at the graduate level, and who are admitted without reservation, are granted *regular standing* in Graduate Studies. To qualify for regular standing, all admission requirements must be satisfied.

### Provisional Standing

Students who intend to obtain a graduate degree, certificate, or credential at the graduate level, and have not fully met all the admission requirements of the specific program may be eligible for admission as a *provisional standing* student. Upon successful completion of the first required twelve to eighteen graduate units of the program with a 3.0 GPA or higher, and with no grades lower than a B and with the recommendation of program coordinator and faculty, the student will be eligible for regular standing.

### Special Admit

Students who do not plan to earn a degree, certificate or credential, or who have not yet completed the full admission application process, may be granted *special admission (special admit) standing*. A special admit student is not officially admitted into the graduate program; the student completes an abbreviated application form for authorization to enroll.

A special admit student must officially apply to the Graduate Studies Program if he/she wishes to be considered for *regular standing* in the degree program. All program admission requirements and deadlines must be satisfied for admission consideration to the graduate degree program. The University and its Graduate Program are not obligated legally or morally to accept a special admit student into a degree program.

Special admission students who choose to pursue a degree later may not apply more than 12 credits taken as a non-degree seeking student toward degree requirements. A \$15 application fee is due upon application as a special admit student. Special admit student forms are available through the Graduate and Professional Studies Admission's Office, Graduate Studies office or online at [www.evangel.edu/GraduateStudies/Forms](http://www.evangel.edu/GraduateStudies/Forms)

**Note:** A special admit student *is not* eligible for institutional and/or federal financial aid.

### **Transfer Credits**

The Evangel University Counseling Program Coordinator may approve transfer of a maximum of 10 graduate credit hours required in the student's program from another accredited institution. Evangel University reserves the right to accept or reject any course for transfer. Courses considered for transfer credit must be applicable/equivalent to coursework required by the Evangel's Counseling Program and meet a grade of B or better. Moreover, credits earned prior to seven years prior to enrollment in the counseling program will not be considered. Students may be required to complete additional assignments associated with program key performance indicators (KPI), an assessment measure required by CACREP. Credits used to fulfill a previously conferred degree will not be applied.

## **Section III – Student Advisement and Curriculum**

Upon admission to the program, students are assigned to an academic advisor. The advisor provides guidance through the degree process. Students are to meet with their advisor within the first few weeks of being admitted into the program and regularly throughout their educational career. Advisors provide assistance with academic registration, answering questions regarding

course progression, policies and procedures. Furthermore, the faculty advisor will provide constructive feedback necessary for candidacy and graduation recommendations. Should a student desire to change advisors, please contact the Program Coordinator.

A distinction exists between advisement and counseling. Advisement focuses on student professional goals and growth, whereas counseling looks beyond professional development to assist an individual with personal concerns and psychological adjustment. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from providing counseling to students. If a student senses a need to seek personal counseling, services are available from a variety of resources in the community (see list in Course Commons) or from the University Counseling Services on campus.

Under the direction of your academic advisor, you will:

1. Complete a Program Plan. This includes courses that students are to complete and a completion time, if followed, leads to the degree sought and subsequent professional endorsement for licensure and/or certification.
2. Review progress toward professional goals, degree, and revise the Student's Program Plan accordingly.
3. Receive information with regard to program procedures.

It is the student's responsibility to stay in close contact with the assigned academic advisor, keeping the advisor apprised of any changes in student record information (i.e., address, phone number) and updating alterations made to Program Plan. This latter issue is especially important given that not all courses are taught each semester. Altering the Program Plan may result in scheduling difficulties, which may affect the proposed graduation date.

## **PROGRAM PLAN**

Students can find program plans for their degree on the respective program webpage. Evangel's graduate counseling programs follow a cohort model wherein courses are sequenced according to specific semesters. The plan is a comprehensive outline of courses required for completion of the specialty track sought. Students must satisfy program requirements outlined in the graduate catalog in effect upon the first semester's enrollment.

If state or national standards for certification of licensure change or if there are major changes in accreditation standards, the faculty informs the student of those changes. The faculty may recommend changes to the Program Plan to satisfy the evolved certification, licensure, or accreditation standards.

Course offerings may conflict (such as two required courses offered on the same night) and necessitate changes in the student's Program Plan. Life events, along with other occurrences, may also necessitate changes to the student's program. Any alterations in the original Program Plan due to program changes, course conflicts, life events, or other occurrences must be discussed with the student's advisor. The Program Plan may then be updated to include the alterations. Any complications resulting from the student straying from the course sequence outlined in one's initial study plan will be the sole responsibility of the student.

## PROGRAM CURRICULUM

Curriculum standards and competencies are reflected in the course syllabi, course assessment instruments, field supervisor evaluations, and comprehensive examinations. Students must demonstrate proficiency in each of the following 11 core areas through 1) coursework, 2) field experiences (practicum and internships), and 3) program requirements.

1. Professional Orientation and Ethics
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling Theory
6. Helping Relationships (Counseling Skills)
7. Group Counseling and Group Work
8. Assessment and Testing
9. Research and Program Evaluation
10. Psychodiagnostics
11. Integration of Christianity and Counseling Profession
12. Professional Practice Capstone

### Clinical Mental Health Counseling (CMHC) – Specialty Track

The CMHC specialty track consists of 27 additional graduate counseling credits from the following courses:

1. Mental Health Foundations
2. Clinical Interventions and Evidence Based Treatments
3. Couple and Family Counseling
4. Crisis, Trauma, and Recovery
5. Child and Adolescent Counseling
6. Mental Health Practicum
7. Mental Health Internship
8. Elective as offered (Addiction, Human Sexuality, Intercultural Counseling Practicum or Internship)

### School Counseling (SC) – Specialty Track

The SC specialty track consists of 27 additional graduate counseling credit from the following courses:

1. School Counseling Foundations
2. Psychology of Education
3. Professional Relationships: School, Family, and Community
4. School Counseling Curriculum
5. The Exceptional Student
6. Classroom Management
7. School Counseling Practicum
8. School Counseling Internship

9. Elective as offered (Intelligence Testing, Diagnostic Assessment, School Psychological Examiner Practicum, Intercultural Counseling Practicum or Internship)

## ASSOCIATED PROGRAM COSTS

There are a number of costs associated with the counseling program\*. These include:

1. Application fee (\$25)
2. Tuition and student fees (\$400 per credit hour; full time \$210 per semester)
3. Student Identification card (\$20 – one time)
4. Textbooks (varies according to course)
5. Course fees (COU 523 \$100; COU 610 \$50; COU 604 \$40; COU 597, 598, 590, 591, 592 - \$60 per credit)
6. Testing fees (CPCE \$75)
7. Graduate filing (\$100)
8. Professional membership dues (range from \$60-95)
9. Malpractice Insurance premiums (\$15 per semester)

The list above was created to help students in the counseling program to prepare for additional costs related to the counseling field – it is not intended to be exhaustive. Certain courses in the counseling curriculum require the rental or purchase of materials.

\*Note: These are approximate costs. Prices are subject to change without notice.

## ACADEMIC PROGRESSION STANDARDS

A graduate student is considered in regular standing if he or she has a cumulative grade point average (GPA) of 3.0 or better. In addition to maintaining a 3.0 GPA, counseling students must meet minimum requirements for specific coursework required for licensure (core course). Students must earn a B or better in Counseling Skills (lecture and lab) and Professional Orientation/Ethics. For the remaining core courses, students must earn at least a B- (2.7). These courses include the following: Counseling Theories, Human Growth and Development, Social and Cultural Diversity, Group Counseling, Career Counseling, Assessment, Psychodiagnostics, Research Methods and Program Evaluation. A grade below B- in a core-counseling course will result in a remediation process until the course is successfully completed. This may include additional course work or repeating the class. Students earning C+ or lower in two non-core three credit classes are placed on provisional status. To be reinstated to regular standing a student may need to fulfill one or more of the following: undergo a remediation plan and/or repeat a course. In the event the student does not make progress, the student will be subject for dismissal. Students must earn a 3.0 GPA in order to be recommended for candidacy and graduation. Evangel University computes grade point averages based on letter grades and quality points. An “A” earns four quality points per credit. Students must graduate with a minimum of 180 quality points.

#### Letter grade & corresponding quality points

A	4.0	B+	3.3	C+	2.3
A-	3.7	B	3.0	C	2.0
		B-	2.7	F	Below 2.0

#### Professional Behaviors and Dispositions

The Counseling Program expects students demonstrate specific dispositions associated with a counselor identity as researched by Lambie and Swank (2015). Behaviors include professional ethics and boundaries; knowledge and adherence to course/ field site policies and procedure; as well as record keeping and task completion.

Dispositions include multicultural humility (competency); emotional stability and self-control; motivation to learn and grow/ initiative; openness to feedback; flexibly and adaptability; congruence and genuineness.

Faculty continually assess student dispositions but formally assess during critical points in the program: admission interview, candidacy (after 18 hours of coursework) and during field courses (practicum and internship). Faculty utilize a three point rating scale 2 = exceeds expectation, 1 = meets expectation, 0 = Does not meet expectations

Disposition	Definition
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 counseling relationship.
Emotional Stability and Self-Control	Demonstrate self-awareness and emotional stability (i.e. congruence between mood & affect) & self-control) in relationships with clients.
Motivated to Learn and Grow/Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback.
Flexibility and Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.
Congruence and Genuineness	Demonstrates ability to be present and "be true to oneself"

## Candidacy

In order to move to internship, students must pass candidacy. Students admitted to the Evangel University's Counseling Program must apply for candidacy after completion of minimum of 18 credit hours of graduate coursework at Evangel University. To be considered for candidacy, students must:

- Be fully accepted into the Evangel University's Counseling Program
- Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate level coursework with no more than two grades (six credit hours) of C (including +) for non-core courses
- Achieve a B grade (3.0) or higher in Counseling Skills (lecture and lab) and Professional Orientation/Ethics.
- Complete 18 graduate hours or more in the Evangel University Counseling Program.
- Present a clear plan for completing the Master's degree to their academic advisor and the Graduate Studies Council for approval
- Be recommended for advancement to candidacy by their academic advisor. Counseling candidates must complete Advancement to Candidacy Screening Interview
- In making a final decision regarding student advancement to candidacy, the Graduate Studies Council will consider whether the student:
  - Demonstrates academic competency, professional integrity, and ability in the program
  - Proposes a course of study with sufficient merit
  - Demonstrates professional behaviors and dispositions as defined per counseling program
  - Demonstrates spiritual maturity and values consistent with Evangel University standards
  - Exhibits professional attitude and psychological health that justifies continuation of study toward the master's degree
  - The Program Coordinator recommends qualified students to the Graduate Studies Council for advancement to candidacy. Students are informed by letter of the Graduate Council's action.
  - After initial approval, a student may lose candidacy status in the event of unethical or poor performance during field experience or coursework.

Candidacy applications are available in the Adult and Graduate Studies Department and Counseling Program Page in Course Commons. The program assistant schedules candidacy interviews after the spring semester of each academic year.

## KEY PERFORMANCE INDICATORS (KPI)

Faculty assess student learning on eight core and one specialty key performance indicators (KPI) over the course of the program. A KPI is a statement about what a student will learn as a result of a specific class, assignment, or educational program. KPIs are used to assess a program as well as student progress. The Evangel University Counseling Program utilizes a 0-2 rating system (0 = does not meet expectation, 1 = meets expectations, 2 = exceeds expectation). A KPI rating does not determine a student's grade.



A student will be evaluated on each KPI at the minimum of two times during the course of their degree program. If a student does not make progress in meeting expectations for the specific KPI, the faculty advisor, relevant faculty, and student will collaborate and develop a remediation plan. KPIs are evaluated according to the following schedule (*italicized* denotes a skill based KPI):

KPI CACREP Standard	Course	Course	Course	Course
2.F.1.i. Professional Counseling Orientation and Ethical Practice	COU 521 Professional Orientation and Ethics	COU 590 SC Practicum; COU 597 MH Practicum	COU 591 SC Internship; COU 598 MH Internship	COU 591 SC Internship; COU 598 MH Internship
2.F.2.d. Social and Cultural Diversity	COU 523 Counseling Skills	COU 627 Social & Cultural Diversity	COU 591 SC Internship; COU 598 MH Internship	COU 591 SC Internship; COU 598 MH Internship
2.F.3.a Human Growth and Development	COU 503 Human Growth & Development	COU 512 Professional Relationships – School, Family, Community	COU 527 Couple and Family Counseling	COU 591 SC Internship; COU 598 MH Internship
2.F.4.i Career Development	COU 610 Career Development	COU 610 Assessment		
2.F.5.f* <i>Counseling and the Helping Relationship</i>	COU 523 Counseling Skills	COU 590 SC Practicum; COU 597 MH Practicum		COU 591 SC Internship; COU 598 MH Internship
2.F.6.b* <i>Group Counseling and Group Work</i>	COU 627 Group Counseling	COU 590 SC Practicum; COU 597 MH Practicum*	COU 591 SC Internship; COU 598 MH Internship*	
2.F.7.g. Assessment and Testing	COU 610 Assessment	COU 507 Research		
2.F.8.a. Research and Program Evaluation	COU 507 Research	COU 526 Theory	COU 591 SC Internship; COU 598 MH Internship	
5.C.2.d. CMHC Specialty	COU 506 Psychodiagnostics		COU 598 MH Internship	
5.G.2.k School Specialty.	COU 512 Professional Relationships – School, Family, Community		COU 591 SC Internship;	

## Section IV – Exit Requirements

Students are not guaranteed a master's degree upon attending and completing all coursework. In order to graduate with a Master's of Science in Counseling, students must meet the following criteria:

- Candidates must complete Application for Graduation early in the semester in which all requirements are to be completed. Application deadlines are published each term by the Graduate Studies Office. Failure to complete graduation paperwork may delay conferral dates. For more information, see Evangel University Graduate Catalogue

- Satisfactory completion of all coursework listed in the approved degree plan
- Cumulative grade point average of 3.0 or higher on all graduate coursework completed toward the approved degree plan
- A completion and passing score on the comprehensive exit exam (see Counselor Preparation Comprehensive Examination – CPCE)
- Satisfactory evidence of counselor dispositions
- Completion of action research training (School Counseling Program only)

Students are considered for graduation when they have met the above requirements and:

- Have completed the Application for Graduation application approved by Graduate Council
- Have paid the graduation fee
- Have satisfied all financial obligations to Evangel University

### COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

All students in the program are required to take the Counselor Preparation Comprehensive Examination (CPCE). Students must achieve a score within .5 of a standard deviation of the national mean for the CPCE. Those who fail to meet the cut off score will retake the test before their degree is conferred. More than two attempts to pass the comprehensive exam must be approved by the Graduate Council. The student may opt to take an oral and written comprehensive examination on the third (and final) attempt. The fee for this alternative examination is equivalent to one graduate credit hour.

The cost of the exam is \$75\* and the student registers and pays for the exam online. The CPCE covers the following eight core content areas for the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development, Helping Relations, Social and Cultural Foundations, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. This exam is an excellent preparation experience for the National Counselor Exam (NCE), which is required for licensure in the state of Missouri.

The CPCE Exam is given March, June, and November.

\*Fee for the examination is set by the Center for Credentialing & Education [www.cce-global.org](http://www.cce-global.org)

## Section V – Licensure, Certifications and Professional Information

The following information regarding licensure, certification and professional information varies from state to state, and organization to organization. It is the student's responsibility to investigate requirements of states outside of Missouri.

### SCHOOL COUNSELING CERTIFICATION

In order to be certified as a school counselor by the Missouri Department of Elementary and Secondary Education (DESE), a student must receive a passing performance score on the School Counselor Missouri Educator Evaluation System (MEES) and a passing content score on the Missouri Content Area Assessment (MOCA). After completing the Master of Counseling – School

Counseling Specialty Track and DESE requirements, students apply for certification from DESE at [www.dese.mo.gov](http://www.dese.mo.gov)

## LICENSURE

As noted above, students may take the NCE prior to their degree conferral if required licensure coursework is complete or in process during the semester when the NCE is administered. Additionally, students may register directly with their respective states for the licensure examination. Passage of the licensing exam is only one-step in the process for becoming licensed. *For more information, visit the Missouri Division of Professional Registration at <http://pr.mo.gov/counselors>.* For information regarding state licensing requirements outside of Missouri, please see <http://www.nbcc.org/directory> and click on the respective state.

## NATIONAL CERTIFIED COUNSELOR

Students desiring to become a National Certified Counselor (NCC) must complete an application which include the administration of the National Counseling Examination (NCE) in the spring semester prior to graduation. Students must meet the criteria to sit for the exam set by the National Board of Certified Counselors (NBCC). Missouri uses the NCE for its licensure examination and passing the exam prior to graduation allows for a head start on the licensure process. The application process begins in December for the April test date, and July for the October test date. This is an optional certification and the student incurs the cost of the exam. Students are advised to check with their state requirements to confirm the use of the NCE exam. To obtain information regarding testing fees, please see <http://www.nbcc.org/Home>. Once the exam is administered, the student must complete endorsement forms and submit transcripts to the NBCC. For detailed information about the application and examination dates, please see NBCC Campus Coordinator.

## PROFESSIONAL ORGANIZATIONS

In order to develop a professional counselor identity, students are expected to participate in professional organization(s). Participation allows students to network with other professionals, gain knowledge about contemporary trends and developments in the field, and establish a pattern for ongoing continuing education. Most professional organizations have discounted rates for student memberships and new professionals.

### American Counseling Association

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. Students receive special discounts on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio- and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, "Counseling Today." For more information, see [www.counseling.org](http://www.counseling.org)

### American Mental Health Counselors Association

The American Mental Health Counselors Association (AMHCA) represents more than 70,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations (MCOs), and health maintenance organizations (HMOs). For more information, see <http://www.amhca.org/>

### American School Counseling Association

For those graduate students interested in school counseling, the American School Counselor Association (ASCA) provides insight into the forefront of advances in the school-counseling field. Membership in ASCA can afford students additional benefits such as: Various journal publications (The School Counselor; Professional School Counseling ), newsletters such as The ASCA Counselor, an extensive resource library within their members-only website, other publications which include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences allowing networking opportunities. For more information see, <http://www.schoolcounselor.org/>

### Missouri Mental Health Counseling Association

The MMHCA is the only state organization devoted to focusing on the needs of mental health counselors. Moreover, it encourages citizen lobbying efforts to expand access to mental health services. In addition to providing continuing education through workshops (i.e. clinical supervision) and an annual conference, MMHCA offers reduced membership dues for students and professional networking opportunities. For more information, see <http://www.mmhca.com>

### Missouri School Counselor Association

The Missouri School Counselor Association (MSCA) addresses the issues involving school counselors at the state level. Student membership is available. The MSCA also addresses itself to regional issues through regional chapters such as the Southwest Missouri School Counselor Association. The MSCA includes benefits gained through membership along with providing the additional benefits related directly to the school counseling field. For more information, see <http://moschoolcounselor.org>

### American Association for Christian Counselors

AACC is committed to assisting Christian counselors, the entire “community of care,” licensed professionals, pastors, and lay church members with little or no formal training. The association’s intention is to equip clinical, pastoral, and lay care-givers with biblical truth and psychosocial insights that minister to hurting persons and helps them move to personal wholeness, interpersonal competence, mental stability, and spiritual maturity. AACC supports its membership through annual world and national conferences, newsletters, periodicals as well as seated and online continuing education opportunities. AACC offers reduced membership dues for students. For more information, see <http://www.aacc.net/>

### American Counseling Association of Missouri

The American Counseling Association of Missouri (ACAM) is a counseling association formed to address counseling issues at the state level. The ACAM serves as an umbrella organization,

which meets the specialized interests of counselors in diverse work settings. ACAM offers student membership opportunities. Benefits of membership include a membership directory, newsletter, annual conference, legislative lobbying, and professional networking opportunities. For more information, see <http://www.counselingmissouri.org/>

### Christian Association for Psychological Studies

CAPS members serve as psychologists, educators, psychiatrists, physicians, marriage and family therapists, social workers, psychiatric nurses, professional and lay counselors, researchers, psychological assistants, interns, pastors, chaplains, theologians, pastoral counselors, and students. CAPS encourages in-depth consideration of therapeutic, research, theoretical, and theological issues. The association is a forum for creative new ideas. In fact, CAPS publications and conferences are the birthplace for many of the formative concepts in the field today. For more information, see <https://caps.net/>

## Section VI – Policies, Procedures and Expectations

### ACADEMIC WRITING

The Evangel University Counseling Program utilizes the American Psychological Association (APA) writing style. Faculty expects students to write at a graduate level standard, which includes critical and analytical writing. Assertions and writing content must be substantiated by credible, peer reviewed professional journals and publications.

### ACADEMIC HONESTY

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of personal integrity, students are expected to only submit original work completed by the student. Fabrication of information and submitting someone else's work without proper citations is dishonest and not congruent with a Christian or professional life. Furthermore, the use of published study guides, solution manuals, or test banks not approved by the course faculty is cheating. Students should consult the course professor if there is question as to the legitimacy of a study resource. The Program Coordinator and faculty handles incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses are reported to Academic Affairs Division and Student Development Division. Consequences may include, but not limited to grade adjustment, academic probation/remediation, withdrawal of candidacy, or dismissal. For detailed information regarding plagiarism etc., please see detailed information at the following address.

<https://courses.evangel.edu/courses/8771/pages/academic-integrity>

### REMEDIATION AND RETENTION

When problems in academic, psychological, and behavioral functioning impact the future of the student's standing in the program, the counseling faculty may draw up a remediation plan in an effort to assist students in correcting these problems. This may include (but not limited to):

- Documentation of the problem areas
- Evaluation and academic counseling of the student by faculty members and/or supervisor

- Recommendation for the student to seek professional help to address personal concerns that may be affecting his/her competency
- Requiring the student to take a leave of absence from the program until the problem area(s) is appropriately resolved and sufficiently addressed
- Dismissal from the Evangel University Counseling Program

Sometimes a student's remediation plan may include a referral to a licensed mental health provider. Counseling faculty require only that the mental health provider report on the student's attendance and overall progress. Students are eligible to receive counseling services through the Evangel University Counseling Center located in the Wellness Center. In addition to on campus counseling services, students may access a list of counseling providers located in the Counseling Program Resources site in Course Commons.

The remediation plan takes the form of a written contract, specifying behavioral expectations, assistance to be provided, and specific outcomes with a timeline. The student's academic advisor/course instructor is the lead person for constructing the plan. If plans to address the problem are not acceptable to the student, the student can make an appeal to the following people in sequential order: Counseling Program Coordinator, Chair of the Behavioral and Social Sciences, Director of Adult and Graduate Studies, and Provost.

If a student is placed under a remediation plan, every effort is made to protect student confidentiality and student records in accordance to the Family Educational Rights and Privacy Act of 1974 (FERPA). No student is discriminated against due to disability. Reasonable accommodations are made in accordance to policy described in the Evangel University College of Adult and Graduate Studies Handbook.

## DISMISSAL AND WITHDRAWAL

Training to become a professional counselor involves academic success in a timely manner, ongoing growth and development of counselor dispositions, ethical behavior, and appropriate boundaries. Students may be dismissed from the Counseling Program due to the following categories:

1. Academic – Failure to perform to academic standards determined by the University and Counseling Program. Examples of unsuccessful academic performance include but are not limited to the following:
  - a. Failure to maintain a minimum of a 3.0 GPA or pass candidacy subsequent to the implementation of a remediation plan
  - b. Three failed attempts at the comprehensive examination
  - c. Failure to meet expectations for program key performance indicators (KPI)
2. Unprofessional or Personal Conduct
  - a. Failure to behave in a manner consistent with the Christian faith, professional codes, and University conduct rules and regulations (see College of Adult and Graduate Studies Student Handbook).
  - b. Failure to consistently uphold principles of academic and professional honesty and integrity
  - c. Failure to consistently display counselor dispositions upon remediation attempts

- d. Failure to meet basic requirements for clinical practice (professionalism, appropriate boundaries, emotional/psychological health, etc.)
- e. Violation(s) of local, state, and federal criminal codes.

The Graduate Studies Academic Catalog outline the process of dismissal (notification, due process, etc.). Due to the serious nature of dismissal, a student may submit a formal written appeal to the following Evangel personnel: Department Chair of the Behavioral and Social Sciences, Director - College of Adult and Graduate Studies, Provost (VP of Academic Affairs) and/or VP of Student Development. A formal appeal submission must provide a rationale and grounds for an appeal as well as supporting documents. For more detailed information please see:

<https://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

If a student is dismissed from the Counseling program, the student will be notified by the USPS, e-mail, and/or phone call.

Students are considered withdrawn from the program under the following conditions:

1. Failure to register for classes over two consecutive semesters (including summer)
2. Failure to complete the degree within a five-year period
3. Failure to meet financial commitments to Evangel University

For more details regarding readmission, please see the Graduate Studies Academic Catalog policies on (leave of absence, withdrawal, and readmission) at

<https://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

## ACADEMIC APPEAL AND GRIEVANCE PROCESS

Conflicts may arise between persons relative to performance, conduct, or interpersonal issues. These conflicts may involve areas related to in-class and/or outside-of-class activities. Whether faculty or student, the biblical principles found in Matthew 18:15-17 should guide the conflict resolution. A student with a concern should first communicate that concern face-to-face to the faculty member with whom the conflict has arisen. If the student is not satisfied with the results of this meeting or does not feel safe in discussing the situation alone with the professor, the academic advisor should be consulted. In conflicts involving the academic advisor, the Counseling Program Coordinator should be consulted. In conflicts involving the program coordinator, the Chair of the Behavioral and Social Sciences should be consulted. The student may wish to have his or her advisor attend such a meeting for support if the conflict does not involve the advisor. If a satisfactory resolution of the situation is not achieved, the student may make an appeal to the Director of Adult and Graduate Studies. If necessary, a final appeal may include the University Provost.

If students have a concern about a peer, similar guidelines exist in keeping with Matthew 18 principles (as noted above). Students should first present their concern to one's peer unless safety is a concern. If safety, emergency, or violation of the law is a concern then a complaint to campus or local police should be the first course of action. For non-emergency or immediate-safety issues, the student may consult with his/her advisor or a faculty about the concern, typically concealing the identity of the peer as the first step as they seek guidance on the professional and ethical considerations of the concern. Students should follow the guidelines in the ACA Code of Ethics, particularly Section H: Resolving Ethical Issues.



For student campus concerns, campus misconduct, or activity not in keeping with the student handbook, the Counseling Program Coordinator, Director of Adult and Graduate Studies Department, or Evangel University Student Development Office can provide guidance to students. Students should be aware that FERPA Rules and Regulations will not allow faculty or staff to communicate back to the concerned student the actions or steps taken in response to the concern. For instance, if a student expresses a concern that his/her classmate cheated on an exam, and the program responds with failing the student from the course, that information is not be shared publicly or with anyone other than the involved faculty or staff members. While students may share information they deem appropriate with each other, faculty may not share any information about classmates. This can lead to a one-sided experience of information that students should be aware of and use good judgment in response.

## SEX-BASED OFFENSES POLICY

Evangel University, owned and operated by the Assemblies of God, is committed to respecting all employees, students and guests. Sex-based offenses are not only incompatible with Evangel's standards of Christian conduct, but also are criminal acts that infringe on the rights of others and are strictly prohibited by the University. This policy applies to all University employees, students, or visitors to the University, as well as anyone participating in a University sponsored activity. Contact the [Title IX Coordinator](#), [Deputy Coordinator](#), or [Office of Public Safety](#) to report any sex-based offenses. We encourage victims of sex-based offenses to report violations to the university, as well as to appropriate law enforcement officials, so that we may care well for our community members. Offenses under this policy include, but are not limited to sexual discrimination, sexual exploitation, sexual harassment, sexual violence (dating violence, domestic violence, sexual assault [nonconsensual sexual contact, nonconsensual sexual intercourse]), and stalking.

Evangel University has a zero tolerance policy for sex-based offenses and will not tolerate retaliation (threatened, attempted, or actual) against any individual for making a complaint under this policy. When an allegation of a sex-based offense is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the victim and community are remedied, including serious sanctions when a responding party is found to have violated this policy. This policy is developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. The [full policy](#) is housed in the [Student Portal](#) for easy access to our community members. It includes complete information on Title IX officers, definition of terms, prohibited offenses, sanctions, confidential and mandated reporters, how to report an offense, resolution procedures, advisors, rights, investigative steps, and appeals. Please review it so that we can help keep our community members safe. Additionally, please see the Adult and Graduate Studies Student Handbook found on the Evangel website at <https://www.evangel.edu/wp-content/uploads/2017/09/CAGS-Student-Handbook-2017.2018.pdf>.

## COUNSELING SERVICES

The Counseling program encourages students to monitor their mental health and seek counseling assistance when needed. Students may access free counseling services at the Evangel University Counseling Center during the fall and spring semesters and by appointment in the summer.



Evangel counseling faculty and field students are prohibited from providing services to students in the counseling program. This policy promotes good practices and avoidance of multiple relationships. In the event Evangel University Counseling Center cannot provide students with personal counseling due to multiple relationships, the student is responsible to secure outside counseling services. For more information, please see a list of low cost counseling resources in the appendices.

According to the ACA code of ethics (F.10.e) faculty do not serve as counselors to students. If a student has a pre-existing counseling relationship with a faculty member, the faculty will refer the student to another professional to minimize disruption in mental health care.

## **ENDORSEMENT POLICY**

Students and graduates may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates should seek an endorsement only for employment and credentials that are appropriate given their training, coursework, and supervised experience. Counseling faculty only endorse a student for positions or credentials for which the student has been adequately prepared. Students must submit a written and signed request for endorsement to their academic advisor, the Counseling Program Coordinator, or other identified counseling faculty. Include the name of the organization, contact information, and name of person requesting the endorsement. Endorsement often includes verification of student records (e.g., GPA, program requirements, graduation status) and affirmation of professional dispositions.

## **TECHNOLOGY**

In order to teach, train, and evaluate counseling students in the areas of primary counseling skills, professional dispositions, and professional behaviors, the use of technology is required. As a teaching medium, technology can facilitate a deeper understanding and meaning of course material.

With pedagogical tools such as video podcasts, video uploaded role-plays, digital counseling demonstrations, web files, and a growing variety of other interactive internet tools, the counseling faculty effectively instruct, train, and evaluate student development. Faculty expect students to embrace technology as a learning tool and cooperate with course assignments that incorporate technology.

Evangel University utilizes the Course Commons Learning Management System (LMS). Syllabi, course schedules, assignments, announcements, and supplemental resources are housed in Course Commons. In order to have command of Course Commons, the counseling faculty encourage students utilize embedded training resources. Students have access to computer technology via Evangel University computer labs. However, students are encouraged to purchase personal computers along with internet access and one or more web-browsers (Safari, Chrome, or Firefox).

## **EXTRA-CURRICULAR COUNSELING ACTIVITY**

Students enrolled in programs offered by the department often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called "extracurricular" counseling activities. They are considered

extracurricular because they are neither conducted under the auspices of the department nor officially supervised by those professionals associated with the department. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services. The department and university only assume responsibility for students' counseling activities within the limits of program requirements. Therefore, be advised that if students choose to engage in extracurricular counseling activities students do so without university sanction or protection. The university, department, and faculty assume NO supervisory, ethical or legal responsibility for any extracurricular counseling experiences. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

## INTERNATIONAL STUDENT POLICY

The counseling faculty recognize the positive contribution of international students to the graduate counseling program. Many times, international students have needs and issues that require special attention. Needs are more evident in programs like counseling. The counseling program is designed around state standards, licensure, and certification requirements and follows national standards for counselor training. Some international students intend to remain in the United States. Many of these students need additional knowledge, skills, and help in the enculturation process so they can be successful in area schools and agencies. Other international students plan to return to their home country. It is the student's responsibility to determine additional course work required for their country of origins' certification and licensure regulations. If additional courses are not available at Evangel University, the academic advisor may assist the student to locate specific coursework at other institutions of higher education. While needs vary from student to student, international students require additional advising, support, and transitional assistance. International students should work closely with their advisors to obtain additional help consistent with individual goals.

Prior to beginning field experience, international students must complete an F-1 Curricular Practical Training Form (CPT), a requirement by Department of Homeland Security. The student can secure the form through the program field coordinator and the Registrar's office. Additionally, the student must secure documentation (on agency letterhead) from the field site supervisor indicating beginning and ending date of field training, on site work hours, compensation rate, and summary of duties. The CPT form and letters should be submitted to the program field coordinator and University Registrar.

## Section VII – Field Experience

For the purposes of this document, students in the field qualify as counselors-in-training (CITs) and will be referenced accordingly. CITs gain field experience through a series of practicum and internship courses. CITs apply counseling knowledge and skills acquired thus far to clients under direct supervision and guidance of experienced licensed mental health professional or certified school counselor. Prior to enrolling in field experiences, students must meet specific requirements set forth by the Evangel University Counseling Program. It is the responsibility of the student to follow established procedures for enrollment in field courses and be familiar with site policies for clinical placements and program requirements.

## PREREQUISITES

Prior to beginning practicum and internship, students must complete a minimum of 18 credit hours of coursework specific to their chosen track. Students must earn a B- or better in coursework. In order to meet prerequisites for both field experiences, faculty encourage students to stay on sequence. Prerequisite coursework includes:

### Practicum

Course	CMHC	SC
COU 523 Counseling Skills	x	x
COU 526 Counseling Theories	x	x
COU 521 Professional Orientation and Ethics	x	x
COU 506 Psychodiagnostics	x	
COU 625: Group Counseling	x	x
COU 500: School Counseling Curriculum		x
COU 509: School Foundations		x
COU 582: Classroom Management		x

### Internship

Course	CMHC	SC
COU 500 School Counseling Curriculum		x
COU 597 Mental Health Practicum	x	
COU 590 School Counseling Practicum		x
COU 610 Assessment	x	
Candidacy - approved	x	x

Course sequencing in a cohort model is deliberate and presumes successful completion of courses in the order in which they appear. Recognizing that there are situations periodically beyond the student's or program's control, the Program Coordinator will consider exceptions on an individual basis. Students who request exceptions to their respective programs must submit a detailed proposal to the Program Coordinator, through their academic advisor, for how they will otherwise complete program requirements. Faculty will carefully review and either accept, deny, or provide alternate suggestions.

## FIELD SITE SELECTION

It is the student's responsibility to identify and secure his or her own field placement. This includes contacting the appropriate person at the site and going through a formal interviewing process at the field site of their choice. If the Site Supervisor is not familiar with Evangel's Counseling Program, then it is the responsibility of the student to inform the Site Supervisor regarding the field

requirements. Since the Faculty Field Coordinator will have final say in approving a site, all conversations with a potential Site Supervisor must be tentative.

Securing a site is very competitive. It is important to start identifying sites as soon as possible. The Faculty Field Coordinator provides a list of approved sites. In addition:

- ❖ Speak to current and previous students about their field experiences;
- ❖ Discuss possible sites with the Faculty Field Coordinator or your advisor;
- ❖ Identify the population you would like to serve and pursue agencies that serve this specific population;
- ❖ Build in as much flexibility into your schedule as possible. Most agencies prefer students are present for a full day(s);
- ❖ Be prepared to submit a current resume. Have your resume reviewed in the Center for Student Success;
- ❖ Some sites may require a background check, drug screening, additional vaccinations and off-site training. In the event the site does not cover the cost of these requirements, the student is responsible to cover the costs;
- ❖ CMHC site supervisors must be licensed mental health professionals (counselors, social workers, marriage and family therapists, or psychologists). SC site supervisors must be certified school counselors and preferably licensed professional counselors. All site supervisors must provide weekly supervision and periodic evaluations;
- ❖ During the course of internship and upon site supervisor endorsement, interns should assume all duties of a staff /school counselor (conditional to level of training/experience; individual, group, relationship, psychoeducation). Sites that severely limit the student's activities may not be a good fit. In rare cases, an alternative placement may be necessary;
- ❖ Client and CIT safety is priority. Therefore, field students cannot be alone at a field site. School counseling CITs are required to have a substitute teaching certificate to work alone with individuals or groups of school students;
- ❖ Ultimately, internship sites have the option of accepting or declining to have a graduate student at their site. Therefore, field candidates should make the best possible impression and conduct themselves in a professional manner when they visit sites on an informal or formal basis.

## FIELD EXPERIENCE STUDENT WORKSITE

Under special conditions, a student may conduct his/her internship at his/her place of employment. This is permissible only if the practicum/internship is unique and distinct from current job responsibilities. Such a placement requires preapproval and should be carefully considered and planned. Students are to consider potential complications and be prepared to address the following issues with the Field Coordinator.

- ❖ Dual supervisory responsibilities
- ❖ A different clinical supervisor is preferred to having the same supervisor for both employment and field experience

- ❖ Overlapping and/or conflicting requirements for the site and the university
- ❖ Overlapping or conflicting procedures and policies
- ❖ Conflicting roles/expectations of site, employer, and university
- ❖ Need to set boundaries between one's employment and private life
- ❖ When conflicts arise in the internship, employment could be compromised
- ❖ The need for new and diverse learning experience
- ❖ Submission of two letters (see below)\*

**Letter # 1** should be from the employment supervisor and include the following information:

- ❖ A listing of current job responsibilities
- ❖ Statement that employment responsibilities are separate from internship responsibilities and that the employment supervisor will help to ensure that these responsibilities remain separate
- ❖ Statement listing who the employment supervisor is and who the internship supervisor is (and that they are different people).

**Letter # 2** should be from the internship supervisor and include the following information:

- ❖ How the CIT's work fulfills the requirements of the field experience
- ❖ A written job description of the internship activities, duties, hours, and direct contact time that will be undertaken by the intern to fulfill on-site internship requirements
- ❖ A statement regarding dual relationships at the site and how conflicts in roles are to be managed
- ❖ Statement that the site and supervisors understand they are not required to pay the intern for at least the required 600 hours since the internship experience is a graduation requirement

\*The letter(s) must be from the Site Supervisor on the site letterhead (NOT from the student) and addressed to the Field Coordinator. Approval for worksite field experience proceeds a valid signed Site Supervisor Agreement.

### PAID FIELD EXPERIENCE

A student may choose an internship site that pays his/her interns as part of his/her standard policy. If a student wishes to have an internship at such a site, then an Academic Petition and a letter are still required. The letter should include information as listed in letter # 2 above (see above section).

### CHANGING FIELD SITES

Changing field sites is highly discouraged once there is an established agreement. Approval to change sites depends on the recommendation by the student's faculty supervisor and the program's Field Coordinator. The student must submit a formal letter requesting a change stating reasons for the change and plans to secure an alternate placement. The CIT and Faculty Supervisor/Field Coordinator may consult with the current and future Site Supervisor. If the field experience is underway, CITs must follow professional standards for terminating clientele and avoid client abandonment. CITs complete and submit all new paperwork for the new field site.

### FIELD EXPERIENCES WITHOUT ONSITE SUPERVISOR

On occasion, agencies allow completion of field hours (i.e. group counseling) at local churches or community centers. In order for a field student to conduct counseling services in such settings, the

Site Supervisor must provide appropriate intake paperwork, policy, and supervision of all counseling services. The student must write a formal letter of proposal for this type of experience. The letter should include the following:

- ❖ Description of the agency/organization
- ❖ Clientele who will be served
- ❖ What type of service will be provided
- ❖ What type of supervision will be provided
- ❖ Copies of intake paperwork including informed consent
- ❖ Plan for how records will be secured and/or transported
- ❖ A statement from the organization's leader (community center, church) endorsing the counseling services.

## REQUIRED FIELD HOURS

While SC and CMHC require practicum and internship, required hours differ from one specialty program to another. SC program requires 150 total hours (40 direct) for practicum whereas CMHC requires a minimum of 100 total hours (40 direct). Both programs require 600 total hours for internship (240 direct). See table below for breakdown of direct and indirect service. All counseling students must conduct at least one group experience over the course of a practicum or internship experience\*

Direct Service	Indirect Service
<ul style="list-style-type: none"> <li>- Individual Counseling</li> <li>- Group Counseling/ Psychoeducation group presentation*</li> <li>- Couple/Family Counseling</li> <li>- Co-therapy – must have an active voice in the counseling process</li> <li>- Assessments</li> <li>- Consultation (must be face to face for school counseling field students)</li> <li>- Curriculum delivery (SC)</li> </ul>	<ul style="list-style-type: none"> <li>- Case mgmt.</li> <li>- Site supervision</li> <li>- Staff meeting</li> <li>- Trainings</li> <li>- Shadowing</li> <li>- Professional reading and case preparation</li> <li>- Record keeping</li> <li>- University Supervision</li> <li>- Site projects (workshop preparation, advocacy efforts, outreach, community engagement etc.)</li> </ul>

## GRADUATE CREDITS AND COMPLETION OF FIELD EXPERIENCE

CITs complete nine credits of field experience over the course of the program. Practicum hours only count for the practicum course. However, excess internship hours in one semester will rollover to the next semester internship hours. It is the CIT's responsibility to track hours and submit time logs to their faculty supervisor. In the event a CMHC student does not complete all required hours, the CIT will enroll in COU 599 – Field Continuance and pay a corresponding course fee. Not securing enough hours during internship may warrant a delay in degree conferral. Upon completion of the counseling program, CMHC students will have a minimum of 700 field hours and SC students will have a minimum of 750 field hours. If a student plans to secure licensure and/or

certification outside Missouri, it is the CIT's responsibility to find out the amount of required field hours for the specific state and plan accordingly. Additional field hours are available upon request in increments of one credit hour (100 total hours).

## **INTERNATIONAL FIELD EXPERIENCE**

Evangel University provides short-term intercultural instructional experience through the Global Connections program. The Counseling program encourages graduate counseling students to participate in this cross-cultural immersion experience. Counseling program faculty provide leadership, instructional support and clinical supervision for this field experience. Students may earn one elective credit per international experience (COU 595 International Counseling Practicum and COU 596 Intercultural Counseling Internship). Acquired field hours cannot replace the total 700 hours required by COU 597/598 and COU 590-2. However, the group leadership experience for COU 596 satisfies the group requirement for field experience.

## **BACKGROUND CHECKS, FINGER PRINT, AND FAMILY SAFETY REGISTRATION**

University students completing their field experiences in Springfield Public Schools must have on file with the school district a copy of a Fingerprint-Background Check and a Family Safety Registration. Other school districts or clinical mental health field sites may also require the background checks and registration releases, prior to approving a student a field placement. It is the student's responsibility to provide and pay for the necessary documentation required for field placement. Public Schools' Human Resource Departments can answer questions regarding mandatory forms to be on file before working in a public school setting. For students who have not completed the requirement, please follow directions found at the website below:

<http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check>

### **Background Check Results**

Federal regulations prohibit the dissemination of criminal-history information outside of the agency (i.e. DESE or agency) that receives it; therefore, background/fingerprint information cannot be shared between school districts or between universities. Employers should not discuss the contents of these documents with other potential employers.

A school district or university CANNOT share the results of fingerprinting with an applicant. If an applicant has a background incident, DESE can mail a copy of the report about that incident to a public school district, but DESE will not fax or e-mail such records. Check on the DESE website to determine periods required for renewal of background checks.

## **SUBSTITUTE CERTIFICATION**

### **School Counseling Students Only**

DESE determined that if CITs are left alone with children, they need to have a substitute certificate to be legal. CITs do not need a substitute certificate if they have a current teaching certificate. CITs do not have to take additional classes to obtain eligibility, because transcript hours determine eligibility. A substitute certificate may be granted to an individual who has completed a minimum of 60 semester hours of credit from an accredited college/university or junior/community college.

Please follow the directions for obtaining and submitting a substitute certificate found at <http://dese.mo.gov/educator-quality/certification/substitute-teachers>

## LIABILITY INSURANCE

### Professional

Every student must secure malpractice liability insurance through Evangel University prior to beginning the field experience. Students pay for liability insurance upon financially registering for the field course. Students may not begin field experience prior to receiving confirmation of liability coverage.

### Vehicle

CITs must not use personal vehicles to transport clients/school children. If a student is an intern and employee concurrently, the employer is responsible to cover transportation responsibilities and requirements for liability insurance as part of the employment agreement. It is prudent for students to obtain proper licenses in accordance with state laws and secure insurance coverage through the site or personal insurance company.

## SEMESTER BREAKS, HOLIDAYS, AND INCLEMENT WEATHER

Evangel University's Counseling Program is rigorous and demanding. As a matter of self-care, the program discourages students to conduct field hours during semester breaks, holidays and weekends. CITs are responsible to communicate school scheduled breaks and holidays. In the event student employment or other responsibilities prohibit conventional office hours, students can gain approval from their faculty supervisor to accrue internship hours on scheduled breaks, holidays or weekends, provided there is adequate onsite supervision. On occasion, Evangel University will cancel classes due to inclement weather. Since field students follow Evangel's inclement weather policies, they should work with site supervisors on how to inform scheduled clients of necessary cancellations.

## ETHICAL ISSUES FOR STUDENTS AND SITE SUPERVISORS

### Confidentiality

Confidentiality is one of the most important aspects of counseling. It is a crucial component of the trust building process. The following is a listing of important concerns:

- ❖ The CIT must adhere to state, professional, and site regulations regarding confidentiality of notes, files, and recordings. If possible, obtain and review a written copy of the site policies and regulations.
- ❖ Maintain confidentiality with respect to all information gained in the agency concerning clients or any other agency information that may be considered privileged. The CIT is not to discuss cases/clients with anyone not professionally involved or sanctioned to need the information. Any case/client information discussed within group supervision or journal assignments must have all identifying information removed and/or changed to protect confidentiality. Do not use client's initials, birthdates, addresses (including city) specific places, dates of previous treatment, or readily identifiable information (work place).



- ❖ CITs must inform clients of their student status and requirement for supervision.
- ❖ CITs are to conduct themselves professionally and ethically. Information learned within group supervision is to be kept strictly confidential by all group members and is not to be shared outside the group.
- ❖ References to internship experience are strictly prohibited on social media. This includes your internship site, population, situation, or any connotation to your site.
- ❖ Agency records are not to be removed from the agency unless otherwise directed by the Site Supervisor.
- ❖ Since session digital recordings are required for group supervision, it is the CIT's responsibility to obtain the client's written permission to record. The consent/authorization should explain the limits of confidentiality and should clearly state the recording will be used for supervision purposes only. If the site does not have a consent form, use the Evangel University Recording Consent Form.
- ❖ It is the CIT's responsibility to protect recordings from misuse or loss and to erase or destroy the recording after supervisory use.
- ❖ A CIT may be removed from field experience or fail the field course for violating confidentiality. A CIT's status in the program may be jeopardized and the student may not be allowed to continue in the counseling program.
- ❖ CITs are to discuss issues of confidentiality with the Site Supervisor before beginning the field experience.
- ❖ CITs are to sign a confidentiality statement of understanding, agreeing to hold information learned in the field site and group supervision confidential.

### **Informed Consent**

Supervisors and supervisees have the responsibility to incorporate the principles of informed consent.

- ❖ Clients (consumers) must be aware that the CIT is being supervised, the parameters of the supervision, and how this influences confidentiality (recordings, weekly supervision, group supervision).
- ❖ Supervisors and CITs must be aware of procedures for contacting their supervisor or an alternate supervisor, in cases of crisis.
- ❖ Supervisors discuss expectations, roles, and rules related to the supervisory relationship.

### **Multiple Relationships**

As noted in the 2014 ACA Code of Ethics (Section F3) the supervisory relationship is complex. Supervisors are responsible for creating and maintaining appropriate boundaries with supervisees.

#### Social and Sexual Relationships

- Supervisors clearly define and maintain ethical, professional, and social relationship boundaries with their supervisee. They are aware of the power differential and the supervisee's vulnerability to undue influence and coercion.
- Supervisors should not engage in social contact or interaction that would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgement should be avoided and/or supervisory relationship terminated.
- Supervisors do not engage in sexual relationships with supervisees and do not subject them to sexual harassment.
- Supervisees are required to report any violations as mentioned above to the field coordinator or university official.

#### Counseling CITs

- Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and professional functioning.
- If a CIT requests counseling, supervisors provide them with acceptable referrals or request they seek referrals through his/her faculty supervisor.

#### Multiple Supervisory Roles

- Supervisors who have multiple roles with supervisees should minimize potential conflicts. When supervisors function in more than one role (e.g., clinical supervisor, administrative supervisor), it is important to carefully explain to students the expectations and responsibilities associated with each supervisory role.

### **SITE SUPERVISOR AND AGENCY RESPONSIBILITIES**

According to the American Counseling Association (ACA) *Code of Ethics*, “the primary obligation of the counseling supervisor is to monitor the services provided by other counselors or counselors in training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development” (ACA, 2014, F1.a).

- A. Completion of a Site Supervisor Information Form before an experience occurs;
- B. Attendance at orientation and training sessions;
- C. Development of a learning climate environment for the CIT in the AGENCY through a workable learning/teaching plan or structure;
- D. Honor university calendar (scheduled breaks, holiday, and weather closings);
- E. Conduct an orientation to the AGENCY including background checks;

- F. Provide suitable work space;
- G. Meet for an average of one hour per week for site supervision to provide feedback and act as educator and model;
- H. Give assignments geared to helping promote the CIT's learning and professional growth as a beginning clinical mental health counselor;
- I. Structure assignments geared to helping promote the CIT's learning and professional growth as a beginning clinical mental health counselor;
- J. Teach effective communication skills, both verbal and written;
- K. Serve as a role model for clinical mental health or school counseling;
- L. Encourage practice that is congruent with the program's objectives, ethics, and values of the profession;
- M. Set up and participate in individualized educational contracts with each CIT and with the faculty supervisor;
- N. When possible, allow the CIT to audio/visual record a session for supervision purposes. If the agency does not allow recordings faculty supervisor will evaluate CIT counseling skills in at least one live supervision session;
- O. Allow the CIT to present a audio/visual recorded client session or a recorded supervision session for a group supervision class;
- P. Evaluating the CIT's progress toward meeting his/her goals and regularly communicate with faculty supervisor via email, phone and/or face to face meetings.
- Q. Participation in a three-way conference at mid-semester and at the end of each semester (or experience) with the faculty supervisor and the CIT;
- R. Preparing a written evaluation of each CIT's performance at mid-semester and end of each semester;
- S. Being available to each CIT in emergency situations;
- T. Submitting university forms as needed for evaluation and reporting;
- U. Being familiar with the Clinical Mental Health Counseling or School Counseling Curriculum; and
- V. Informing the faculty supervisor of any serious hindrances to learning.

## UNIVERSITY RESPONSIBILITIES

The responsibilities of the university include:

- A. Maintain a counseling program aligned with standards set forth by the Council of Accreditation of Counseling and Related Educational Programs (CACREP);
- B. Provide field coordinator who is responsible for coordinating and recruiting field placements;
- C. Provide faculty supervisor who is responsible for directly communicating with the site supervisor and CIT;
- D. Provide a field manual that outlines program and field objectives.

## FIELD COORDINATOR/FACULTY SUPERVISOR RESPONSIBILITIES

The responsibilities of the field coordinator include:

- A. Enhancing the teaching contribution of the site supervisor by providing them with workshops, seminars, and orientation sessions, course syllabi, University information and consultation;
- B. Offering field experiences that meet the program's criteria, for executing agreements between agency and the university's needs for orienting the site supervisor to the program's curriculum and the background of the individual CIT;
- C. Helping the new supervisors plan for the CIT in accordance with the objectives of field experience;
- D. Holding orientation meetings for the CITs prior to field experience; keeping records of CIT time accrued in the field, and completing evaluation reports;

The responsibilities for the faculty supervisor include:

- A. Initiate monthly communication regarding student performance and progress.
- B. Meeting with the site supervisor and the CIT in a three-way conference at least twice a semester;
- C. Being available as a resource person for the CIT;
- D. Being available as a consultant for the site supervisor;
- E. Providing group supervision classes for CITs.

## COUNSELOR IN TRAINING RESPONSIBILITIES

The CIT's responsibilities include:

- A. Arranging an academic schedule to allow for half/full day field hours or as Agency requests. Faculty supervisor must approve weekend work. The CIT must submit a request for approval in writing;

- B. Performing duties in a professional manner, keeping commitments to the Agency, site supervisor, and faculty supervisor;
- C. Taking the initiative in seeking advice, consultation, or help from the Agency, site supervisor, or faculty supervisor;
- D. Bringing to the attention of the faculty supervisor questionable professional practices with the Agency or problems in securing weekly supervision sessions (average of one hour per week);
- E. Notifying the Agency site supervisor of academic schedules, absences, and tardiness in advance, as is expected in professional employment;
- F. Completing work assigned by the site supervisor in the Agency and the accountability documents required by the faculty supervisor within specialized deadlines;
- G. Applying principles of counseling learned in the classroom to the field, and to strive continuously to improve skills through periodic self-evaluation;
- H. Learning the ethics of counseling profession and applying these principles to field experience at all times. Confidentiality is especially important as an ethical principle;
- I. Preparing and collecting documentation necessary for field evaluation (Affiliation Agreement, Educational Contract, Mid-term/Final evaluation etc.);
- J. Recognize fieldwork can be stressful and create emotional, academic, spiritual, social, and physical strain. Balancing work and relaxation is a core task of counselor wellness. In the event the CIT's functioning impairs or diminishes professional competency, the CIT is expected to seek support services, personal counseling or leave of absence.

## EVALUATION

The faculty supervisor and site supervisor will collaborate in the evaluation of the CIT. CITs will earn a letter grade based on:

- ❖ Completion of the hours and responsibilities agreed upon in the syllabus and site supervisor;
- ❖ Participation in and preparation for individual and group supervision;
- ❖ Demonstration of good interpersonal relationships with clients, co-workers, peers;
- ❖ Demonstrates a willingness to address personal issues or professional limitations by following the recommendation of the faculty supervisor and/or Site Supervisor;
- ❖ Demonstrates counseling and related skills consistent with their level of training;
- ❖ Cooperates with the suggestions of the site supervisor and faculty supervisor.

*Any candidate who fails to adhere to the 2014 ACA Code of Ethics and the policies and regulations of Evangel University may be dismissed from the field site and receive an unsatisfactory grade and may be dismissed from the counseling program.*

### **Educational Contract**

With every field experience, CITs are expected to gain competence and move to a higher level of self-supervision, personal accountability, and self-reliance. The educational contract is an opportunity for each

CIT to begin to make this transition by identifying specific goals and objective they would like to develop as they prepare to become a professional counselor.

### **Supervisory Evaluation**

The site supervisor, faculty supervisor, and CIT will work collaboratively throughout the semester to assess the CIT's performance and monitor progress. It is essential supervisors engage in and provide CITs with ongoing feedback regarding performance and development. Although feedback s is continuous, summative evaluations provide documented feedback (mid-term and final). CITs are responsible to provide the site supervisor with copies of the mid-term and final evaluation forms.

At the mid-point of the field experience, the Site Supervisor and CIT will complete a structured mid-term evaluation and adjust the goals in the Educational Contract.

The site supervisor will review their evaluations with CITs before submitting the evaluation to the faculty supervisor. Supervisors are encouraged to record specific strengths and needed areas of improvement in the formal evaluations for informing university faculty of specific educational interventions for the CIT.

### **PREMATURE TERMINATION FROM FIELD EXPERIENCE**

Conditions under which a field experience ends are as follows:

1. Placement ends due to site supervisor or agency responsibility not being fulfilled.
  - a. Inadequate or inappropriate supervision
  - b. Inadequate or inappropriate field experience
2. Placement ends because the CIT is unable to fulfill responsibilities.
  - a. CIT is terminated due to lack of compliance with agency policies and expectations.
  - b. CIT's behavior with clients, co-workers, or supervisor is unethical
  - c. CIT's life circumstance does not allow completion of planned hours
3. Placement ends due to not fault of supervisor or CIT
  - a. Site closes
  - b. Budgetary restrictions or new policy

For all conditions, the field coordinator works with the CIT to find an alternative field experience. For the second condition, the CIT may be required to complete a remediation plan or be removed from program.

## Section VIII – Field Forms and Documents

The following section contains forms, documents, and resources for field experience. All forms are applicable to counseling students unless indicated by specialty track. Students are responsible to have all forms for their specific program signed and submitted to their respective faculty supervisor. Counseling faculty encourage students to keep a copy of all documents including activity logs for future reference. Field documents include the following:

	Handbook Acknowledgement Statement
	Site Supervisor Agreement Form
	Stipend Waiver Form – Site Supervisor
	Affiliation Agreement Form – School Counseling
	Affiliation Agreement Form - Clinical Mental Health Counseling
	Educational Contract
	Ideas for Educational Contract
	Field Confidentiality Statement
	Self –Assessment Form
	Midterm Evaluation Form – School Counseling
	Midterm Evaluation Form – Clinical Mental Health Counseling
	Evaluation of Site Supervisor – School Counseling
	Evaluation of Site Supervisor – Clinical Mental Health Counseling
	Site Visit Form
	Final Evaluation Form – School Counseling
	Final Evaluation Form – Clinical Mental Health Counseling
	Case Summary Criteria
	Case Conceptualization Criteria
	Degree Sheet – School Counseling
	Degree Sheet – Clinical Mental Health Counseling

## HANDBOOK ACKNOWLEDGEMENT STATEMENT

**Directions:** Student is to complete this form in duplicate and submit a copy of this agreement to the designated Evangel University Faculty Supervisor.

1. I read and understood the American Counseling Association *Code of Ethics* and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade. Documentation of such behavior will become part of my permanent record.
2. I read the Student Handbook and agree to follow the outlined policies and procedures.
3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
4. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, competencies, and complete course requirements as required.
6. I understand I must obtain proper clearances (e.g., child abuse clearance, criminal background checks) or health tests (e.g., TB test) as required by the program and/or my site prior to the start of practicum and internship.
7. I understand that my placement site is subject to the approval of the program faculty.

Student Signature and Date \_\_\_\_\_



## SITE SUPERVISOR SITE AGREEMENT FORM

This agreement from the Evangel University Counseling Program serves to verify the placement of \_\_\_\_\_ at the training site, \_\_\_\_\_, for the purposes of providing practical academic training and service-based learning as part of the required practicum/internship experience. The practicum/internship experience shall extend from \_\_\_\_\_ to \_\_\_\_\_.

While practicum students have completed basic counseling coursework and internship students are in the latter stages of academic training, students require ongoing clinical oversight and evaluation of professional competence by onsite supervisors. Students are trainees and are uncompensated volunteers. In rare cases, a site supervisor may request the removal of a student due to poor performance and lack of progress. The training site acknowledges that no student shall be discriminated against, nor shall opportunities be withheld based on race, ethnicity, religion, gender, sexual orientation, national origin, age, disability or veteran status.

With the assistance of the training site, Evangel's Faculty Supervisor and Field Coordinator will monitor the progress and compliance of the student with the training site. The training site may immediately terminate from service any student as necessary. The training site agrees to contact the Practicum/Internship Coordinator before any student is terminated from service.

**Site/Supervisor Requirements:** Compensation will be rendered to the onsite supervisor (\$50 per credit) at the end of each semester with completion of a W-9 (<http://www.irs.gov/pub/irs-pdf/fw9.pdf>). Site Supervisors may waive the right to receive compensation by submitting a completed Stipend Waiver Form. The training site will be responsible for direct supervision of all activities performed by the student at the site. Supervisors accept professional responsibility for assisting the student in developing skills and knowledge necessary for autonomous practice as a professional counselor. Further, the site will be responsible for the following:

- Assign a supervisor who has the appropriate credentials, experience, and commitment to supervise the student. CMHC supervisors must possess a minimum of a master's degree in counseling or related profession, must be licensed, have a minimum of two years professional experience and have relevant training in supervision. SC supervisors must fully credentialed as a school counselor, have five years post-master's experience as a school counselor and have relevant training in supervision. **Please attach a resume/vita.**
- Attend a yearly site supervisor orientation and training session.

- Inform student of agency expectations including required background checks, safety protocols and relevant agency policies.
- Provide the student with a physical environment and professional activities appropriate for the practicum/internship experience. The experience should include a combination of direct service to clients, case management, supervision, consultation, training, and education.
- Collaboratively work with student to set three specific practicum/internship goals and complete Practicum/Internship Educational Contract.
- Provide an average of one hour of individual or triadic (one supervisor and two trainees), face-to-face supervision weekly for a minimum of 15 weeks. Supervision may utilize session recordings, live observation, review of case records, or collaborative service delivery.
- Supervisors will provide honest and timely feedback to students regarding their overall performance, including strengths and needed growth areas. Supervisors will complete a midterm and final summative evaluation, provided by the trainee through the Practicum/Internship Coordinator.
- Meet with the Practicum/Internship Faculty in a face-to-face consult regarding the trainee's progress, strengths, and growth areas.

***Counselor in Training Requirements:*** The CIT is responsible for the following:

- Complete appropriate course pre-requisites prior to the start of the practicum.
- Abide by the policies of the practicum site.
- Abide by the policies and procedures of the Counseling Program Student Handbook.
- Conduct oneself in an ethical and professional manner.
- Provide training site with verification of liability insurance and background check reports as requested
- Complete the required number of field experience hours according to the student's program and field requirements. Spanning over no less than 10 weeks, practicum experiences include 100 hours (40 must be direct service) for CMHC students and 150 for SC students. CMHC students must earn internship hours over two semesters. All interns must complete a minimum of 600 hours (240 must be direct).
- Participate in a minimum of one hour per week of face-to-face individual or triadic supervision.
- Provide site supervisors with necessary evaluation forms.

Your signature indicates you understand and agree to abide by the field responsibilities and requirements set forth throughout the duration of the field experience.

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**Site Supervisor's Signature/Date**

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**Principal Signature (if applicable)/Date**

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**Site Name & Address (include zip code)**

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**Site Phone**

---

**Professional License/Number**

---

**Supervisor's Email and Emergency Phone**

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**Student's Signature/Date**

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**Student's Phone & Email contact**

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**Faculty Supervisor's Signature/Date**

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**Field Coordinator's Signature/Date**

## STIPEND WAIVER FORM – SITE SUPERVISOR

I \_\_\_\_\_ (please print supervisor name)

waive my right to receive the Evangel University Site Supervisor stipend of \$50 per credit of field experience.

\_\_\_\_\_  
Site Supervisor Signature and Date

## AFFILIATION AGREEMENT FORM – SCHOOL COUNSELING

Evangel University, on behalf of its School Counseling Program, (“EVANGEL UNIVERSITY”), and \_\_\_\_\_ (“AGENCY”) agrees as follows:

WHEREAS, EVANGEL UNIVERSITY has established a program (the “field experience”) for professional education development as part of its requirements leading to a degree from the Counseling Program; and

WHEREAS, the AGENCY desires to aid the professional development of students in the Scholl Counseling Program; (prepare students with a basic competence for an entry-level school counseling practice).

NOW THEREFORE, in consideration of the mutual benefits to be received, the parties do hereby mutually agree to the following provisions:

### **Section 1. Discrimination**

Neither party shall discriminate against any student desiring to participate or any student participating in the field experience because of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

### **Section 2. Insurance**

- A. EVANGEL UNIVERSITY shall require that students assigned to the AGENCY be covered by professional liability insurance. EVANGEL UNIVERSITY offers students professional liability insurance as a fee to the student. The AGENCY may require students to provide verification of their coverage.
- B. EVANGEL UNIVERSITY acknowledges that students shall not be covered under the AGENCY’S Worker’s Compensation Insurance and informs the students of this fact.

### **Section 3. Sexual Harassment**

- A. Sexual harassment will not be tolerated by the AGENCY, EVANGEL UNIVERSITY, or the student in the field experience.
- B. All parties acknowledge that sexual harassment of students is a violation of Title IX of the Educational Amendment so f 1972, which prohibits sex

discrimination in education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner which prevents or impair that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

- C. All parties agree matters concerning alleged sexual harassment by students will be addressed according to procedures as outlined in Evangel University's Student Handbook. See <http://www.evangel.edu/current-student/title-ix/>

#### **Section 4. Mutual Responsibilities**

The site supervisor will:

- A. Provide a curriculum vita that reflects the completion of a master's degree in counseling and is a fully credentialed school counselor with five years post-master's experience at the level—elementary, middle school, or high school. CV will also reflect completed training in counseling supervision.
- B. Attend an orientation at the university.
- C. Explain specific school counselor duties to the CIT.
- D. Coordinate the counselor-in-training duties (150 hours for three credit hours of practicum and 300 clock hours per three credits of internship) with the school. Students must complete 40 hours of direct service for practicum and 240 hours of direct service over six credit hours of internship.
- E. Provide site supervision of the CIT's work with feedback and support, including an average of one (1) hour per week of face-to-face individual supervision totaling at least 15 hours over the semester.

- F. Provide feedback concerning the CIT's progress with the faculty supervisor through the completion of evaluation forms (discussed with the student counselor and forwarded to the faculty supervisor). Phone calls, emails, and visits by the faculty supervisor also may be part of the feedback process.
- G. Immediately contact with the faculty supervisor in the case of any concerns or deficiencies in the student counselor's performance.

The **counselor-in-training** will:

- A. Be at the agreed upon location at the scheduled times.
- B. Demonstrate professional behavior consistent with ethical guidelines at all times.
- C. Be assigned general duties and responsibilities in the following areas from the Missouri Comprehensive School Counseling Program: Curriculum Delivery, Individual Planning, Responsive Services, and System Support.
- D. Attend regular Evangel University group supervision classes of an average of 1.5 hours per week, to receive feedback regarding counseling performance and add.
- E. Keep a log of the time spent in the internship experience that records dates, hours, and the duties/activities accomplished.
- F. Write reflections of the internship experience to be submitted to the faculty supervisor.
- G. Complete all assignments, which may include recordings of counseling sessions for review by supervisors and counselors-in-training enrolled in the same practicum/internship class.
- H. Recognize fieldwork can be stressful and create emotional, academic, spiritual, social, and physical strain. Balancing work and relaxation is a core task of counselor wellness. In the event the CIT's functioning impairs or diminishes

professional competency, the CIT is expected to seek support services, personal counseling or leave of absence.

That the **Evangel University Faculty Supervisor** will provide the following:

- A. Enhancing the teaching contribution of the site supervisor by providing them with workshops, seminars, and orientation sessions, course syllabi, University information and consultation;
- B. Advise the counselor-in-training of the requirements (e.g. class meetings, activities, reports, evaluations) involved in the field experience.
- C. Provide class meetings an average of 1.5 hours per week to discuss common needs, expectations, experiences, and to assist counselors-in training.
- D. Maintain monthly contact with the site supervisor to discuss student progress (e.g. evaluation documents, telephone or e-mail contacts, and site visits) as deemed necessary.
- E. Provide the counselor-in-training feedback and maintain appropriate records for evaluation and grading.
- F. Be responsible for the final evaluation grade of the counselor-in-training.

#### **Section 5. Terms of Agreement**

The terms of this Agreement shall be for \_\_\_\_ academic semester(s) commencing on \_\_\_\_\_. Either party may cancel this agreement for any reason by giving 30 days' notice to the other party.

**The following signatures verify agreement to these conditions:**

Site Principal: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Counselor-in-Training: \_\_\_\_\_

Evangel University Instructor/Field Coordinator: \_\_\_\_\_



**School District Name, Address, and Phone Number:**

**Demographics:**

\_\_\_\_\_ % of students eligible for free or reduced- price lunch according to DESE online

**Personnel Information:**

Principal's Name: \_\_\_\_\_

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

Site Supervisor's Certification: \_\_\_\_\_

(e.g. K-8, 9-12, both K-8 and 9-12 and level of degree/ licensure such as Masters, Specialist, LPC, Ed.D., Ph.D.)

Site Supervisor's email and phone  
\_\_\_\_\_

**Counselor-in-Training Information:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone(s) (\_\_\_\_) \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Emergency Contact Name \_\_\_\_\_

Emergency Contact Number (\_\_\_\_\_)\_\_\_\_\_

Student's Email: \_\_\_\_\_

Anticipated Certification (check one)

\_\_\_\_\_ Elementary School Counseling (K-8)

\_\_\_\_\_ Secondary School Counseling (7-12)

\_\_\_\_\_ Both (K-8 and 7-12)

Semester and year of Field Experience: Fall \_\_\_\_\_ Spring  
\_\_\_\_\_ Year\_\_\_\_\_

**Counselor-in-Training Current Certification:**

Y / N Substitute Teaching Certification

Grades or Subject of Teaching Certification: \_\_\_\_\_

Y / N Other Certification or Licensure: \_\_\_\_\_

It is the expectation of all three parties involved that the above conditions be met. Should they not be met, it is imperative that all three parties discuss the situation at the earliest possible date.

## AFFILIATION AGREEMENT FORM – CMHC

Evangel University, on behalf of its Clinical Mental Health Counseling Program, (“EVANGEL UNIVERSITY”), and \_\_\_\_\_ (“AGENCY”) agrees as follows:

WHEREAS, EVANGEL UNIVERSITY has established a program (the “field experience”) for professional education development as part of its requirements leading to a degree from the Clinical Mental Health Counseling Program; and

WHEREAS, the AGENCY desires to aid the professional development of students in the Clinical Mental Health Counseling Program; (prepare students with a basic competence for an entry-level clinical mental health counseling practice).

NOW THEREFORE, in consideration of the mutual benefits to be received, the parties do hereby mutually agree to the following provisions:

### **Section 1. Discrimination**

Neither party shall discriminate against any student desiring to participate or any student participating in the field experience because of race, ethnicity, national origin, color, sex, age, marital status, political belief, religion, or mental or physical disability.

### **Section 2. Insurance**

- A. EVANGEL UNIVERSITY shall require that students assigned to the AGENCY be covered by professional liability insurance. EVANGEL UNIVERSITY offers students professional liability insurance as a fee to the student. The AGENCY may require students to provide verification of their coverage.
- B. EVANGEL UNIVERSITY acknowledges that students shall not be covered under the AGENCY’S Worker’s Compensation Insurance and informs the students of this fact.

### **Section 3. Sexual Harassment**

- A. Sexual harassment will not be tolerated by the AGENCY, EVANGEL UNIVERSITY, or the student in the field experience.

- B. All parties acknowledge that sexual harassment of students is a violation of Title IX of the Educational Amendment so f 1972, which prohibits sex discrimination in education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner that prevents or impair that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- C. All parties agree matters concerning alleged sexual harassment by students will be addressed according to procedures as outline in the Evangel University Student Handbook. See <http://www.evangel.edu/current-student/title-ix/>

#### **Section 4. Mutual Responsibilities**

The site supervisor will:

- A. Provide a curriculum vita that reflects the completion of a master's degree in counseling or related field, licensing information and completed training in counseling supervision.
- B. Attend an orientation at the university.
- C. Explain specific counseling duties to the CIT.
- D. Coordinate the counselor-in-training duties (100 hours for three credit hours of practicum and 300 clock hours per three credits of internship). Students must complete 40 hours of direct service for practicum and 240 hours of direct service over six credit hours of internship.
- E. Provide site supervision of the CIT's work with feedback and support, including an average of one (1) hour per week of face-to-face individual supervision over the course of the field experience.
- F. Provide feedback concerning the CIT's progress with the faculty supervisor through the completion of evaluation forms (discussed with the student

- counselor and forwarded to the faculty supervisor). Phone calls, emails, and visits by the faculty supervisor also may be part of the feedback process.
- G. Immediately contact with the faculty supervisor in the case of any concerns or deficiencies in the student counselor's performance.
  - H. When possible, allow the CIT to audio/visual record a session for supervision purposes. If the agency does not allow recordings faculty supervisor will evaluate CIT counseling skills in at least one live supervision session;
  - I. Being available to each CIT in emergency situations;
  - J. Informing the faculty supervisor of any serious hindrances to learning.

The responsibilities of the field coordinator include:

- G. Enhancing the teaching contribution of the site supervisor by providing them with workshops, seminars, and orientation sessions, course syllabi, University information and consultation;
- H. Offering field experiences that meet the program's criteria, for executing agreements between agency and the university's needs for orienting the site supervisor to the program's curriculum and the background of the individual CIT;
- I. Helping the new supervisors plan for the CIT in accordance with the objectives of field experience;
- J. Holding orientation meetings for the CITs prior to field experience; keeping records of CIT time accrued in the field, and completing evaluation reports;

The responsibilities for the faculty supervisor include:

- A. Advise the counselor-in-training of the requirements (e.g. class meetings, activities, reports, evaluations) involved in the field experience.
- B. Provide class meetings an average of 1.5 hours per week to discuss common needs, expectations, experiences, and to assist counselors-in training.

- C. Maintain monthly contact with the site supervisor and the student counselor to discuss his or her progress (e.g. evaluation documents, telephone or e-mail contacts, and site visits) as deemed necessary.
- D. Provide the counselor-in-training feedback and maintain appropriate records for evaluation and grading.
- E. Be responsible for the final evaluation grade of the counselor-in-training.

The CIT's responsibilities include:

- A. Arranging an academic schedule to allow for half/full day field hours or as Agency requests. Faculty Supervisor must approve weekend work. The CIT must submit a request for approval in writing;
- B. Performing duties in a professional manner, keeping commitments to the Agency, site supervisor, and faculty supervisor;
- C. Taking the initiative in seeking advice, consultation, or help from the Agency, site supervisor, or faculty supervisor;
- D. Bringing to the attention of the faculty supervisor questionable professional practices with the Agency;
- E. Notifying the Agency site supervisor of academic schedules, absences, and tardiness in advance, as is expected in professional employment;
- F. Attend regular Evangel University group supervision classes of an average of 1.5 hours per week, to receive feedback regarding counseling performance and add.
- G. Keep a log of the time spent in the internship experience that records dates, hours, and the duties/activities accomplished.
- H. Completing work assigned by the site supervisor in the Agency and the accountability documents required by the faculty supervisor within specialized deadlines (Affiliation Agreement, Educational Contract, Mid-term/Final evaluation etc.);
- I. Recognize fieldwork can be stressful and create emotional, academic, spiritual, social, and physical strain. Balancing work and relaxation is a core task of

counselor wellness. In the event the CIT's functioning impairs or diminishes professional competency, the CIT is expected to seek support services, personal counseling or leave of absence.

**Section 5. Term of Agreement**

The term of this Agreement shall be for two academic semesters commencing on \_\_\_\_\_. Either party may cancel this agreement for any reason by giving thirty-(30) days' notice to the other party.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicated originals, each of which shall be regarded as an original through constituting but one agreement, on the day and year set forth above.

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Agency Representative's Signature, Title, and Date

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Evangel University Field Coordinator's Signature and Date

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Student's Signature and Date

## EDUCATIONAL CONTRACT

Each candidate must develop personal development goals for the internship experience. These goals should be designed to move you toward your entry as a beginning professional counselor by the end of the semester. Consider one goal for each section per field experience. Several specific areas need to be addressed:

**Counseling Performance Skills:**

**Cognitive Counseling Skills:**

**Self-Awareness/Multicultural Awareness:**

**Developmental Level:**



## Supports

As you consider the coming semester and your professional/personal needs, there are a variety of supports available. A primary support is your site supervisor. What specific things do you want from your site supervisor that will aid you in reaching the goals detailed above?

A second support will come from the University. What specific things do you want from the university, the faculty, or the field class to help you meet your goals as detailed above?

Finally, as you consider the goals above, the support provided by the University and your site supervisor, there will be additional things that you will need to provide for yourself or seek out other formats. What are some of the additional things that you must provide for yourself?

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Student Signature	Date
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Site Supervisor Signature	Date
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Faculty Supervisor Signature	Date
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## IDEAS FOR EDUCATIONAL CONTRACT

### Counseling Performance Skills

- ❖ Uses basic and advanced counseling techniques
- ❖ Opens and closes sessions smoothly, incorporates privacy and informed consent information, and manages transitions between sessions
- ❖ Develops a therapeutic relationship with a wide variety of clients
- ❖ Appropriately uses theory-based techniques consistent with personal guiding theory
- ❖ Responds and intervenes appropriately in crisis situations
- ❖ Recognizes ethical dilemmas and follows a consistent ethical decision-making process
- ❖ Practices in a manner consistent with the American Counseling Association's *Code of Ethics* standards
- ❖ Gains competency in group and individual counseling.

### Cognitive Counseling Skills

- ❖ Demonstrates competencies in:
  - Assessment
  - Case conceptualization
  - Goal setting
  - Treatment planning
  - Record keeping and case notes
- ❖ Practices using a personal guiding theory of counseling
- ❖ Conceptualizes cases accurately
- ❖ Develops appropriate goals as a result of conceptualization
- ❖ Identifies key themes relevant to the client
- ❖ Identifies key factors maintaining client problems

- ❖ Moves clients toward achieving mutually formed goals

### **Self-Awareness/Multicultural Awareness**

- ❖ Examines transference/countertransference issues as related to clients
- ❖ Examines personal values as related to work with clients
- ❖ Recognizes how elements of culture impact the client's view of the counseling process
- ❖ Demonstrates the qualities of openness, flexibility, and emotional stability
- ❖ Communicates an understanding of each client's worldview as perceived by the client and develops goals consistent with client's worldview
- ❖ Identifies and examines multicultural elements related to assessment, goal setting, and intervention strategies

### **Developmental Level in Supervision**

- ❖ Comes to supervision prepared and open to receiving feedback
- ❖ Identifies appropriate priorities for the work in supervision
- ❖ Functions with appropriate autonomy and knows when to consult
- ❖ Demonstrates self-confidence in the role of counselor
- ❖ Comfortably integrates all elements of practice when receiving supervision
- ❖ Demonstrates reflective thinking when reviewing a case

## FIELD CONFIDENTIALITY STATEMENT

I, \_\_\_\_\_, understand the importance of maintaining confidentiality of clients served by the agency in which I will be working as a practicum/internship student. I agree to maintain confidentiality with respect to all information gained through the practicum/internship experience and I will not discuss cases/clients with anyone not professionally involved or sanctioned to need the information. Any case/client information discussed during group supervision or case presentations must have all identifying information removed and/or changed to protect the confidentiality of those involved. I will not use clients' names, initials, birth dates, addresses (including city), or other readily identifiable information when discussing clients in group supervision, case presentations or recordings.

I agree that information learned during group supervision is to be kept strictly confidential by all group members and is not to be shared outside of the group.

Since case presentations are required for group supervision, I understand that it is my responsibility to attempt to obtain the client's written permission with site supervisor's recommendation to present written or oral information. In the case of a minor client receiving clinical mental health services, I must obtain written permission from the guardian. Evangel University has a form available for use.

Since audio/video/digital recordings may be required for group supervision, I understand that it is my responsibility to obtain my client's/or guardian written permission to record. In the case of a minor client, I must obtain written permission from the guardian unless this client is receiving school counseling services. In this case, all identifying information must be removed from the recording. Evangel University has a form available for use that explains limits of confidentiality. I understand that it is my responsibility to protect recordings from misuse or loss and that I must erase or destroy the recording after supervisory use.

I understand that I may be removed from the practicum/internship site and/or fail the practicum/internship course for violating confidentiality. I further understand that my status in Evangel University Counseling Program may be jeopardized and I may not be allowed to continue if I violate confidentiality.

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Student's Signature and Date

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Faculty Supervisor's Signature and Date

## SELF-ASSESSMENT

**Purposes:** To provide the trainee with an opportunity to review levels of competency in the performance skill areas of basic helping skills and professional procedural skills.

**Directions:** Circle a number next to each item to indicate your perceived level of competence.

<i>Basic and Advanced Helping Skills</i>	<i>Poor</i>		<i>Average</i>		<i>Good</i>
1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen and understand nonverbal behavior	1	2	3	4	5
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
4. Ability to understand accurately the client's point of view	1	2	3	4	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to identify inconsistencies between client's story and reality	1	2	3	4	5
7. Ability to respond with accurate empathy	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus	1	2	3	4	5
10. Ability to balance empathetic response, clarification, and probing	1	2	3	4	5
11. Ability to assess accurately severity of client's problems	1	2	3	4	5
12. Ability to establish a collaborative working relationship with client	1	2	3	4	5
13. Ability to assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted thinking or behaving	1	2	3	4	5
15. Ability to use advanced empathy to deepen client's understanding of problems or solutions	1	2	3	4	5
16. Ability to explore the counselor-client relationship	1	2	3	4	5
17. Ability to share constructively some own experiences, behaviors, and feelings with client	1	2	3	4	5
18. Ability to summarize	1	2	3	4	5
19. Ability to share information appropriately	1	2	3	4	5
20. Ability to understand and facilitate decision making	1	2	3	4	5
21. Ability to help clients set goals and move toward action in problem solving	1	2	3	4	5
22. Ability to recognize and manage client reluctance and resistance	1	2	3	4	5

23. Ability to help clients explore consequences of the goals they set	1	2	3	4	5
24. Ability to help clients sustain actions in direction of goals	1	2	3	4	5
25. Ability to help clients review and revise or recommit to goals based on new experiences	1	2	3	4	5

*Procedural and Professional Skills*

*Poor*

*Average*

*Good*

26. Ability to open the session smoothly	1	2	3	4	5
27. Ability to collaborate with client to identify important concerns for the session	1	2	3	4	5
28. Ability to establish continuity from session to session	1	2	3	4	5
29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. Ability to keep appropriate records related to counseling process	1	2	3	4	5
31. Ability to end the session smoothly	1	2	3	4	5
32. Ability to recognize and address ethical issues	1	2	3	4	5
33. Ability to integrate privacy practices and informed consent to initial session	1	2	3	4	5

Field Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

## MIDTERM EVALUATION OF STUDENT - SCHOOL COUNSELING

Student \_\_\_\_\_ Supervisor: \_\_\_\_\_

School Site \_\_\_\_\_ Date: \_\_\_\_\_

Counselors-in-Training are responsible for documenting activities that meet each standard's quality indicators. Documented activities are to be typed for each indicator.

Duplicate three copies of this evaluation; one to use for conferring with supervisor to discuss and list activities that would meet standard indicators; one to use for midterm; one to use for the final evaluation.

By Midterm, review the evaluation form together and discuss areas of strengths and concerns. Comments are appropriate to include at this time as well as rating of all indicators. The Counselor-in-Training is responsible in typing activities that she/he has completed that addresses the standards' indicators. The site supervisor is responsible for reporting areas that are progressing and/or need improvement.

By the final week of class, the supervisor needs to complete the evaluation form by marking the rating section and recording any comments. Again, the Counselor-in-Training is responsible in typing activities that she/he has completed that addresses the standards' indicators. The evaluation form may be mailed directly from supervisor to instructor or hand delivered to instructor by student.

This evaluation is part of other requirements that must be satisfied before a final grade for the class is awarded.

### Missouri School Counselor Standards and Quality Indicators

<b>STANDARD 1</b>	<i>The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.</i>  <b>3 = Meets; 2 = Progressing; 1 = Needs Improvement; 0= Does Not Meet.</b>	
<b>Standard 1</b>	<b>Quality Indicators</b>	<b>Ratings</b>
<i>Student Development</i>	<b>Quality Indicator 1:</b> Human Growth and Development: The school counselor demonstrates knowledge of human development and personality and how these domains affect learners and applies this knowledge in his or her work with learners	

<i>Student Development</i>	<b>Quality Indicator 2:</b> Counseling Theories and Interventions: The school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.	
<i>Student Development</i>	<b>Quality Indicator 3 - Helping Relationships:</b> The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the school counseling program.	
<i>Student Development</i>	<b>Quality Indicator 4: Social and Cultural Diversity:</b> The school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities, and interactions with students.	
<i>Student Development</i>	<b>Quality Indicator 5: Appraisal of Student Growth and Achievement:</b> The school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive school counseling program and defines the counselor's role in assessment consistent with level of training, expertise, and a fully implemented comprehensive school counseling program.	
<i>Student Development</i>	<b>Quality Indicator 6:</b> Career Development and Planning: The school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.	
<b>STANDARD 2</b>	<p><i>The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive school counseling program to advance the academic, career, and personal/social development of all students.</i></p> <p><b>3 = Meets; 2=Progressing; 1 = Needs Improvement; 0=Does Not Meet.</b></p>	
	<b>Quality Indicators</b>	<b>Ratings</b>
<i>Program Implementation</i>	<b>Quality Indicator 1: Structural Components:</b> The school counselor knows and understands the structural components of a fully implemented comprehensive school counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.	
<i>Program Implementation</i>	<b>Quality Indicator 2 : Program Components:</b> The school counselor knows, understands and implements the four program components of the district's comprehensive school counseling program, providing all	



	students with essential knowledge and skills defined by the Grade Level Expectations through the counseling curriculum, individual student planning, responsive services and system support.	
<i>Program Implementation</i>	<b>Quality Indicator 3: Technology:</b> The school counselor integrates and utilizes technology for program delivery and management to promote the academic, career, and personal/social development of all students.	
<i>Program Implementation</i>	<b>Quality Indicator 4: Program, Personnel, and Results Evaluation:</b> The school counselor knows, understands, and uses program, personnel, and results based evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive school counseling program.	

<b>STANDARD 3</b>	<i>The school counselor develops collaborative professional relationships throughout the school and community which support the school counseling program as well as the overall mission and improvement plans of the school and district.</i>  <b>3 = Meets; 2 = Progressing; 1 = Needs Improvement; 0= Does Not Meet.</b>	
	<b>Quality Indicators</b>	<b>Ratings</b>
<b>Professional Relationships</b>	<b>Quality Indicator 1 - Interpersonal Skills:</b> The school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and personal/social success of all students.	
<b>Professional Relationships</b>	<b>Quality Indicator 2 - Collaboration:</b> The school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other school counselors in order to promote the academic, career, and personal/social development success of all students.	
<b>Professional Relationships</b>	<b>Quality Indicator 3 - Consultation Theories and Strategies:</b> The school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.	

<b>Professional Relationships</b>	<b>Quality Indicator 4: School and Community Involvement:</b> The school counselor is actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.	
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<b>STANDARD 4</b>	<p><i>The school counselor serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the school counseling program, and the school district.</i></p> <p><b>3 = Meets; 2 = Progressing; 1 = Needs Improvement; 0= Does Not Meet.</b></p>	
	<b>Quality Indicator</b>	<b>Ratings</b>
<b>Leadership and Advocacy</b>	<b>Quality Indicator 1: Personal Well-Being:</b> The school counselor knows, understands, and models techniques of self-care.	
<b>Leadership and Advocacy</b>	<b>Quality Indicator 2 - Leadership and Professionalism:</b> The school counselor knows, understands, models, and promotes personal leadership and professionalism.	
<b>Leadership and Advocacy</b>	<b>Quality Indicator 3 - Student Advocacy:</b> The school counselor knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.	
<b>Leadership and Advocacy</b>	<b>Quality Indicator 4 - School Counseling Program Leadership:</b> The school counselor uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement.	
<b>Leadership and Advocacy</b>	<b>Quality Indicator 5 - School Climate and Culture:</b> The school counselor uses the school counseling program to contribute to the development of a positive and safe school climate and culture.	

<b>STANDARD 5</b>	<i>The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.</i>  <b>3 = Meets; 2 = Progressing; 1 = Needs Improvement; 0= Does Not Meet.</b>	
	<b>Indicators</b>	<b>Ratings</b>
<b>Ethical and Professional Conduct</b>	<b>Quality Indicator 1 - Ethical Standards:</b> The school counselor knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.	
<b>Ethical and Professional Conduct</b>	<b>Quality Indicator 2 - Professional Standards:</b> The school counselor knows, understands, and practices in accordance with standards associated with the counseling profession.	
<b>Ethical and Professional Conduct</b>	<b>Quality Indicator 3 - District and School Policies:</b> The school counselor knows, understands, and practices in accordance with local school policy and procedures.	
<b>Ethical and Professional Conduct</b>	<b>Quality Indicator 4 - Legal Requirements:</b> The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.	

<i>Areas of Performance</i>	<b>Not Observed</b>	<b>Needs Improvement</b>	<b>On or Above Target</b>
Receptive to constructive feedback			
Dependable and reliable			
Demonstrates professionalism in attire and appearance			
Develops positive relationships with other staff members			
Exhibits developmentally appropriate counseling skills			
Is flexible and able to meet the needs of the worksite			



## MIDTERM EVALUATION OF STUDENT - CMHC

Student's Name: \_\_\_\_\_

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

University Supervisor's Name: \_\_\_\_\_

Practicum \_\_\_\_ or Internship \_\_\_\_; Summer \_\_\_\_, Fall \_\_\_\_, Spring \_\_\_\_, Year \_\_\_\_

<i>Areas of Performance</i>	Not Observed	Needs Improvement	On or Above Target
Receptive to constructive feedback			
Dependable and reliable			
Demonstrates professionalism in attire and appearance			
Develops positive relationships with other staff members			
Exhibits developmentally appropriate counseling skills			
Is flexible and able to meet the needs of the worksite			
Shows growth and increasing independence			
Strives to gain increasing skills and knowledge of counseling			
Functions in an ethical manner			
<i>Training Activities</i>			
Intake interviewing			
Individual counseling/psychotherapy			
Group counseling/psychotherapy			
Testing: Administration and interpretation			
Report writing, progress notes			
Consultation			
Psycho-educational activities			
Career Counseling			
Family/Couple Counseling			
Case conference or staff presentation			
Other			
<b>Please place comments on back of sheet.</b>			

Signature of Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Field Student \_\_\_\_\_ Date \_\_\_\_\_

## EVALUATION OF SITE SUPERVISOR – SCHOOL COUNSELING

### DESE Requirement

School: \_\_\_\_\_ Date: \_\_\_\_\_

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

Name of Counselor in Training: \_\_\_\_\_

**Site supervisors are provided a copy of the evaluation at the beginning of the supervised field experience**, and students complete the electronic evaluation form during the last two weeks of their field experience. The supervisor evaluation form is housed in students' field experience university folders. The form allows for supervisors to review areas of expectations and for students to indicate at the end of the field experience whether supervisors met stated expectations.

The site supervisor is a key person in the school counselor internship program and is influential in the success of the student-in-training. Supervisors are fully certificated school counselors and are approved based upon their competencies in providing students with the most effective training experiences.

#### **Roles and Responsibilities**

The role of the site supervisor is summarized by the following list of responsibilities:

1. Become familiar with the background of the school counseling intern
2. Provide an orientation tour of the building
3. Provide an office space and computer access
4. Provide an understanding of the climate and culture of the specific school site
5. Create an atmosphere of acceptance and trust so that the intern feels valuable and welcomed as he/she develops counseling skills and acclimates to a public school setting
6. Establish a climate in which the intern seeks assistance from the site supervisor yet develops independence in completing assigned duties on his/her own
7. Provide a comprehensive view of expected tasks and assigned duties of a full time school counselor by helping develop planning and organizational skills with examples of year long schedules or calendars
8. Provide opportunities for students to observe counselors and teachers
9. Arrange the schedule for intern to teach lessons or units
10. Provide opportunities to experience responsive services, which includes individual counseling
11. Encourage student to develop and conduct group sessions
12. Allow intern to become actively involved with students' plans of studies or course selections, which may involve scheduling students or interpreting transcripts, grades, or assessment scores
13. Provide opportunities for professional growth through attendance at professional and staff meetings
14. Provide for the continuous evaluation of the student's teaching/counseling through weekly one hour planned conferences, weekly evaluations, self-evaluation by the school counseling intern, personal disposition checklists, and a mid-term and final evaluation.

The school counselor field experience is an experience based on the unique abilities and capacities of the persons involved. Conditions for success are to be built into the experience. The responsibilities of the site supervisor are categorized as follows: (1) Orientation and Guidance; (2) Planning (3) Directed Instruction, Observation, and Feedback (4) Conferences and (5) Evaluation.

Below is a checklist to provide a guideline for effective supervision. The checklist is completed by the student and remains confidential among the student, university professor, and DESE designated officials.

**Check areas that are met by the on-site supervisor. Students may type comments at the end of the sentences.**

## **I. Orientation and Guidance**

	1.	Provided a get-acquainted visit with the school counseling intern
	2.	introduced the intern to members of the school community whom he/she would be working
	3.	acquainted intern with school and classroom routines
	4.	provided counseling resources (such as texts, manuals, curriculum materials) needed to implement the Missouri School Comprehensive Program
	5.	acquainted intern with files, records, and other teaching/counseling materials
	6.	arranged for intern to participate in counselor meetings, conferences, and relevant school activities
	7.	provided an office place for the intern to work and if needed, computer access, which allowed for completion of assigned duties
	8.	familiarized the intern with diversity and controversial issues in the classroom, building, or community
	9.	established and promoted a trusting and confidential atmosphere conducive to learning
	10.	provided valuable feedback to encourage growth in counseling skills and relationship building
	11.	encouraged independence in working with individuals, groups, and classrooms

## **II. Planning**

	1.	acquainted intern with resources such as curriculum bulletins, special guides, units of work calendars, schedules, and daily plans
	2.	acquainted intern with overall objectives and content of guidance lessons
	3.	briefed intern on sequential grade level guidance lessons
	4.	conferenced with intern relative to daily, long-term, and unit planning

	5.	conveyed a specified time for intern to review and/ to present lesson plans to groups or classrooms
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### **III. Directed Instruction, Observation, and Feedback**

	1.	allowed intern to observe site supervisor and/or other counselors and teachers for the purpose of observing teaching techniques and classroom management strategies
	2.	allowed intern to gradually be inducted into actual teaching school counseling lessons
	3.	allowed intern to participate in classroom tasks
	4.	observed intern in her/his initial attempts at teaching school counseling lessons
	5.	provided constructive feedback from observations
	6.	encouraged intern to relate techniques and/or a variety of teaching approaches to intended learning outcomes
	7.	conferred with intern about her/his teaching/counseling style
	8.	observed whether students were receptive to counselor in training's assistance
	9.	demonstrated the use of technology such as in lesson delivery, scheduling or planning procedures
	10.	demonstrated interpretation of transcripts, grades, or assessments

### **IV. Conferences**

	1.	provided a time for a weekly formal conference and consultations
	2.	provided for frequent informal conferences and consultations
	3.	discussed school policies

### **V. Evaluation**

	1.	helped intern develop self-evaluation and self-reflection abilities
	2.	conferred with intern about progress checklists, mid-term, and final evaluation reports
	3.	completed evaluations of intern



As an intern, I would:

\_\_\_\_\_ highly recommend on-site supervisor for other field experience interns

\_\_\_\_\_ recommend on-site supervisor with reservations: please explain below

\_\_\_\_\_ not recommend on-site supervisor; please explain below

Explanation:

## EVALUATION OF SITE SUPERVISOR - CMHC

**Directions:** Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Name \_\_\_\_\_ Site \_\_\_\_\_

Dates of placement \_\_\_\_\_ Supervisor \_\_\_\_\_

Rate the following questions about your site and experience with the following scale:

0 = Not Satisfied; 1 = Satisfied; 2 = Very Satisfied; NA = Not Applicable

- A. \_\_\_\_\_ Amount of on-site supervision
- B. \_\_\_\_\_ Quality and usefulness of on-site supervision
- C. \_\_\_\_\_ Support of your site supervisor in recording sessions
- D. \_\_\_\_\_ Usefulness of the site supervisor evaluation of a client session (live or recorded)
- E. \_\_\_\_\_ Usefulness and helpfulness of faculty Supervisor
- F. \_\_\_\_\_ Relevance of experience to career goals
- G. \_\_\_\_\_ Exposure to and communication of agency goals
- H. \_\_\_\_\_ Exposure to and communication of agency procedures
- I. \_\_\_\_\_ Exposure to professional roles and functions within the agency
- J. \_\_\_\_\_ Exposure to information about community resources

Rate all applicable experiences that you had at your site (0, 1, 2)

- J. \_\_\_\_\_ Documentation
- K. \_\_\_\_\_ Intake Interviewing
- L. \_\_\_\_\_ Individual Counseling
- M. \_\_\_\_\_ Group Counseling
- N. \_\_\_\_\_ Career Counseling
- O. \_\_\_\_\_ Couple/Family Counseling
- P. \_\_\_\_\_ Test Administration/Assessment
- Q. \_\_\_\_\_ Staff/Case Conferences
- R. \_\_\_\_\_ Psycho-educational activities
- S. \_\_\_\_\_ Others
- T. \_\_\_\_\_ Overall evaluation of site.

**Comments:** Include any suggestions for improvements in the experiences you have rated “0” or “NA”

## SITE VISIT RECORD

DATE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

LOCATION AND SUPERVISOR NAME: \_\_\_\_\_

\_\_\_\_\_

COMMENTS OF SITE SUPERVISOR:

COMMENTS OF UNIVERSITY SUPERVISOR:

COMMENTS OF FIELD STUDENT:

\_\_\_\_\_

Signature of Faculty Supervisor

## FINAL EVALUATION OF STUDENT – SCHOOL COUNSELING

School Counseling COU 59\_

Please enter your name: Last, First

Please enter the name of your school

Student's name: Last, First

Semester and Year of Field Experience (ex. Fall 2017)

Human Growth and Development	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor demonstrates knowledge of human development and personality and how these domains affect learners and applies this knowledge in his or her work with learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on student's knowledge and application of human growth and development

Counseling Theories and Interventions	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's knowledge and application of counseling theories and interventions

Helping Relationship	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor establishes helping relationships with students through individual counseling, group work, classroom counseling, and mental health and well-being activities within the school counseling program using nonverbal skills, encouragers, questions, reflecting feeling, paraphrasing, summarizing, confrontation, goal setting, focusing, empathy, caring, respect, and compassion when age appropriate	○	○	○	○

Comments on the student's knowledge and application of the helping relationship

Social and Cultural Diversity	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	○	○	○	○

Comments on the student's knowledge and application of social and cultural diversity

<b>Appraisal of Student Growth and Achievement</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive school counseling program and defines the counselor's role in assessment consistent with level of training, expertise, and a fully implemented comprehensive school counseling program.	○	○	○	○

Comments on the student's knowledge and application of appraisal of student growth and achievement

<b>Career Development and Planning</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.	○	○	○	○

Comments on the student's knowledge and application of career development and planning

Structural Components	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor knows and understands the structural components of a fully implemented comprehensive school counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.	○	○	○	○

Comments on the student's knowledge and application of structural components

Program Components	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor knows, understands and implements the four program components of the district's comprehensive school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the counseling curriculum, individual student planning, responsive services and system support.	○	○	○	○

Comments on the student's knowledge and application of program components

Technology	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor integrates and utilizes technology for program delivery and management to promote the academic, career, and personal/social development of all students.	○	○	○	○

Comments on the student's knowledge and application of technology

Program, Personnel and Results Evaluation	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor knows, understands, and uses program, personnel, and results based evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive school counseling program.	○	○	○	○

Comments on the student's knowledge and application of program, personnel, and results evaluation.



<b>Interpersonal Skills</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and personal/social success of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's knowledge and application of interpersonal skills

<b>Professional Behavior and Collaboration</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's knowledge and application of professional behavior and collaboration

<b>Consultation Theories and Strategies</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.	○	○	○	○

Comments on the student's knowledge and application of consultation theories and strategies

<b>Community Involvement</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor is actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.	○	○	○	○

Comments on the student's knowledge and application of school and community involvement

<b>Personal Well-Being and Emotional Stability</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients/students	○	○	○	○

Comments on the student's personal well-being and emotional stability

<b>Leadership and Professionalism</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor knows, understands, models, and promotes personal leadership and professionalism.	○	○	○	○

Comments on the student's knowledge and application of leadership and professionalism

<b>Student Advocacy</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.	○	○	○	○

Comments on the student's knowledge and application of student advocacy

School Counseling Program Leadership	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's knowledge and application of school counseling program leadership

School Climate and Culture	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor uses the school counseling program to contribute to the development of a positive and safe school climate and culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's knowledge and application of school climate and culture

<b>Professional Ethics</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA and NBCC; including practicing within competencies.	○	○	○	○

Comments on the student's knowledge and application of professional ethics

<b>Professional Standards</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
The school counselor knows, understands, and practices in accordance with standards associated with the counseling profession.	○	○	○	○

Comments on the student's knowledge and application of professional standards

<b>Adherence to Site and Course Policies</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	○	○	○	○

Comments on the student's knowledge and application of adherence to site and course policies

Legal Requirements	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
The school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the student's ability to practice in accordance to legal requirements.

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

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

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

Number of total field hours for the semester

Number of direct field hours for the semester

Overall grade for field performance

- ☐ A
- ☐ A-
- ☐ B+
- ☐ B
- ☐ B-
- ☐ C+
- ☐ C

If your school needed to fill a position for school counselor commensurate with the training of the practicum student, would you:

- ☐ Hire the practicum student
- ☐ Consider hiring the practicum student
- ☐ Likely not hire the practicum student
- ☐ Absolutely not hire the practicum student

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

Categories were adapted from Lambie & Swank (2015). Counseling Competencies Scale – Revised.

## FINAL EVALUATION OF STUDENT- CMHC

Please enter your name: Last, First

Please enter your agency name

Student's name: Last, First

Semester and Year of Field Experience (ex. Spring 2017)

Please rate the student in the following competency areas:

Nonverbal Skills	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's nonverbal skills

Encouragers	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's nonverbal skills

Questions	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	○	○	○	○

Comments about the student's skills and use of use of questions

Reflecting (Paraphrasing)	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients' multiple perspectives)	○	○	○	○

Comments about the student's paraphrasing skills

Reflection of Feelings	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Reflection of Feelings (With couples and families, reflection of each clients' feelings)	○	○	○	○

Comments about the student's reflection of feeling skills



<b>Reflecting - Summarizing</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction)	○	○	○	○

Comments about the student's summarizing skills.

<b>Advanced Reflection (Meaning)</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)	○	○	○	○

Comments about student's advanced reflections (meaning) skills.

<b>Confrontation</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Counselor challenges clients to recognize & evaluate inconsistencies.	○	○	○	○

Comments about the student's confrontations skills.

Goal Setting	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Counselor collaborates with clients to establish realistic, appropriate, & attainable goals (if working with couples and families, goal setting supports clients in establishing common therapeutic goals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about student's goal setting skills.

Focus of Counseling	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's focusing skills.

Empathy and Caring	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's skills to facilitate a therapeutic environment (empathy and caring)

<b>Respect and Compassion</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Counselor expresses appropriate respect & compassion for clients	○	○	○	○

Comments about the student's skills to facilitate a therapeutic environment (respect and compassion)

<b>Professional Ethics</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA and NBCC; including practicing within competencies.	○	○	○	○

Comments about the student's application of professional ethics

<b>Professional Behavior</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
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.	○	○	○	○

Comments about student's professional behavior.

<b>Professional and Personal Boundaries</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Maintains appropriate boundaries with supervisors, peers, & clients.	○	○	○	○

Comments about student's ability to maintain professional and personal boundaries

<b>Knowledge and Adherence to Site and Course Policies</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	○	○	○	○

Comments about student's knowledge and adherence to site and course policies

<b>Record Keeping and Task Completion</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	○	○	○	○

Comments about student's record keeping and task completion skills

<b>Multicultural Competence in Counseling Relationship</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's multicultural competence in counseling.

<b>Emotional Stability and Self-Care</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's emotional stability and self-care.

<b>Motivated to Learn and Grow/Initiative</b>	<b>(2) Exceeds expectations</b>	<b>(1) Meets expectations</b>	<b>(0) Does not meet expectations</b>	<b>Not Observed</b>
Demonstrates engagement in learning & development of his or her counseling competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's motivation to grow and initiative.

<b>Openness to Feedback</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment about the student's openness to feedback.

<b>Flexibility and Adaptability</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment about the student's flexibility and adaptability

<b>Congruence and Genuineness</b>	(2) Exceeds expectations	(1) Meets expectations	(0) Does not meet expectations	Not Observed
Demonstrates ability to be present and "be true to oneself"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the student's congruence and genuineness.

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

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

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

Number of total field hours for the semester

Number of direct field hours for the semester

Overall grade for field performance

- ☐ A (1)
- ☐ A- (2)
- ☐ B+ (3)
- ☐ B (4)
- ☐ B- (5)
- ☐ C+ (6)
- ☐ C (7)
- ☐ C- (8)

If your agency needed to fill a position commensurate with the training of this intern, would you:

- ☐ Hire the intern (1)
- ☐ Consider hiring the intern (2)
- ☐ Likely not hire the intern (3)
- ☐ Absolutely not hire the intern (4)

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

Categories adapted from Lambie & Swank (2015). Counseling Competencies Scale – Revised.

## CASE SUMMARY (PRACTICUM)

Based on intake information as well as subsequent sessions, the student will construct a case summary, using APA formatting. The paper should be 6-8 pages double spaced pages (not including title page and references). Address the following:

1. Basic client information (factitious name, age range, career category, ethnicity, marital status, education, number of session, medications, referral source);
2. Description of the client's presenting problem;
3. Description of the client's symptoms;
4. Description of affective, behavioral, and cognitive patterns;
5. Description of relevant client history (family, cultural, educational, work, trauma, spiritual, physical);
6. Summary of client's strengths and resources
7. Diagnostic formulation;
8. Treatment plan (at least two long-term goals, corresponding SMART short-term objectives and description of intervention).

The student must submit the case summary to the professor one week prior to their scheduled presentation date. Once reviewed, the professor will upload it for classmates. The professor expects students to review the case prior to the scheduled class and prepare at least one question for the presenter.



## CASE CONCEPTUALIZATION (INTERNSHIP)

This assignment requires an in-depth and comprehensive analysis of a client from internship. The totality of this will culminate in an APA formatted paper, as well as an in-class presentation. The following information must be included in the **10-12 page paper, with a minimum of 5 academic sources (in addition to the ACA Code of ethics and DSM V).**

1. Basic client information (factitious name, age range, career category, ethnicity, marital status, education, number of sessions).
2. Description of presenting problem
3. Description of client symptoms
4. Description of affective, behavioral, and cognitive patterns, *with appropriate citations to support assessment.*
5. Identification and impact of individual and family developmental stages, *to include citations to support assessment.*
6. Description of relevant client history (family, cultural, educational, work, trauma, spiritual, physical)
7. The impact of multi-cultural heritage, attitude, beliefs, understanding and acculturative experiences on the client. *Include appropriate citations to support this assessment.*
8. Compare and contrast two theoretical explanations for symptoms formation and maintenances. *Include appropriate citations to support this analysis.*
9. Identify and explain stage of change (motivation)
10. Summary of client's strengths and resources
11. Diagnostic formulation, *to include appropriate DSM 5 criteria and assessment.*
12. Treatment Plan (long term goals, corresponding SMART short-term- objectives, intervention), *to include evidenced based counseling strategies (with appropriate citations to support the interventions).*
13. Identify ethical dynamics involved with this case, to include any dilemmas and ethical decision making processes for resolution. *Must include appropriate citations to the ACA Code of Ethics.*

## DEGREE SHEET – SCHOOL COUNSELING\*

Term	Course		Credit
<b>FALL 1</b>			
	COU 509	School Counseling Foundations	3
	COU 523	Counseling Skills LEC	2
	COU 523	Counseling Skills LAB	1
	COU 526	Counseling Theories	3
<b>SPRING 1</b>			<b>9</b>
	COU 521	Professional Orientation and Ethics	3
	COU 610	Assessment	3
	COU 625	Group Counseling LEC	2
	COU 625	Group Counseling LAB	1
<b>SUMMER 1</b>			<b>9</b>
	COU 500	School Counseling Curriculum	3
	COU 503	Human Growth and Development	3
	COU 534	Integration of Christianity and the Counseling Profession	2
	COU 582	Classroom Management	3
<b>FALL 2</b>			<b>11</b>
	COU 507	Research Methods	3
	COU 590	School Counseling Practicum	3
	COU 604	Career Counseling	3
	COU 627	Social and Cultural Diversity	3
<b>SPRING 2</b>			<b>12</b>
	COU 591	School Counseling Internship - Elementary	3
	COU 592	School Counseling Internship - Secondary	3
	COU 506	Psychodiagnostics	3
	COU 697	School Counseling Professional Capstone	1
<b>SUMMER 2</b>			<b>10</b>
	COU 504	Exceptional Student	3
	COU 512	Professional Relationships in School, Family, and Community	3
	COU 633	Psychology of Education	3
<b>Electives</b>			<b>9</b>
	COU 611	Intelligence Testing	3
	COU 613	Diagnostic Assessment	3
	COU 695	School Psychological Examiner Practicum	3

\*Program plan is subject to change due to enrollment. Graduation requirements include but not limited to: Completion of coursework with an overall 3.0 GPA, passing score on fee based comprehensive examination and recommendation for graduation by Evangel University Graduate Council. (081318)

## DEGREE SHEET – CLINICAL MENTAL HEALTH COUNSELING

Term	Course		Credit
<b>FALL 1</b>			
	COU 506	Psychodiagnostics	3
	COU 508	Mental Health Foundations	3
	COU 523	Counseling Skills LEC	2
	COU 523	Counseling Skills LAB	1
	COU 526	Counseling Theories	3
<b>SPRING 1</b>			<b>12</b>
	COU 521	Professional Orientation and Ethics	3
	COU 524	Clinical Interventions and Evidence Based Treatments	3
	COU 610	Assessment	3
	COU 625	Group Counseling LEC	2
	COU 625	Group Counseling LAB	1
<b>SUMMER 1</b>			<b>12</b>
	COU 503	Human Growth and Development	3
	COU 628	Crisis and Trauma	3
	COU 597	Mental Health Counseling Practicum	3
<b>FALL 2</b>			<b>8</b>
	COU 507	Research Methods	3
	COU 598	Mental Health Counseling Internship	3
	COU 604	Career Counseling	3
	COU 627	Social and Cultural Diversity	3
<b>SPRING 2</b>			<b>12</b>
	COU 527	Couple and Family Counseling	3
	COU 696	Counseling Professional Capstone	1
	COU 598	Mental Health Counseling Internship	3
	COU 534	Integration of Christianity and Counseling Profession	2
<b>SUMMER 2</b>			<b>9</b>
	COU 505	Child and Adolescent Counseling	3
		Elective	3
<b>Electives</b>			<b>6</b>
	COU 595	Practicum- International Counseling	1
	COU 596	Intercultural Counseling Internship	1
	COU 651	Addiction Counseling	3
	COU 675	Human Sexuality	3

Graduation requirements include but not limited to: Completion of coursework with an overall 3.0 GPA, passing score on fee based comprehensive examination and recommendation for graduation by Evangel University Graduate Council. (rev.081318)

## Appendix A

### COUNSELING RESOURCES

Agency	Location	Contact Info	Payment
Evangel University Counseling Center	Wellness Center - Cantrell Student Union	Campus extension 7222	Free
M. Kelly Ward Therapy Services	Springfield Missouri	Kelly Ward, LPC MKellyward@icloud 417.894.2071	Reduced fee for Evangel Counseling Students
All Things New Counseling	1856 N. Commerce Drive, Nixa, MO;	Kristen McIntire, LPC 417-848-5574	Reduced fee for Evangel Counseling Students with six session limit
NASM	4350 S. National Ave, B116 Springfield MO	Kimberly Mundt, LPC 417-881-1866	Reduced fee for Evangel Counseling Students
Compass Counseling	3050 National Suite 104 Springfield, MO	417- 597-4572	Sliding Fee
McGuire Christian Counseling	3101 S. Kimbrough Springfield, MO	417-881-9800	Sliding Fee
Ozarks Counseling Center	614 South Avenue, Springfield, MO	417-869-9011	Sliding Fee
Burrell Community Mental Health Center	1300 E. Bradford Parkway Springfield, MO	417-761-5000	Sliding Fee