



**THE UNIVERSITY OF NORTH CAROLINA  
AT CHARLOTTE**

**COUNSELING PROGRAM  
CLINICAL MANUAL**

Department of Counseling February, 2006 [revised: 2007; 2009; 2014; 2020]

## Table of Contents

<b>INTRODUCTION</b>	<b>5</b>
<b>THE COUNSELING CLINICAL EXPERIENCE</b>	<b>6</b>
<b>For Practicum Placement:</b>	<b>6</b>
<b>For Internship placement:</b>	<b>7</b>
Procedures for Registering for Clinical Courses	7
Required Learning Modules	8
General Expectations for the Clinical Experience	8
<b>Student Responsibilities</b>	<b>9</b>
Expectations of Students	9
Professional Behavior	11
Supervision	11
Licensing & Supervision Requirements	12
Reports	13
Log of Hours	13
Weekly (Bi-weekly) Reflection	13
Evaluation Process and Evaluation Forms	13
<b>The Clinical Experience</b>	<b>15</b>
Getting Started	15
Choosing a Practicum or Internship Site	15
What the Clinical Site Looks for in Students	16
Using Your Current Job as a Site	17
Orienting	17
Working	18
Terminating	18
Early Termination	18
Responsibilities of the Site Supervisor	19
Developing the Practicum or Internship Agreement	19
Orientation	19
Supervision	19
Role Modeling	20
Recording	20
Site Visits	20
Evaluation	21
Course Evaluations	22
<b>Specifics for School Counseling</b>	<b>23</b>
School Counseling is...	23
School Counseling Practicum and internship	23

Play Therapy in Schools	24
School Sites	25
Liability Insurance through ASCA	25
Certificate Program Internship	25
<b>Specifics for Clinical Mental Health Counseling</b>	<b>25</b>
Agency Sites for Clinical Experience	26
Liability Insurance through ACA	27
<b>Specifics for Addictions Counseling</b>	<b>27</b>
Program Overview & Objectives	27
Specific Course Requirements	28
<b>APPENDIX A</b>	<b>30</b>
<b>PRACTICUM AND INTERNSHIP FORMS</b>	<b>30</b>
<b>&amp; REPORT FORMATS</b>	<b>30</b>
Department of Counseling Student Clinical Contract	31
CONFIDENTIALITY AND EXPECTATIONS AGREEMENT FOR STUDENTS	32
Practicum/Internship Site Information Sheet	33
Practicum/Internship Site Agreement	34
Supervisor Contract	36
Assistance in Developing the Practicum or Internship Agreement	36
Orientation	36
Supervision	36
Role Modeling	36
Recording	36
Site Visits	37
Evaluation	37
<b>Client Release Form</b>	<b>43</b>
Play Therapy Client Release Form	45
<b>APPENDIX B</b>	<b>50</b>
<b>Supplemental Forms &amp; Report Formats</b>	<b>50</b>
Case Notes: Individual Clients	51
Case Notes- Groups	52
Classroom Guidance Lesson Reflection	53
Case Presentation	54
Consultation Report Guidelines	57
<b>APPENDIX C</b>	<b>58</b>

<b>ETHICAL CODES AND STANDARDS</b>	<b>59</b>
American Counseling Association Ethics & Professional Standards	59
American School Counselor Association Ethical Standards	61
American Mental Health Counselors Association Code of Ethics	63
The Association for Addiction Professionals	64
Ethical Standards of Alcoholism & Drug Abuse Counselors	64

# Introduction

**Welcome** to the challenges and excitement of your practicum and internship experience. You have successfully completed the required course work and acquired the necessary number of credits making you eligible to begin your clinical field experience. Your efforts, professional interests, and continued openness to learning will largely determine the quality of your internship experiences. The counseling faculty will assist you through this period of professional and personal growth. The practicum and internship experience bridge the gap between the skills acquired in the classroom and the world of professional practice. Entering into a clinical placement signals that you have attained sufficient competencies in the practice of counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors.

## How to Use this Handbook

All practicum and internship requirements are your responsibility. You want to spend some time acquainting yourself with the expectations and requirements of the clinical experience. Your faculty advisor can guide you through this process. The handbook contains specific information about and a brief overview of the clinical training portion of the counseling program. The handbook also contains specific formats and forms for use throughout your clinical training.

# The Counseling Clinical Experience

Students in the Counseling Program participate in three semesters of field experience. Students are expected to obtain experience in a broad range of skill areas, including: individual counseling; group counseling; psycho-educational groups and/or classroom guidance; parent and/or family counseling; program development, implementation and evaluation; staff development and training; and appropriate administrative functions and processes relative to their clinical placement. The practicum experience consists of 150 hours of on-site work, during one semester, with 60 hours expected in direct contact with clients. The internship experience consists of 600 hours of on-site work, across two consecutive semesters, with 240 hours expected in direct contact with clients. Concurrent with the student's practicum or internship experience, the student will attend a university supervision seminar. The seminar will integrate the students' field learning experiences with discussion of the theory and practice of counseling, as well as provide an opportunity for the student to receive university-based clinical supervision (both individual and peer).

The clinical experience is one component of a comprehensive preparation program for counseling professionals. It is an essential component, as it provides an opportunity for each counseling student to integrate the information and skills gained from courses, workshops, seminars, and readings into a personal philosophy of counseling work. It also provides the student with an opportunity to explore areas of interest within the field and test out possible career options.

Procedure for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify:

## For Practicum Placement:

1. Completion of 15 semester hours of counseling requirements with a **B** or better in
  - a. Counseling Theories
  - b. Counseling Techniques
  - c. Ethics
  - d. Introduction to Clinical Mental Health Counseling or School Counseling
  - e. Group [ pre- or co-requisite]
  - f. Introduction to Play Therapy (for those working with children 10 years of age or younger) [pre- or co-requisite]
2. Display of appropriate disposition(s) as defined by the contract you signed upon entering the Counseling Program.

## **For Internship placement:**

1. Completion of
  - a. Practicum
  - b. Advanced Techniques [pre- or co-requisite]
  - c. Introduction to Play Therapy (for those working with children 10 years of age or younger)
2. Display of appropriate disposition(s) as defined by the contract you signed upon entering the Counseling Program.

### **Procedures for Registering for Clinical Courses**

1. Electronically enter the Canvas Training module for the field placement process. The Canvas module is released during the 4<sup>th</sup> or 5<sup>th</sup> week of the Fall or Spring semester (day and time TBA).
2. Students will fill-out and submit the Clinical Application form through the Canvas Training Module.
3. An electronic copy of the Clinical Manual which includes all the required forms will be made available to all students.
4. Students must have Liability Insurance from either ACA or ASCA during the time they are taking Practicum or Internship. Students must join either ACA or ASCA to receive liability insurance. It is recommended this be done as soon as possible. Forms are available through ACA website ([www.counseling.org](http://www.counseling.org)) or ASCA ([www.schoolcounseling.org](http://www.schoolcounseling.org)). A copy of the insurance coverage must be submitted into the appropriate Canvas Module.
5. A current list of community and addiction counseling sites will be released through the Canvas Training Modules to the clinical mental health counseling interns.
6. For school counseling field placement, application for specific counties [Cabarrus, Gaston] will be obtained in the Canvas Training Module. All school counseling interns complete the required information in the Canvas Field Placement application process.
7. Once a site has been determined, a student must arrange to contact and meet with the designated site supervisor. At this meeting, the Clinical Site and Site Supervisor Contact information must be obtained and entered into the correct Canvas Training Module. (contact and arrangements with some sites, in particular schools, may vary. Please check with the clinical director)
8. Students must complete the Student Contract within the Canvas Training Module
9. To work at a site which has not been used before by UNCC students;

- provide the name of the agency or school, phone number, and the contact person to the Clinical Director in the Discussion section of the Canvas Training Module. The Clinical Director will contact the site and make sure it meets all program requirements. The Clinical Director will then inform you if the site has been approved. If so, follow procedure above (#7).
10. **Sign-up** for Practicum or Internship class sections is done electronically. Information regarding the day and time for Practicum, Internship I and Internship II students to go online is included on the power point slides. Students indicate their rank ordered choices for sections and the Clinical Director will complete assignment.
  11. Students must make every effort to have all required processes and documentation i.e. student clinical contract, site information sheet, site agreement, and supervisor contract] completed and signed along with a copy of their liability insurance, prior to the start of the semester.
  12. A demonstration of **professional behavior** throughout this process is stressed. Should circumstances arise that might prevent you from fulfilling a clinical placement after an agreement has been signed, it is the student responsibility to inform the site and site supervisor directly. Also, make sure to inform the Clinical Director.

### **Required Learning Modules**

Each clinical course has a required learning module to be completed online by students. Practicum students must complete and pass the “**Child/Adult Abuse & Neglect**” & “**Suicide Assessment**” modules within the first **4/5** weeks of the semester [or as indicated on the instructors’ syllabus]; Internship I students must complete and pass the “**Disaster/Mental Health**” & “**Psychopharmacology**” modules within the first **4/5** weeks of the semester [or as indicated on the instructors’ syllabus]. **NOTE:** Internship II and Advanced Internship students who have not yet completed the required learning modules must do so during the semester they are registered.

### **General Expectations for the Clinical Experience**

Three semesters of part-time work experience cannot be expected to provide complete specialized training for a career in counseling. What it does do is provide exposure to the field and allows students to apply and test newly acquired knowledge within a clinical setting. It enables students to organize, synthesize, process, and apply their classroom information in a manner combining the cognitive, affective, and behavioral domains of learning. Many learners require a period of time and concrete experience to acquire both knowledge and skills. The clinical experience facilitates that process.

In addition to gaining an understanding of the operation of an agency or school counseling setting, the practicum or internship student should also gain a view of the interrelationship of personnel. Target populations, human service delivery systems, and organizational structure connect many offices. The professional counselor must be aware of such relationships in order to understand the nature of helping systems, as well as the overall counseling field.

Finally, the practicum and internship should serve to generate, develop, and refine skills in counseling, programming, administration, supervision, research and other aspects of professional counseling work. Through actual involvement in the design, implementation, and evaluation of counseling programs and services, students learn such strategies and methodology.

### Comments to the Student

You should apply appropriate general principles of counseling in order to insure an optimal clinical experience. Remember that you are a student and are learning. The practicum and internship are an opportunity to blend your knowledge, skills, attitudes, and counseling philosophy and further their development. You should understand the counseling site (agency or school) for which you are working within its organizational context. The "why and how" of a particular counseling site can be more important than the "what", particularly as you develop your own philosophy. As you develop your own philosophy and compare it to the site for which you are working, you may discover that the two philosophies differ. Remember that different counselors work from different counseling philosophical perspectives. Despite emerging or perceived inconsistencies between you and other staff members with whom you are working, it is imperative that your behavior remain professional, ethical, and supportive of the site in which you are working.

## **Student Responsibilities**

### **Expectations of Students**

You are responsible for knowing and following practicum and internship guidelines. You risk complicating the practicum or internship process, which may affect your progression through the program. If you are unsure how to proceed, consult your faculty advisor and the school or clinical mental health counseling clinical coordinator.

Since these guidelines cover your on-site actions as well, check with your site supervisor to make sure that you are acting according to the institution or school policies and procedures. For example, know and follow the procedures for requesting a professional day or taking sick leave. As noted earlier, practicum and internship

students, even unpaid ones, must adhere to professional, institutional, and ethical standards.

The minimum number of on-site hours for the practicum is 150, with a minimum of 60 hours of direct client contact. For one semester of internship, the minimum number of on-site hours is 300, with a minimum of 120 hours of direct client contact. This results in a total of 600 on-site hours, with 240 direct client contact hours for the complete internship experience. Typically, direct client contact comes in four different forms, (a) individual counseling, (b) group counseling, (c) psycho-educational or classroom guidance groups, and (d) parent or family meetings. All other activities are considered non-direct hours.

Counseling practicum and internship students will adhere to the following guidelines.

1. Complete the duties assigned to them at the practicum or internship site in accordance with University, departmental, and cooperating agency or school policies and procedures, as well as the ethics, statutes, and laws governing the professional practice for counseling.
2. Early separation **or** leave of absence from the practicum and internship requires written approval of the school or clinical mental health counseling program coordinator, the site supervisor, and the university instructor. Other programmatic and university leave policies and procedures may apply.
3. Know and meet practicum and internship expectations, guidelines, and procedures as outlined in the Clinical Handbook for the Counseling Department, and other programmatic resources, e.g., the Graduate Student Handbook.
4. Know and meet all practicum and internship deadlines.
5. Ensure that the practicum and internship documentation is accurate, current, and complete.
6. Meet with the site supervisor weekly for an average of one 1 hour of individual supervision.
7. Practicum students will meet for 1 hour of individual supervision per week with the university supervisor and participate in a minimum of 1.5 hours of group supervision per week. All practicum students are required to be registered for CSLG 7430 for the semester in which they are working in a practicum setting.
8. Internship students will participate in group supervision for a minimum of 3 hours per week, on a regular schedule throughout the internship. All internship students are required to be registered for CSLG 7435 for the semester in which they are working in a clinical setting. NOTE: Certificate students are required to register for CSLG 7436 Advanced Internship.

9. Practicum and internship students will provide either audio or video taped counseling sessions for review in group supervision and individual supervision with the university supervisor.
10. When obtaining taping permission from client's or the parents of clients, the UNCC Department of Counseling client release form provided in this manual will be used in addition to any release form from the agency or school.
11. The clinical experience will commence at the beginning of the semester when students have completed and submitted all required documentation and have registered for the practicum (CSLG 7430) or internship (CSLG 7435/7436) course.
12. Understand that specific certification and licensing requirements may differ from programmatic requirements. Interns are responsible for knowing and meeting the specific requirements for certification and licensure they wish to pursue.
13. **Accept responsibility for knowing and understanding that failure to act within these guidelines may result in one or more of the following:** a disciplinary letter placed in the student's practicum/internship file, receive a C grade for practicum/internship [must re-take the clinical course], removal from the site, and possible termination from the program [if in serious violation of Program Dispositions].

## **Professional Behavior**

Students are expected to conduct themselves as professionals at all times when at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. Practicum and internship students are expected to set their daily and semester schedule to coincide with the calendar of their host site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association and the American School Counselor Association.

Students should carry out the duties and responsibilities of their practicum or internship agreement to the best of their ability and meet with their supervisor to modify any aspect of the agreement which may become problematic. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the practicum or internship.

## **Supervision**

**Supervision** is a key component of both the practicum and internship. To support

your professional development and learning during this time, you will receive at least two kinds of supervision: on-site supervision and university-based supervision. Practicum students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly for on-site individual clinical supervision with a site supervisor. Internship students must meet weekly for university-based group supervision [peer] and weekly for on-site individual clinical supervision. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional. The counseling program defines **a qualified site supervisor as a person holding a master's degree in a recognized helping profession, preferably counseling, for at least two years prior to being a supervisor.** Related professions with counseling equivalent qualifications such as psychology or social work may qualify with prior approval from the clinical director. **[NOTE: school counseling interns should seek supervision primarily from a licensed school counselor].**

## **Licensing & Supervision Requirements**

Supervision requirements may vary among licensing and certification agencies and boards. Various state licensing and certification organizations may have specific requirements for supervision. If you are pursuing a license as a counselor or other certification such as a chemical dependency counselor or marriage and family therapist, consult the specific responsible agency or board. In some cases, interns pursuing multiple licenses and/or certifications may find it necessary to have more than one supervisor. **You are responsible for knowing and meeting these requirements.**

## **School or Agency Trip Chaperone Policy**

As a practicum or internship student, you are not an employee of the school system or agency. Students work in a professional training capacity as part of their graduate program. Therefore, it is not acceptable for students to take on the role of chaperone for an off-site activity. Due to not being a school or agency employee, practicum and internship students are not covered by any type of insurance or administrative policies and procedures should anything happen during the event. Therefore, **no** student will assume primary responsibility for a group of clients or students in any type of event or trip. Practicum or internship students may assist or accompany other school or agency officials with events or trips as long as it is understood that the practicum or internship student is not to be placed in a position of primary responsibility for students or clients.

## **Reports**

Interns are responsible for seeing that all required forms, evaluations, and reports are submitted to the practicum or internship course instructor. Failure to meet these requirements can result in lowering your grade.

## **Log of Hours**

Each student will complete an on-going log of accumulated hours attained through the practicum or internship experience (see Appendix A). The log sheet requires students to provide a detailed list of hours accumulated in various activities during the clinical experience. All students completing a practicum must accumulate a minimum of 150 hours, with 60 hours of direct client contact. Internship students must accumulate a minimum of 600 total hours over two consecutive semesters, with 240 hours of direct client contact.

In the clinical setting, direct client contact hours are gained through individual counseling, small group counseling, psycho-educational group or classroom group guidance, and family or parent meetings. All other hours can include duties appropriate to the clinical setting or supervision (either on-site or university) as listed on the log sheets. The log of hours will become part of the student's permanent practicum and internship record indicating successful completion of the clinical experience, and will be kept on file in the Counseling Department.

## **Weekly (Bi-weekly) Reflection**

Each week (or Bi-weekly per the instructor) practicum or internship students will submit a reflection of their thoughts, feelings, activities, and experiences for the preceding week(s) at their site (see Appendix A and follow specific syllabus instructions). This reflection is intended to provide students with an opportunity to reflect on the activities that they participated in at their sites and any thoughts and feelings associated with these experiences. In addition, the reflection is an opportunity to express any concerns to the course instructor. The reflection format also allows students to record their accumulated hours. NOTE: These reflections will not be included in the final practicum or internship completion file.

## **Evaluation Process and Evaluation Forms**

A mid-semester self-evaluation will be conducted by the student. This self-evaluation will include a written statement (format included in the supplemental forms Appendix, B) and a conference with the site supervisor to assess work toward goals that were established at the beginning of the semester. The written portion of the self-evaluation should be submitted to the internship course instructor. A formal evaluation from the

site supervisor will be conducted at the end of the semester. During the final week of the internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. A Clinical Data Summary Sheet with all required information must be submitted with your final documentation. All forms will be submitted to the Clinical Director by the clinical course instructor [after careful review]. Copies of all evaluation forms are provided in the canvas files.

## The Clinical Experience

The practicum and internship experience is more than a clinical exercise in the counseling program—they represent a significant opportunity for career and personal development. As such, the more time, effort, and resources you commit to this process, the more likely you will be to place your feet firmly on the career path that suits your interests, talents, experiences, and training. The experiences and the skills you hone and develop through the practicum and internship compose not only key elements of your resume but of your professional identity as well. You can think of your clinical experience developmentally. You will proceed through four phases as you work through the clinical placement process: Pre-placement, Initiation, Working, and Termination.

### Getting Started

Begin with the end in mind. You have probably heard this before, but ***the clearer idea you have of where you want to go, the more likely you are to get there.*** To do this takes time, effort, and planning. Talk with your faculty advisor and/or the school or community counseling program coordinator. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to her or him about your career interests and goals. This process will help you to clarify your practicum, internship, and career plans, as well as let your faculty advisor serve as a resource person for you. There are other resources, too. The Career Counseling Center can help you craft a resume that conveys to others your experiences and career-related attributes in a way that is clear and concise. You may find it useful to make an appointment for an individual career counseling session as you near the end of your training.

Informational interviewing may be useful. Many students find informational interviewing provides them with a clearer picture of what professionals at schools and counseling agencies do in actual work settings. Through these interviews you may also get leads to potential practicum or internship sites through networking. You may find it helpful to have a professional resume to leave with the interviewer(s) as a reminder of what you have to offer a potential practicum or internship placement.

### Choosing a Practicum or Internship Site

A practicum or internship experience that prepares you to work with diverse clients allows you to fit into a larger range of positions, quite possibly the one you desire in the future. You can strive to experience opportunities that will provide exposure to a variety of client populations and settings, (e.g., in geriatric counseling, play therapy, substance abuse counseling, higher education, hospice care, etc.), through volunteer work or through some other aspect of your practicum or internship. Look for a site that offers a balance of experiential and didactic opportunities. Not all your learning will come from

direct contact with clients. A clinical site can provide you with a variety of experiential and didactic learning opportunities, such as welcoming you as a participant in a case staffing or by offering you valuable in-service training. Look for a site that welcomes you as a valuable team member. Since much of what you gain from a clinical placement comes from your relationship with others, seek placements where you are welcomed and viewed as an important contributor. Many sites utilize practicum and internship students because they value their contributions. In addition, sites appreciate the fresh perspective and current knowledge that counseling students bring to their placement. There are a few points to consider when looking for a practicum or internship site and when potential sites are looking at you. Look for a qualified supervisor. The site supervisor has many responsibilities. The site supervisor's willingness to supervise you represents an investment of time and resources and the responsibility to ensure that you practice counseling in a therapeutic, legal, and ethical manner. Your weekly supervisory meetings are key to your professional development. These weekly (and any additional supervisory moments) assure you and your supervisor that you are carrying out counseling activities ethically and in accordance with the principles of best practice. A site supervisor also has the responsibility to assist the Clinical Director and the university supervisors in evaluating the quality of your practicum or internship performance.

Interview your potential supervisor. Below are some suggested questions to consider asking a supervisor in an interview:

- What is the supervisor's approach to counseling and supervision?
- How much direction will she/he be able to provide?
- How does he/she provide feedback?
- Will this site provide opportunities to develop general counseling skills with diverse clients?
- Will there be adequate opportunity for direct student/client contact, group facilitation, as well as any associated duties?

### **What the Clinical Site Looks for in Students**

When you choose a practicum or internship site, you are not the only one who gets to choose. The site and the program also have a say related to this match. Clinical sites look for students with strong communication skills. If utilized, your resume, cover letter, and interview convey early and important evidence of your communication skills. Take time to present yourself in a professional manner. Practicum and internship sites look for evidence that a student is responsible and has a positive work ethic. Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through. Be sure to let the interviewer know specific incidents where you have accepted responsibility for and worked persistently to finish challenging assignments. Let the interviewer know that you respond positively to supervision and appreciate constructive feedback. Offer examples of times when you have received feedback and incorporated it into your training and clinical work. Clinical

sites look for students that are flexible and open to new challenges. One way to express flexibility and openness is to ask for challenging assignments (with appropriate supervision!). A caveat here: take care to balance your needs with those of the prospective site. You will want to avoid sites that expect you to change your schedule frequently and dramatically to suit their needs. Remember: be a part of the team, participate appropriately but keep in mind you are an “intern” not an employee.

A few questions to consider before accepting the practicum or internship position:

- What hours will I work?
- When will I begin seeing clients?
- What are the procedures for ensuring client safety?
- What is expected of me when I am ill?
- What roles are practicum and internship students expected to fill?

### **Using Your Current Job as a Site**

Some students are currently employed in schools or agencies. The question arises as to whether their current position can serve as a practicum or internship site. There is no clear answer to this question since so many variables come into play. There are several “ifs” connected to a workplace practicum or internship. Your workplace may serve as a clinical site **if** it meets the guidelines for a practicum or internship site and **if** your clinical activities [counseling-related experiences] meet the requirements for practicum or internship training. For example, you must engage in counseling and counseling-related activities with clients, keep appropriate records, and receive supervision from a qualified professional. Furthermore, **if** your duties as a practicum or internship student incorporate substantially new or redesigned activities and responsibilities, then the placement may be appropriate. In other words, you will need to talk with your faculty advisor and the Clinical Director to see **if** a workplace practicum or internship site is in your best interest and provides opportunity for sound clinical training.

Once your site has been approved, you are ready to put your efforts into getting the most out of your experiences. Before starting to work, take some time to plan how you will become acquainted with the organization (**orienting**), how you will meet your goals through your clinical experiences (**working**), and consider the tasks involved in completing (**terminating**) your placement.

### **Orienting**

**Ask questions.** People, and your relationships with them, are your greatest resources. When starting your placement, take time to build relationships, ask questions, and learn how the organization operates. The orienting phase is a time for you and the organization to become familiar with each other. Most sites have an orientation period before assigning clients to you.

**Read.** Most sites have written materials that will prove useful. For example, they most likely have a mission statement informing policies, procedures, and scope of services. Ask for any relevant written materials such as policy and procedures manuals. Be sure to find out the procedures for responding to critical incidences, such as a suicide threat, abuse, or threat of violence.

**Observe.** You may find it useful to shadow a counselor for a time to see how he or she works through the complexities of professional decision-making and action. This is also the time, early on, to fine-tune your working agreement with the site and your supervisor.

## **Working**

After a period of settling in, you begin the work of practicum or internship. As the routine becomes more familiar, you will likely feel more relaxed, confident, and understand first-hand the scope of experiences available to you. You may wish to discuss with your site supervisor possibilities for taking on new challenges. Some students may begin to work *too* independently as they grow in confidence and experience and supervisors may spend less time supervising and teaching. Periodically, if this should occur, you may wish to discuss the issue with your site supervisor as a check-in for both of you.

## **Terminating**

Terminating the practicum or internship generally signals the start of a new beginning. Completing assignments, transferring clients, and saying good-bye to supervisors and colleagues mark this period. It is a busy time that requires you to stay focused and energized. This is a good time to gather recommendations from supervisors. Begin to finalize all paperwork; case notes, site and supervisor evaluations, client evaluations, etc. Appropriate termination with the site puts you on solid footing for your next career move.

## **Early Termination**

There are rare incidents when a practicum or internship ends early. Early separation may be site or intern initiated, or a combination of both. The goal of an early separation is to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties (**see policies and guidelines**) and requires active consultation and participation with the Clinical Director. Should problems arise, we strive to maintain positive working environments for the student and a positive working relationship with the site.

## A Final Word

Termination is a period of reflection, evaluation, preparation, and action...a complex juxtaposition of activities. In this way, terminating from a practicum or internship is not unlike closure with clients. During this transitional period, you can misplace time for reflection as you move toward new beginnings. The ending of your clinical placement can be an invitation to sort through and find meaning for your feelings, thoughts, and experiences.

## **Responsibilities of the Site Supervisor**

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated the site supervisor. Although practicum or internship students potentially perform a number of tasks and frequently work with different staff members, for purposes of continuity, overall supervision and final evaluation is done by one site supervisor designated for each student's entire practicum or internship.

## **Developing the Practicum or Internship Agreement**

The site supervisor should meet with the practicum or internship student to discuss and complete the practicum/internship agreement. During this meeting, the student shares with the site supervisor their goals for the clinical experience (i.e. what they want to develop, strengthen, gain, etc). The supervisor should provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of the clinical experience. It is required that all activities and goals of the clinical experience be written down as part of the Practicum/Internship Agreement

## **Orientation**

The site supervisor is responsible for providing an orientation to the practicum or internship position. This orientation should include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. The site supervisor should also make sure that the practicum or internship student is formally introduced to other staff in the site and individuals in other areas with whom the student will interact.

## **Supervision**

The site supervisor is expected to spend a minimum of one hour a week in direct

supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, this time should be spent reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. This time is designed to provide the practicum or internship student with feedback on his or her performance and clinical skills, and for the practicing professional to share insights and experience with the student.

### **Role Modeling**

The site supervisor is expected to serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As such, the site supervisor is expected to possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling. Site supervisors are expected to hold at least a masters degree in their field, with appropriate licenses from the state pertaining to the clinical setting, and at least two years (2) of work experience in the field of counseling or other mental health profession.

### **Recording**

All practicum or internship sites must allow for a taped supervision review process of students. This further facilitates the professional development of students and assists in quality control of services delivered to clients. If audio or video taping is not allowed at a site, students will have to be re-assigned to an alternative site. Site supervisors should help students identify clients that will be amenable to audio or video taping of sessions for university supervision purposes.

Practicum and internship students will be instructed to use a site's permission to tape form along with the UNC Charlotte Department of Counseling approved permission to tape form. The permission to tape form is only required when students are audio or video taping clients for supervision purposes. This form is not to be considered a general permission form for students to counsel clients.

### **Site Visits**

A site visit by the university course instructor is expected for all internship students. These visits should occur for each semester that a student is enrolled in an internship. The instructor will contact the site supervisor to arrange this meeting. [NOTE: If for any reason site visits cannot be made, the university instructor will be in contact with site supervisors via phone and/or email].

## **Evaluation**

The site supervisor is expected to provide on-going feedback to the student concerning his or her overall performance and behavior at the practicum or internship site.

The practicum or internship student will write a mid-semester self-evaluation. This self-evaluation will also include a conference with the site supervisor to assess work toward goals that were established at the beginning of the semester. A formal evaluation from the site supervisor will be conducted at the end of the semester. This form will be included with all final documentation. Copies of all evaluation forms are provided in **Canvas files**.

## Course Evaluations

Final evaluation and successful completion of the practicum or internship course will be based on the student's work at the site and in the academic component of the practicum or internship class.

Detailed evaluation of the clinical experience is an important part of the student's learning. The student's practicum or internship agreement should serve as the basis for this evaluation. In addition to progress toward achieving established goals on assigned projects, the evaluation will address development of skills needed to complete assignments, attitude toward work in the site, working knowledge of site operations, interactions with co-workers in the site, and appropriate use of supervision. Site supervisors are encouraged to conduct a mid-semester evaluation conference with each student. It is at this point any modification to the practicum or internship agreement should be made if necessary and should occur after consultation and approval with the practicum or internship course instructor. The university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time about the student's general performance.

The final evaluation should be completed during the final week of the clinical placement. If there is disagreement over the evaluation, the university practicum or internship course instructor will be responsible for contacting those involved and determining the final resolution of the disagreement.

If the site supervisor or university practicum or internship course instructor identifies deficiencies in a student's performance (professional behavior, skill demonstration, or other expectations of the student) and these are not addressed by the student after appropriate and timely notification, then the student may be asked to leave the placement based on the site supervisor recommendation after consultation with the practicum or internship course instructor and the Clinical Director. If this occurs, the student will not be placed at a different site to complete the practicum or internship experience during that academic semester. A remediation plan to address the problem areas will be developed by the Clinical Director, the course instructor, and the student's faculty advisor, and a placement will be attempted for the next semester. No adjustments to the practicum or internship requirements will be made to accommodate this remediation process. A student repeating the practicum or internship in a subsequent semester will be expected to complete all requirements of the course, with no carry over of completed hours from the previous unsuccessful attempt.

Students will also be evaluated on the academic component of the course. This evaluation will be based on attendance and participation in the seminar, active utilization of group and individual supervision, positive utilization of feedback, timely and thorough completion of weekly reports, performance on all required assignments, and evaluations from the site supervisor.

# Specifics for School Counseling

## School Counseling is...

**a profession** that focuses on the relations and interactions between students and their school environment with the expressed purpose of **reducing the effect of environmental and institutional barriers that impede student academic success**. The profession fosters conditions that ensure educational equity, access, and academic success for all students K-12. To accomplish this function, **the trained school counselor must be an assertive advocate** creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them define the best pathways to successfully achieve their dreams. The **school counselor** serves as **a leader** as well as an effective **team member** working with teachers, administrators and other school personnel to make sure that each student succeeds. "School counselors work with stakeholders, both inside and outside the school, as part of the comprehensive school counseling program. Through school, family and community collaboration, school counselors can access a vast array of support for student achievement and development that cannot be achieved by an individual, or school, alone." (ASCA National Model, 2012, p.6)

## School Counseling Practicum and internship

Through the formative clinical experiences provided in practicum and internship, the school counseling intern will become familiar with a wide gamut of essential school counseling services while working with students, parents, and educators. The student will become familiar with a variety of professional activities and resources in addition to direct service intervention strategies. Professional resources may include assessment instruments, toys, games, books, computerized guidance programs, print and non-print media, professional literature, research, and referral data, as well as, persons. The practicum and internship experience are a critical component of preparing to be a professional school counselor. It is our hope that through classroom learning and field experiences, school counseling interns will be able to effectively serve the K-12 student population.

Successful completion of a school-based practicum and internship will prepare students to:

1. apply the knowledge base of counseling to develop, implement, and evaluate data-based, comprehensive developmental school counseling programs;
2. assume professional roles and functions of the professional school counselor as described by CACREP, the *ASCA National Standards*, the *ASCA National*

*Model*, and the NC Department of Public Instructions *Guidelines for School Counselors*;

3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. describe and adjust to societal changes and trends in a multicultural society;
5. demonstrate the ability to form effective helping relationships with diverse individuals and groups;
6. understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; collaboration and consultation skills; and theoretical frameworks that support the process;
7. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents, faculty, staff, and community initiatives;
8. integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
9. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
10. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
11. understand and use counseling research and evaluation results to guide counseling practice;
12. exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP standards;
13. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling; and
14. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent, and advance the cause of oppressed or underrepresented groups, parents, and students.

## **Play Therapy in Schools**

Play therapy is a theoretically based counseling approach which permits children ages two to ten to express themselves through a developmentally natural form of communication, **play**. Play therapy has been used to treat children presenting with self-harming behaviors, aggressiveness towards others, parental divorce, crying spells, trauma reactions and a host of other concerns. Using Play Therapy in schools with younger children can help them express themselves, cope with whatever troubles

them, and demonstrate adaptive behaviors. Children are able to enhance their self-esteem, exercise self-control and responsibility, and become more creative and resourceful in confronting problems and therefore more successful at learning .

## **School Sites**

Site selection for practicum and internship is a critical step in completing the school counseling field experience. Students are strongly encouraged to get to know the district, school, site supervisor, and the overall culture of the school and community prior to beginning practicum or internship. It is extremely important that the school site be a good match for students as changing school sites once practicum or internship has started is strongly discouraged **NOTE:** Other private or charter schools may also serve as possible sites. Students must check with the Clinical Director for school site approval.

## **Liability Insurance through ASCA**

All practicum and internship students must have liability insurance in effect while in their clinical experience. School counseling interns can acquire this insurance through their student membership in the American School Counselor Association [ASCA] [www.schoolcounselor.org](http://www.schoolcounselor.org). It is essential students preparing for their clinical assignments apply for liability insurance prior to clinical sign-ups and maintain their coverage throughout practicum and internship.

## **Certificate Program Internship**

All students enrolled in the Post-Masters Certificate Program for School Counseling are encouraged to attend the clinical meeting the fourth or fifth week of the semester in which they plan on completing the required internship for the certificate. Their clinical experience is determined by the certificate program coordinator in collaboration with the Clinical Director.

## **Specifics for Clinical Mental Health Counseling**

The purpose of the clinical mental health counseling experience is to provide students with an entry-level professional clinical training opportunity, under supervision, in a clinical setting appropriate to the clinical mental health counseling specialty of interest to the student. This training opportunity is intended to provide students the chance to perform a number of counseling activities and duties performed by practicing

community counselors. During the course of the clinical experience, students will learn additional practical skills, as well as practice skills that have been taught in the didactic portion of their training program. Many counseling and non-clinical learning opportunities are available through work in a real agency setting. Students are provided with the opportunity to see real clients, develop and implement clinical intervention plans, determine which strategies are most effective with specific clients and client situations, experience the diversity of clients and their unique challenges, and, finally, to work in the environment as practicing clinicians with fellow clinicians.

#### Clinical Mental Health Counseling Knowledge and Skill Areas

As you can see, the clinical training portion of the Counseling Program is a critical element in the overall preparation of competent and effective community counselors. As such, it is important that community counseling practicum and internship students are trained adequately in the following knowledge and skill areas.

1. Student will understand and recognize the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.
2. Students will be able to implement models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation, parent education, career/occupational information and counseling, and encouragement of self-help.
3. Students will utilize effective strategies for promoting client understanding of and access to community resources.
4. Students will integrate and utilize principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling plans.
5. Students understand and use appropriate principles of diagnosis and current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.
6. Students will use effective strategies for client advocacy in public policy and other matters of equity and accessibility.
7. Students understand and know how to apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

### **Agency Sites for Clinical Experience**

There is a list of approved clinical sites that students will be sent electronically the

semester prior to Practicum and Internship I. It is the students' responsibility to treat this process like a job interview. The student is responsible for contacting the identified site supervisor and providing them with current copies of the student's resume. If a student is interested in utilizing a site that is not on the site list the following factors need to be in place and the Clinical Director has to formally approve the site for a possible placement.

## **Liability Insurance through ACA**

Students are responsible for having professional liability insurance prior to beginning their placement. Student membership in the American Counseling Association [ACA] [www.counseling.org](http://www.counseling.org) includes professional liability insurance.

## **Specifics for Addictions Counseling**

### **Program Overview & Objectives**

In 2009 CACREP added Addictions Counseling standards for counselor education programs providing specialty Addictions Counselor preparation, such as our UNCC substance abuse certificate program. As of September 2013, the Addictions Counseling track was awarded CACREP accreditation for our Addiction Counseling Program. Our program is designed to provide students with the addictions counseling preparation and coursework (12 credits) and a portion of the clinical experiences required for licensure as a Licensed Clinical Addictions Specialist (under Criteria C) by the North Carolina Substance Abuse Professional Practice Board (also known as the Substance Abuse Certificate Program). Further information on NCSAPPB licensure eligibility can be found at [www.ncsappb.org](http://www.ncsappb.org).

The central goal of the Masters of Arts in Addictions Counseling is to provide the region with highly proficient addictions counselors who have the knowledge, effectiveness and commitment to work in a wide variety of addictions counseling, intensive treatment and prevention settings. The 60-semester hour addictions counseling program provides essential coursework and clinical experience leading to eligibility and consideration for licensure as a clinical addiction specialist (LCAS) in North Carolina. Upon completion of the addictions counseling program including obtaining the Substance Abuse Certificate required by the NCSAPPB, the graduates:

1. Demonstrate knowledge of the historical, philosophical, social, cultural, economic, medical trends in addictions counseling.
2. Identify foundational knowledge pertinent to addictions counseling including the antecedents that impact addictions, community factors, and susceptibility

- to addictions.
3. Demonstrate knowledge of behavioral, psychological, and physical factors related to psychoactive substances and addictive disorders.
  4. Identify key models and theories of addiction pertinent to evidence-based treatment, intervention and prevention.
  5. Demonstrate skills and proficiency in clinical, ethical, and legal standards of practice in addictions counseling.
  6. Advocate for appropriate policy, financing, and regulatory processes that facilitate improved addictions counseling delivery of care.
  7. Demonstrate knowledge regarding essential addiction principles in education, prevention, intervention, and consultation settings.
  8. Identify professional issues and strategies to best serve the profession.
  9. Demonstrate knowledge of principles and philosophies of addiction-related support group programs.
  10. Demonstrate knowledge specific to multicultural considerations and addictions counseling.
  11. Demonstrate knowledge of research and evaluation methods related to addictions counseling research and programs; applies knowledge with data collection, outcome measurement, and process improvement.
  12. Apply knowledge of screening instruments, assessment tools and diagnosis, including differential diagnosis related to co-occurring disorders and develops appropriate treatment care plans in accordance with assessment and diagnosis findings.

## **Specific Course Requirements**

### ***SPECIFIC ADDICTION COUNSELING REQUIREMENTS***

- CSLG 7170 Introduction to Clinical Mental Health Counseling 3 (FA, SU)
  - CSLG 6153 Diagnosis and Treatment in Counseling 3 (SP, SU)
  - CSLG 6160 Theories of Chemical Dependency 3 CSLG 6161 Assessment and Diagnosis of Chemical Dependency 3
  - CSLG 6162 Chemical Dependency: Counseling Individuals 3
  - CSLG 6163 Chemical Dependency: Treatment Planning and Relapse Prev.
- \*\* This is the **ONLY** Addictions Counseling Course that can be substituted with McLeod Institute 3

Agency Sites for Clinical Experience There is a list of **approved Substance Abuse or Addictions Counseling** clinical sites that students will be given at the Clinical Meeting the semester prior to Practicum and Internship I. It is the student's responsibility to treat this process like a job interview. The student is responsible for contacting the identified

site supervisor and providing them with current copies of the student's resume. If a student is interested in utilizing a site that is not on the site list the following factors need to be in place and the Clinical Director in consultation with the Addictions Counseling Program Director have to formally approve the site for a possible placement.

Liability Insurance through ACA Students are responsible for having professional liability insurance prior to beginning their placement. Student membership in the American Counseling Association [ACA] [www.counseling.org](http://www.counseling.org) includes professional liability insurance.

# **APPENDIX A**

## **Practicum and Internship Forms**

### **& Report Formats**

# Department of Counseling Student Clinical Contract

(Completed Electronically Through Canvas/SurveyShare)

I, \_\_\_\_\_, agree to adhere to the following guidelines during my Practicum/Internship.

1. **Confidentiality.** I will at all times make every effort to protect the identity of my clients/students and their information. As an intern, I will never discuss client/student cases in public settings outside of class nor will ever discuss cases with persons who are not authorized and associated with my clinical training.

2. **Recognition of Qualifications.** I will recognize the limitations of my training and abilities and will consult and seek assistance from my supervisor and university instructor in such cases where a clinical situation is beyond my level of knowledge and ability.

3. **Record Keeping.** I will accurately and reliably maintain written records [case notes, hourly logs, etc] as required by my university program. I will also accurately and reliably maintain any written records as required by my site and by state and federal law.

4. **Dual Relationships and Sexual Misconduct.** I will follow the ethical guidelines as set forth by the American Counseling Association [ACA] and the American School Counseling Association [ASCA] regarding multiple relationships with persons with whom I am working as a counselor. Under no circumstances will I ever form a sexual or romantic relationship with clients/students or their family members. I will refrain from sexual harassment and be sensitive of others regarding sexual matters.

5. **Clinical Recordings.** I verify by my signature that any recordings [CD, video, digital] that I submit as part of my clinical course requirements have been completed during the semester that I am registered for Practicum or Internship with clients/students I am currently working with at my site. These recordings are submitted solely for this course and will be erased upon completion.

6. **Self-awareness and Monitoring.** I will monitor my emotional and physical status during my clinical experience and be aware of any conditions that might adversely impact my ability to serve my clients/students or placement site. If such conditions arise, I will inform my placement supervisor and university instructor.

By signing below, I agree to adhere to these guidelines listed above as well as those of the Counseling Profession, state and federal laws, and my specific placement site.

Intern signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

[adapted from Baird, B.N. (2008) *The internship, practicum, and field placement handbook: A guide for helping professionals* [5<sup>th</sup> ed.] 9/2009

**THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**  
**DEPARTMENT OF COUNSELING**  
**CONFIDENTIALITY AND EXPECTATIONS AGREEMENT FOR STUDENTS**

**STUDENT NAME** \_\_\_\_\_  
(Please Print)

As part of my training within the University of North Carolina at Charlotte Department of Counseling (the "Department"), I will have access to audio and/or video recordings of counseling interviews. The Department is required to maintain the confidentiality of counseling interviews regardless of whether they involve actual or role- playing clients (each, a "Client"). I understand that it is my duty and ethical responsibility to assist the Department in maintaining such confidentiality.

**Accordingly, as a condition of my training in the Department, I agree that I will NOT:**

- Discuss or reveal Client information disclosed during a counseling interview to anyone other than faculty of the Department (e.g., friends, family, fellow students, or University employees) without a consent for release of information.
- Remove any Client information from the Department for any purpose (including working from home) without explicit authorization from my faculty supervisor.
- Copy any audio or video recordings of counseling interviews onto CD, flash drive, or other electronic medium, without explicit authorization from my faculty supervisor.
- Place any portion of a counseling interview onto the Internet or any other publicly-available forum.

**As a condition of my training in the Department, I agree that I WILL:**

- Use audio or video recordings of counseling interviews only as necessary to perform my training obligations or the tasks to which I am assigned.
- Disclose Client information obtained in the interviews only to faculty of the department;
- Report unauthorized disclosures of Client information.
- Abide by all policies and procedures established to protect the privacy and security of Client information.
- Continue to maintain the confidentiality of Client information after the completion or termination of my training in the Department.

I have read this Confidentiality and Expectations Agreement and understand it. I understand that failure to adhere to this agreement may subject me to suspension from further activities within the Department and/or disciplinary action under applicable university policy.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

800 \_\_\_\_\_  
Student ID Number

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling  
(Completed Electronically Through Canvas/SurveyShare)  
**Practicum/Internship Site Information Sheet**

**Name:**

Address:

email address:

Phone (Home):

**Practicum/Internship Site Name:**

**If school:** Elementary \_\_\_ Middle \_\_\_ High \_\_\_

District: CMS \_\_\_ Cabarrus \_\_\_ Gaston \_\_\_ Union \_\_\_ Iredell/Statesville \_\_\_  
Rowan/Salisbury \_\_\_ Other \_\_\_\_\_

Site Address:

Phone:

Supervisor:

Supervisor email:

Agency Director/ School Principal:  
\_\_\_\_\_

**Practicum/Internship schedule:** [please notify instructor of any change in your  
schedule] **M** \_\_\_ **T** \_\_\_ **W** \_\_\_ **TR** \_\_\_ **F** \_\_\_

**Time(s):**

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Department of Counseling

**Practicum/Internship Site Agreement**

(Completed Electronically Through Canvas/SurveyShare)

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Practicum/Internship Site Name \_\_\_\_\_

Address \_\_\_\_\_

**Site supervisor**

Title Degree: \_\_\_\_\_ Degree Field: \_\_\_\_\_ Years of Experience: \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Practicum/Internship Experience Summary**

On the next page **concisely** outline the proposed practicum or internship experience. The agreement should make clear the chief responsibilities of the student. You may take advantage, however, of new opportunities when they arise, after consulting with your instructor and your site supervisor.

The agreement should cover the duties that you will perform. A practicum or internship student should have the opportunity to engage in the activities that are performed by a staff member of the site. The activities and goals for the clinical experience should be discussed, identified, and agreed upon, by the intern, site supervisor, and university instructor. **NOTE:** Internship II interns should review and revise these activities and goals as they move forward in their final semester.

After the practicum or internship agreement is completed and signed by the student, site supervisor, and practicum or internship supervisor, copies for the site supervisor and student should be made. The original is to be given to the university supervisor.

When developing the practicum or internship agreement, the student and site supervisor should keep in mind the basic clinical requirements for the program i.e. the number of direct and indirect hours required for each clinical semester.

**Practicum or Internship Agreement Outline:** [NOTE: It is essential that this page detail the activities/goals intern will be engaged in to accomplish their required clinical experience and hours]:

1.

---

Student

---

Date

---

Site Supervisor

---

Date

---

University Supervisor

---

Date

## **Supervisor Contract**

(Completed Electronically Through Canvas/SurveyShare)

As the cooperating qualified professional who will have direct responsibility for this practicum or internship student, I will be responsible for:

### **Assistance in Developing the Practicum or Internship Agreement**

I will meet with the practicum or internship student to discuss and complete the practicum or internship agreement. During this meeting, I will collaborate with the student in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience.

### **Orientation**

I will provide an orientation to the practicum or internship site/position. This orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. I will also make sure to introduce the practicum or internship student to other staff at the site and individuals in other areas with whom the student will interact.

### **Supervision**

I will spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing the student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum or internship student with constructive feedback on his or her performance and share insights and experience with the student for the practicing professional.

### **Role Modeling**

I will serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

### **Recording**

I will assist in facilitating the practicum or internship students need to record as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control of services delivered to clients. I will help students identify clients that will be amenable to audio or video recording of sessions for training and university

supervision purposes. I will review audio or video recordings as is appropriate and needed during our weekly one-hour supervision sessions.

**Site Visits**

I recognize that site visits for all internship students by the university course instructor can occur during the semester. I will meet with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university course instructor.

**Evaluation**

I will provide on-going feedback to the student concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum or internship site.

I will participate in the practicum or internship student’s mid-semester self-evaluation. I will set-up a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the semester and submit to the practicum/internship instructor at UNCC a copy of this final evaluation after reviewing it with the student.

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**Statement of Goals for Practicum/Internship**

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

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

Self-evaluation of current clinical development:

Current clinical strengths [skill areas developed]:

Are there any of these skills you are looking to “refine” at this time?

Current clinical limitations [skill areas needing further development]:

How are you developing in your identity as a professional counselor/clinician? What can help in further developing this identity?

Any specific goals for this clinical experience:

How will you know you are progressing toward accomplishing these goals?

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE Counseling  
Practicum/Internship Weekly (or Bi-weekly) Review**

Name: \_\_\_\_\_ Week(s) of: \_\_\_\_\_

Practicum/Internship site: \_\_\_\_\_

Total clinical hours\*: \_\_\_\_\_ \*(at this point) Total client contact hours\*: \_\_\_\_\_ \*(at this point)

General description of activities you were engaged in during this period:

Identify any concerns, areas needing clarification, or general developmental questions you might have as you review this week(s) activities/experiences:

**Weekly Case Review**

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Client (no identifying information) \_\_\_\_\_ Session # \_\_\_\_\_

1. Description of beginning of the session:

2. Talley of Skills Utilized in the session:

Talley and assessment of skills demonstrated in the 10 minute segment. Rate yourself in the box beside each skill using this scale: not observed (N), below expectations (B), Met expectations (M), or exceeded expectations (E).

**Foundational Skills: Non-verbal Skills:** Attending Rate of Responses Responding to content Use of silence Responding to feelings Relaxed/Comfortable Responding to meaning Sounded Interested/involved Summarizing Tone Congruent with Client Affect Personalizing/ Advanced empathy Tone Congruent with CO Response Immediacy Self-disclosure Confrontation Silence Problem Identification Goal setting Probes /Clarifications/Questions

3. Reflections on your behavior in the session (what worked/didn't work)

4. Progress of the session:

a. Pace: (too slow? Appropriate? Too fast?)

b. Progress: (smooth? disorganized?)

c. Client-centered/Counselor-centered?

5. Counseling relationship and atmosphere?

6. How was session closed?

## Informed Consent Agreement Department of Counseling

The Department of Counseling at the University of North Carolina at Charlotte focuses on growth in meeting life's personal, family and social demands, and on educational or vocational choices. Emphasis is on improving personal-social skills and adjustment to life situations, the development of improved problem solving and decision-making capabilities, and working through personal, relational, or career concerns.

In using the services of a counseling intern from the Department of Counseling, the student/client must understand that for training purposes it may require video/audio recordings of counseling sessions. These recordings enable the counseling faculty to assess the skills of the counselor-trainee.

It should be clearly understood that the information obtained from or divulged by the client is treated with the strictest confidence in accordance with the ethical and professional standards provided by the American Counseling Association and the American School Counselor Association. Furthermore, information will not be transmitted to any person or agency without the written consent of the client and/or the parent/guardian of the client (if client is a minor).

The **EXCEPTIONS** to **CONFIDENTIALITY** are:

Subpoena or court ordered by a judge Suspicion of child/elderly abuse/neglect Client threatens/commits harm to self or a third party.

I have read the above and understand its contents. I hereby agree to the following:

- Recording of all counseling sessions. Recordings will be erased at the termination of counseling.
- The counseling faculty and counseling peer supervision group will listen to or view the recording to assess counselor trainee skills.
- What is said or done by the student or client will be kept in confidence and not be transmitted outside of the counseling supervision class or supervision process. Only the client or parent/guardian may elect to release this information to persons or agencies outside the counseling program.
- Testing may be determined to be helpful for the client and, if deemed necessary by the client and counselor-trainee, will be conducted to provide additional case information.
- The case records maintained concerning these counseling sessions will be kept in a confidential file and always under the protection of the counselor-trainee and faculty.

---

Client/Student (or Parent/Guardian) Signature

---

Date

## Acuerdo de Consentimiento Department of Counseling

El Departamento de Orientación de la Universidad de Carolina del Norte en Charlotte se enfoca en el crecimiento personal, familiar y social del individuo y en ayudar al mismo con las opciones educativas y formación profesional. El programa de orientación hace hincapié en mejorar las habilidades personales-sociales, ayudar con la adaptación a situaciones adversas en la vida, desarrollar la capacidad para solucionar problemas, y asistir con preocupaciones personales, relacionales o de carrera.

Al usar los servicios de un estudiante haciendo su práctica de consejería en el Departamento de Orientación, el alumno / cliente debe entender que para fines de entrenamiento, videos / grabaciones de las sesiones de consejería pueden ser requeridos. Estas grabaciones permiten a la facultad de orientación de la universidad evaluar las habilidades del estudiante que está haciendo su práctica.

Debe quedar claro que la información obtenida o divulgada por el cliente es tratada con la más estricta confidencialidad de acuerdo con las normas éticas y profesionales propuestas por la American Counseling Association y el American School Counseling Association . Además, la información no es compartida con ninguna persona o entidad sin el consentimiento escrito del cliente y / o el padre / tutor del cliente (si el cliente es menor de edad). **LAS EXCEPCIONES A LA CONFIDENCIALIDAD SON:** Citación u orden judicial por un juez La sospecha de abuso o negligencia de niños / ancianos La sospecha que el cliente tiene intención o se ha hecho daño a sí mismo o a un tercero.

---

He leído este documento y entiendo su contenido. Yo estoy de acuerdo con lo siguiente:

- Grabaciones de todas las sesiones de consejería. Las cintas serán borradas al terminar la terapia.
- La facultad de orientación de la universidad y estudiantes del grupo de supervisión del consejero en práctica van a escuchar o ver la cinta para evaluar las habilidades del estudiante.
- Lo que es dicho o hecho por el cliente durante las sesiones se mantendrá en confidencial y no será compartido con nadie a excepción del supervisor y estudiantes del grupo de supervisión del consejero en práctica. Sólo el cliente o el padre / tutor puede dar permiso de divulgar esta información a personas o agencias fuera del programa de orientación.
- En el caso que se determine que algún examen/evaluación es útil para el cliente y, si se considera necesario por el cliente y el consejero(a) en práctica, estas se llevarán a cabo para proporcionar información adicional que puede ayudar al cliente.
- Los expedientes mantenidos en relación con estas sesiones de orientación se mantendrá en un archivo confidencial y siempre bajo la protección del consejero en prácticas y profesores.

Cliente o del padre / tutor firma \_\_\_\_\_ Fecha: \_\_\_\_\_

Department of Counseling

## Client Release Form

I \_\_\_\_\_ agree to be counseled by a Practicum or Internship student from the Department of Counseling at The University of North Carolina at Charlotte. I understand that my identity will remain anonymous and all information will be kept in strictest confidence.

I realize that the counselor is a graduate student being trained in counseling skills and that he or she is receiving supervision from a faculty member in the Department of Counseling.

I understand that my counselor will be recording our sessions for his or her educational purposes only. I give permission for interviews to be recorded and for other counselors-in-training to listen to those counseling sessions only when used as a part of the counselor training program.

\_\_\_\_\_  
Client signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian signature:  
(if client is under 18 years of age)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor signature

\_\_\_\_\_  
Date

## Autorización del cliente

Yo \_\_\_\_\_ estoy de acuerdo en recibir consejería. Entiendo que la consejería será dada por un consejero(a) que está haciendo su práctica en el Departamento de Orientación de la Universidad de Carolina del Norte en Charlotte. Yo entiendo que mi identidad se mantendrá anónima y toda la información de mis sesiones será mantenida en estricta confidencialidad.

Yo entiendo que el consejero(a) es un estudiante de postgrado quien está siendo entrenado en técnicas de consejería y que él o ella está bajo la supervisión de un profesor en el Departamento de Orientación.

Yo entiendo que mi consejero(a) va a grabar las sesiones para sus fines educativos. Doy permiso para que las sesiones de consejería sean grabadas y para que otros consejeros en práctica escuchen las sesiones de consejería sólo cuando se usan como con fines educativos.

Firma del cliente: \_\_\_\_\_ Fecha: \_\_\_\_\_

La firma del padre o tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_  
(si el cliente es menor de 18 años de edad)

Firma del consejero: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Play Therapy Client Release Form

Department of Counseling

### How can my child benefit from play therapy?

Benefits of individual play therapy includes one-on-one attention from an adult and improvement in the child's self-control and self-esteem. In addition, play therapy helps children to handle stress and feelings of anger. Most importantly, play therapy helps children to become more self-reliant and independent.

\*\*\*\*\*

I, \_\_\_\_\_, the legal guardian of \_\_\_\_\_ agree for my child to be counseled by an internship student in the Department of Counseling at University of North Carolina at Charlotte. I understand that my child's identity will remain anonymous and all information will be kept in strictest confidence.

I understand that the counselor is a graduate student being trained in counseling skills and that he/she is receiving supervision from a faculty member in the Department of Counseling. I give permission for sessions to be recorded and for my clinical supervisors and other counselors-in-training to listen to those counseling sessions as a part of my counselor training program.

Parent or Guardian's signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's signature \_\_\_\_\_ Date: \_\_\_\_\_

Departamento de Counseling

**Formulario de Consentimiento para Clientes en Terapia de Juego**

**Como se puede beneficiar mi niño(a) al participar en Terapia de Juego?**

Los beneficios de la terapia de juego incluye la atención individual que recibirá el niño(a) de parte del terapeuta de juego así como también un mejoramiento del auto-control y del auto-estima en el niño(a).

Adicionalmente, la terapia de juego ayuda a los niños a manejar de mejor forma el estrés y sentimientos como el enojo. Aun mas importante es que la terapia de juego ayuda a los niños a ser más independientes y seguros de sí mismos.

\*\*\*\*\*

Yo, \_\_\_\_\_, el representante legal de

\_\_\_\_\_ estoy de acuerdo de que mi niño(a) participe en terapia de juego dirigida por un estudiante que está haciendo su pasantía en el Departamento de Counseling en la Universidad de North Carolina at Charlotte. Yo entiendo que la identidad de mi niño(a) será mantenida anónima y que toda la información será mantenida en completa confidencialidad.

Yo entiendo que el terapeuta de juego es un estudiante de estudios avanzados quien está siendo entrenado(a) en habilidades especificas para proveer terapia. Yo también entiendo que este estudiante recibe supervisión de parte de un profesor del Departamento de Counseling. Yo doy mi permiso para que las sesiones de terapia de juego sean grabadas y que supervisores y otros estudiantes que están en entrenamiento vean estas sesiones como parte del entrenamiento que recibe el estudiante en pasantía.

Firma del Representante Legal \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Counselor \_\_\_\_\_ Fecha: \_\_\_\_\_

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Department of Counseling  
**Mid-Semester Self-Evaluation**

1. How are you progressing toward meeting your goals as stated at the beginning of the semester? Please be specific and provide examples.

2. What you have learned about:

a. counseling in general

b. supervision in counseling

c. yourself as a counselor

3. Evaluate your skills and effectiveness as a counselor based on:

a. receiving feedback from peers

b. receiving feedback from supervisors

c. self-assessment

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Department of Counseling

**End of Semester Self-Evaluation**

1. Have you been successful in realizing your goals as stated at the beginning of the semester?

Please be specific and describe how you have or have not achieved these goals.

2. Provide an evaluation of your skills and your perception of your effectiveness as a counselor based on your performance during this clinical experience.

3. Do you have any suggestions/recommendations regarding your clinical placement and/or the practicum/internship class? Please be specific.

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling

Examples of the following forms are found in the Canvas files

**Supervisor's Final Evaluation of Counselor Trainee**

**Student Evaluation of Site Supervisor**

**Student Evaluation of Practicum/Internship Site**

# **APPENDIX B**

## **Supplemental Forms & Report Formats**

## Case Notes: Individual Clients

Student's Name: \_\_\_\_\_ Client ID \_\_\_\_\_ Session # \_\_\_\_\_

Date of Session: \_\_\_\_\_

Type of activity:

Your goal(s) for the session:

Summary of content:

Counselor's conceptualization of the problem/issues:

Comments on positive counseling behaviors:

Comments on counseling behaviors needing improvement:

Plans for future:

Did you tape the session? YES NO If yes, have you listened to the tape? YES NO If yes, what did you learn from listening?

Your evaluation of your work: 5 (great) to 1 (poor): \_\_\_\_

## Case Notes- Groups

Student's Name: \_\_\_\_\_ Group: \_\_\_\_\_  
Session# \_\_\_\_\_

Date of Session: \_\_\_\_\_

Type of Group Activity:

Your goal for the activity:

Summary of group:

Comments on Positive Counseling Behaviors:

Comments on Counseling Behaviors Needing Improvement:

Plans for Future:

Your Evaluation of Your Work: 5(great) to 1 (poor): \_\_\_\_\_

## Classroom Guidance Lesson Reflection

Counselor:

Lesson Title/Topic:

Date/s Taught:

Grade:

General Description of Lesson:

Strengths of the Guidance Lesson:

Challenges of the Guidance Lesson:

Other Observations, Questions, Concerns, Impressions:

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
Department of Counseling

### **Case Presentation**

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work.

#### Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

#### Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

#### Observations and assessment: Conceptualization of Problem

Describe your observations and impressions of the client?

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

#### Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

#### Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

#### **Areas for Support/Help**

Specifically what kind of help would you like, either from your university instructor and from fellow students, about this client, this session, and your counseling efforts?

#### **Brief Case Conceptualization Summary**

Use the following abbreviated form for your presentation [copies will be given to your peers]. Highlight aspects of your more detailed case conceptualization [submitted to instructor] on this form.

1. Demographic information [age, grade in school or employment, ethnicity/culture, family unit]
2. Brief overview of the session you are presenting 10 minutes from [how did it open?; dominant issues/themes, any emotional, cognitive, or behavioral reactions/shifts during this session; did you approach this session with intentionality?; how did the session close?]
3. What is your conceptualization of this student/client's issues/concern?
4. What is your perception of "self" within this session?
5. Were you working from a specific theoretical orientation during this session? If not, why?
6. Any skills/techniques during this session that you may have employed and can identify?
7. What clinical plans might you have for the next session?
8. Areas for feedback and support:
  - a) .....
  - b) .....
  - c) .....

### **Consultation Report Guidelines**

When a practicum or internship student conducts a consultation, a written consultation report will be prepared. The consultation consists of the student intern consulting with other professionals i.e. teachers, administrators, social workers, psychologists, etc. regarding one of the intern's clients/students or other appropriate matters. The report should address (a) the reasons for the consultation, (b) the results of the consultation, and (c) the intern's application of these results.

# APPENDIX C

# Ethical Codes and Standards

## American Counseling Association

### Ethics & Professional Standards

**MISSION** The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. © 2014 by the American Counseling Association. All rights reserved. *Note:* This document may be reproduced without permission for non-commercial purposes only.

**ACA Code of Ethics Preamble** The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts. Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

**ACA Code of Ethics Purpose** The *ACA Code of Ethics* serves five main purposes: 1. The *Code* enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. 2. The *Code* helps support the mission of the association. 3. The *Code* establishes principles that define ethical behavior and best practices of association members. 4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession. 5. The *Code* serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The *ACA Code of Ethics* contains eight main sections that address the following areas: Section A: The Counseling Relationship Section B: Confidentiality and Privacy Section C: Professional Responsibility Section D: Relationships With Other Professionals Section E: Evaluation, Assessment, and Interpretation Section F: Supervision, Training, and Teaching Section G: Research and Publication Section H: Distance Counseling, Technology, and Social Media Section I: Resolving Ethical Issues

Each section of the *ACA Code of Ethics* begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a

starting point that invites reflection on the ethical mandates contained in each part of the *ACA Code of Ethics*. When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process.

Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop. A brief glossary is given to provide readers with a concise description of some of the terms used in the *ACA Code of Ethics*.

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

## American School Counselor Association Ethical Standards

**Preamble** The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/ licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors.

School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/ disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
  - Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
  - Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
  - Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
  - Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.
- In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:
- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators

regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

# **American Mental Health Counselors Association**

## **Code of Ethics**

AMHCA CODE OF ETHICS (REVISED 2010)

### **AMHCA Preamble**

The American Mental Health Counselors Association (AMHCA) represents mental health counselors. As the professional counseling organization of mental health counselors, AMHCA subscribes to rigorous standards for education, training and clinical practice. Mental health counselors are committed to increasing knowledge of human behavior and understanding of themselves and others. AMHCA members are highly skilled professionals who provide a full range of counseling services in a variety of settings. Members believe in the dignity and worth of the individual and make every reasonable effort to protect human welfare. To this end, AMHCA establishes and promotes the highest professional standards. Mental health counselors subscribe to and pledge to abide by the principles identified in the Code of Ethics.

This code is a document intended as a guide to: assist members to make sound ethical decisions; to define ethical behaviors and best practices for Association members; to support the mission of the Association; and to educate members, students and the public at large regarding the ethical standards of mental health counselors. Mental health counselors are expected to utilize carefully considered ethical-decision making processes when faced with ethical dilemmas.

[http://www.amhca.org/assets/content/AMHCA\\_Code\\_of\\_Ethics\\_2010\\_updated\\_1-20-13\\_COVER.pdf](http://www.amhca.org/assets/content/AMHCA_Code_of_Ethics_2010_updated_1-20-13_COVER.pdf)

# The Association for Addiction Professionals

## Ethical Standards of Alcoholism & Drug Abuse Counselors

### NAADAC Code of Ethics

“We counselors have a lot of power! As authorities on this terrible disease of Addiction, let us be careful to never use power for petty or vindictive ends. To never thoughtlessly reject a client. We can affirm our client’s sense of value, or we can damage them with a casual joke or comment at their expense. We can help them to respect themselves, or we can tear down their self-esteem by treating them disrespectfully and unimportant. We have the power to do great good or great harm.

Today, let me remember my power and take care to use it wisely.”

- Anonymous

Taken from May 24, Help for the Helpers, Hazelden Foundation Publishers, 1989

### Introduction to NAADAC Ethical Standards

Ethics are generally regarded as the standards that govern the conduct of a person. Smith and Hodges define ethics as a “human reflecting self-consciously on the act of being a moral being. This implies a process of self-reflection and awareness of how to behave as a moral being. Some definitions are dictated by law, individual belief systems, religion or a mixture of all three.

NAADAC recognizes that its members and certified counselors live and work in many diverse communities. NAADAC has established a set of ethical best-practices that apply to universal ethical deliberation. Further, NAADAC recognizes and encourages the notion that personal and professional ethics cannot be dealt with as