

STETSON UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF COUNSELOR EDUCATION



Fieldwork Handbook

Revised 2026

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Introduction to the Fieldwork Handbook

This manual is designed specifically for students enrolled in the practicum and internship courses within the Department of Counselor Education. It provides essential information, expectations, and policies that apply directly to your clinical training experiences. Because practicum and internship are unique components of your program, linking classroom learning to supervised clinical practice, this manual serves as your primary guide for navigating requirements, procedures, and responsibilities during these courses.

Please note that this manual is intended to supplement, not replace, the policies outlined in the Department of Counselor Education Student Handbook and the Stetson University Catalog. Students are responsible for being familiar with and adhering to all program, departmental, and university-wide policies.

We encourage you to review this manual thoroughly and refer back to it often throughout your clinical training. It is our hope that it will serve as a clear and supportive resource as you develop your professional identity and counseling competencies in the practicum and internship sequence.

Welcome from the Department Chair

Welcome to your practicum and internship experiences in the Department of Counselor Education. These clinical courses represent an important milestone in your training, as you begin to apply your knowledge and skills in real-world settings. We are committed to supporting your growth as you transition from student to professional counselor. Take advantage of the opportunities ahead, embrace feedback, and continue developing the strengths and resilience that will serve you throughout your career.

~ W. Bradley McKibben, PhD, LMHC (FL), NCC, BC-TMH

Welcome from the Clinical Coordinator

I am delighted to welcome you to the practicum and internship sequence. These experiences are the heart of your counselor development, offering space to practice, reflect, and refine your counseling skills under supervision. This is a time to stretch, to learn from both challenges and successes, and to strengthen your professional identity. Please know that I, along with your faculty supervisors, am here to guide and support you through this important stage of your journey.

~ Brooke Bugni, PhD, LMHC (FL), NCC

Purpose of Practicum and Internship

Practicum and internship experiences are integral components of counselor education and serve as the bridge between academic preparation and professional practice. These field-based experiences provide students with structured opportunities to apply counseling knowledge, skills, and ethical decision-making within supervised clinical settings. Through direct engagement with clients, consultation with supervisors, and ongoing self-reflection, students progressively develop the competencies necessary for effective professional counseling practice.

Developmental Progression

Practicum and internship are designed as sequential and developmental experiences that support students' growth from counselors-in-training to entry-level professionals.

Practicum serves as the initial clinical experience, emphasizing skill development, case conceptualization, professional behavior, and the integration of counseling theories into practice. Internship builds upon these foundational experiences by providing increased opportunities for direct service, autonomy, professional responsibility, and advanced clinical skill development. Throughout both experiences, students receive ongoing supervision and feedback intended to foster continuous professional growth and competence.

Relationship Between Coursework and Field Experience

Fieldwork experiences provide students with opportunities to apply concepts, theories, and interventions learned throughout the counselor education curriculum. Practicum and internship facilitate the integration of academic knowledge with real-world counseling practice, allowing students to develop proficiency in assessment, treatment planning, counseling interventions, multicultural responsiveness, ethical decision-making, documentation, and professional collaboration. The field experience serves as a critical environment in which students demonstrate and refine the competencies introduced in their coursework.

Professional Identity Development

An essential purpose of practicum and internship is the development of a strong professional counselor identity. Through supervised practice, participation in professional activities, adherence to ethical standards, and engagement with the counseling profession, students begin to internalize the values, responsibilities, and expectations associated with professional counseling. Students are expected to demonstrate professionalism, ethical conduct, cultural humility, advocacy, and a commitment to

lifelong learning. These experiences prepare students to assume the responsibilities of professional counselors and contribute meaningfully to the communities they serve.

Overview of Practicum and Internship

Students in the M.S. program in Clinical Mental Health Counseling are required to complete one practicum and two internships.

Students in the M.S. program in Marriage, Couple and Family Counseling are required to complete one practicum and two internships.

Students pursuing a dual major in CMHC/MCFC are required to complete one practicum and three internships.

Practicum Overview

All students MUST apply for their practicum experience. Application information, forms, and updated deadlines are located on the Practicum and Internship webpage: <https://www.stetson.edu/artsci/counselor/internship.php>. Failure to apply may result in a denial of beginning the practicum experience.

Practicum is a supervised clinical experience intended to enable the student to develop basic counseling skills and integrate professional knowledge. Practicum is offered prior to internship. Students with lower than a 3.0 GPA may not register for practicum. Students must have been accepted into degree-seeking graduate program, completed Evaluation and Assessment (COUN 501), Legal, Ethical & Professional Issues (COUN 502), Human Relations Methods & Skills (COUN 503), Group Counseling (COUN 504), Theories of Counseling (COUN 505), Human Development (COUN 506), Family Systems (COUN 508), Individual, Marital & Family Psychopathology & Psychotherapy (COUN 509), Multicultural Counseling and Psychosocial Theory (COUN 513), and Statistical Analysis and Research Design (COUN 515), and have been advanced to candidacy.

Practicum in Counselor Education Requirements:

Clinical Mental Health Counseling

Practicum students in the Clinical Mental Health Counseling program are required to complete practicum experiences that total a minimum of 200 clock hours. The practicum provides for the development of individual, couple and family counseling and group work skills under supervision. The student's practicum includes the following:

1. A minimum of 40 hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
2. A minimum of (1) hour a week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.
3. A minimum of one and one-half (1 1/2) hours a week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

Marriage, Couple and Family Counseling

Students are required to complete supervised practicum experiences that total a minimum of 200 clock hours. The practicum provides for the development of individual, couple, family counseling and group work skills under supervision. The student's practicum includes the following:

1. A minimum of 40 hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
2. A minimum of (1) hour a week of individual supervision by on-site supervisor. (This may include review of audiotapes, videotapes and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.
3. A minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member.
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.
5. The 200-clock hour requirement for practicum may be met through a variety of approaches, with permission from your University and Site Supervisor.

Dual Major

Students pursuing a dual major specializing in both Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling are required to complete a practicum that will total a minimum of 200 clock hours. The practicum provides for the development of individual, couple and family counseling and group work skills under

supervision. The student's practicum includes the following:

1. A minimum of 40 hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
2. A minimum of (1) hour a week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.
3. A minimum of one and one-half (1 1/2) hours a week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

Internship Overview

Internship is a post-practicum supervised clinical experience intended to enable the student to refine and enhance basic counseling or student development skills and integrate professional knowledge and skills appropriate to the student's specialization and post-graduation professional placement. Students must have completed COUN 525 (Advanced, Individual, Couple, and Family Therapy, Techniques and Treatment Planning) prior to the start of Internship I.

Internship in Counselor Education Requirements

Clinical Mental Health Counseling Internship

Clinical Mental Health Counseling students are required to complete internship experiences that total a minimum of 600 clock hours during Internship I and II (300 clock hours in each clinical internship). The internship provides students with "work experience" in the setting and further development of individual, couple, family, and group work skills under supervision. The student's internship includes the following:

1. A minimum of 260 hours of direct service with clients appropriate to the program of study (130 hours each semester of Internship);
2. A minimum of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half (1 1/2) hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;

4. The opportunity for the student to become familiar with a variety of professional activities other than direct service;
5. The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision;
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computer, print and non-print media, professional literature, research, and information and referral to appropriate providers; and
7. A formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.
8. Internship I and Internship II must be completed over a minimum of two (2) semesters.

The combination of the Practicum and Internship I & II enables the student to record at least 800 clock hours of supervised professional experience.

Marriage, Couple and Family Counseling Internship

Students are required to complete internship experiences that total a minimum of 600 clock hours (300 clock hours in each clinical internship). The internships provide students with "work experience" in the setting and further development of individual, couple, family counseling and group work skills under supervision. The student's internship includes the following:

1. A minimum of 260 direct contact hours with clients appropriate to the program of study (130 hours each semester of Internship) with 200 of the total direct hours providing marriage & family services to meet Florida licensure requirements.
2. A minimum of one (1) hour per week of individual supervision, throughout the internship usually performed by the on-site supervisor.
3. A minimum of one and one half (1 1/2) hours per week of group supervision.
4. The opportunity for the student to become familiar with a variety of professional activities other than direct service.
5. The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision.
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research and information and referral to appropriate providers.
7. A formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.

8. Internship I and Internship II must be completed over a minimum of two (2) semesters.

Dual Major Internship

Students pursuing a dual major specializing in both Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling are required to complete three internship experiences that total a minimum of 1200 clock hours (400 clock hours in each internship). Students will take one internship in Clinical Mental Health Counseling, one internship in Marriage, Couple, and Family Counseling, and one additional internship in Counseling that covers both program areas. The three internships provide students with "work experience" in the setting and further development of individual, couple, family counseling and group work skills under supervision. The student's internship includes the following:

1. A minimum of 480 direct contact hours with clients appropriate to the program of study (160 hours each semester of Internship) with 200 of the total direct hours being relevant clinical relational work (e.g., couple, family therapy) over the entirety of the clinical experience to meet Florida licensure requirements
2. A minimum of one (1) hour per week of individual supervision, throughout the internship usually performed by the on-site supervisor.
3. A minimum of one and one half (1 1/2) hours per week of group supervision.
4. The opportunity for the student to become familiar with a variety of professional activities other than direct service.
5. The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision.
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research and information and referral to appropriate providers.
7. A formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.
8. Internship I, Internship II, and Internship in Counseling must be completed over a minimum of three (3) semesters.

Students pursuing both the Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Family Counseling (MCFC) specializations must complete internship experiences that satisfy the requirements for each specialty area independently. Internship hours for CMHC and MCFC are tracked separately to ensure that students meet the

required competencies and complete a minimum of 600 clock hours in each specialized practice area.

Clinical experiences must be relevant to the designated specialty and provide opportunities to work with appropriate client populations and presenting concerns. Students may complete these experiences within one approved placement or across multiple approved placements, provided that all specialty-specific requirements are met.

Throughout the internship process, students receive supervision from qualified site supervisors and counselor education faculty with appropriate expertise in the applicable specialization. Progress is monitored through documented evaluations and ongoing review of hours and clinical experiences to verify successful completion of all program and accreditation requirements for both specialized practice areas. Please see Appendix *Dual Specialization Hour Tracking Instructions* for details.

Field Placement Process

Prior to being permitted to enroll in practicum student must complete the following:

1. Choose 3-4 potential sites
2. Advancement to candidacy
3. Attend a Practicum orientation meeting
4. Have faculty advisor complete the Advisor Practicum Approval Form (found on the Practicum and Internship webpage above)
5. Complete the Academic Risk Acknowledgement Form (found on the Practicum and Internship webpage above)
6. Documented attendance at 8 personal counseling sessions with a letter in the student file
7. Practicum site approved by Clinical Coordinator
8. Professional liability insurance secured and uploaded to the student's file
9. Signed site contract by student, site supervisor, Faculty Supervisor, and Clinical Coordinator
10. Provide Clinical Coordinator and Faculty Supervisor with a copy of site supervisor license/certification and resume

Pre-Approved Field Placement Sites

The Counselor Education Program maintains a list of pre-approved practicum and internship sites available at <https://www.stetson.edu/artsci/counselor/internship.php> . These sites have

undergone a formal review and approval process conducted by the program to ensure that they provide high-quality training experiences consistent with program expectations and CACREP standards.

Approved sites have demonstrated their ability to provide appropriate clinical opportunities that support student learning and skill development, qualified supervision by appropriately credentialed professionals, a professional environment conducive to counselor training, and exposure to diverse client populations and presenting concerns. The approval process also evaluates the site's capacity to facilitate the development of counseling competencies, professional identity, ethical practice, and multicultural responsiveness.

Students are strongly encouraged to utilize a site from the pre-approved list whenever possible. While students may propose a new site for consideration, any site not currently on the approved list must complete the program's site approval process and receive formal approval prior to the start of practicum or internship activities.

Evaluation of Practicum and Internship

Students' Required Paperwork

It is the student's responsibility to make sure that all required paperwork is submitted to the faculty supervisor by the last day of regularly scheduled classes in the academic term in which Practicum and Internship take place or a grade of incomplete ("I") will be recorded for the practicum class or the internship class in which students are registered. Failure to turn in the required paperwork may prevent further progress in the program.

Students' Evaluation of Site Placement

Students are also asked to evaluate the setting in which the practicum or internship was completed and the Site Supervisor at that setting. The information provided will be helpful in determining the suitability of the site for subsequent placements. The content of evaluations of sites and site supervisors will not affect permanent grades in practicum or internship.

Site Supervisor Evaluations of Student

Feedback from the site supervisor is one of three important sources of information considered in monitoring student progress. Therefore, each site supervisor is asked to complete a Mid-Term Evaluation and Final Evaluation of the student. Site supervisors are expected to complete the evaluation forms digitally by the due dates specified in the syllabus.

Faculty Evaluations of Student

Faculty supervisors provide formative and summative feedback on student skill development across practicum and internship. For each semester of practicum and internship, faculty supervisors will complete a midterm and final evaluation.

Minimum Expectations for Midterm and Final Evaluations

During clinical coursework (COUN 517: Practicum in Counselor Education, COUN 518: Internship I, and COUN 519: Internship II), the faculty supervisor/course instructor and the site supervisor each complete midterm and final evaluations of the student. Because practicum and internship represent different developmental levels, required performance thresholds differ.

Practicum: Students are expected to earn a rating of “3” (Nearing Expectations/Developing Towards Competencies) or higher on each item on both final evaluations (faculty and site supervisor) to pass the course. In cases where a student does not meet this level of proficiency, one of the following remedial strategies will be followed:

- If no more than four items are rated below a “3” on a single final evaluation ~AND~ all items that fall below a “3” are rated at “2” (Below Expectations/Performance is Insufficient or Inconsistent), then the student may be allowed to pass practicum and continue into Internship I (assuming all other requirements are met and no other significant concerns have been identified). However, the Department of Counselor Education will initiate a PAR that will be in place for the student throughout Internship I to formally address identified concerns.
- If five or more items are rated at a “2” on a single final evaluation ~OR~ if any items are rated at “1” (Unacceptable), then the student will earn an ‘F’ for practicum.

Practicum is a time of early growth and skill development. In addition to regular formative feedback in supervision, supervisors are encouraged to use the midterm evaluation to concretely identify strengths and areas for growth. Early growth in practicum commonly manifests as earning several scores of “2” (Below Expectations/Performance is Insufficient or Inconsistent) on the midterm evaluation. While this is not uncommon, if a supervisor has concerns about a supervisee’s performance at midterm (e.g., the number of items rated at a “2” or if one or more items are rated at a “1” [Unacceptable/Significant Remediation Needed]), then a supervisor may request that the Department of Counselor Education initiate a PAR.

Internship I: Students are expected to earn a rating of “4” (Meets Expectations/ Demonstrates Competencies Consistently) or higher on each item on both final evaluations (faculty and site supervisor) to pass the course. In cases where a student does not meet this level of proficiency, one of the following remedial strategies will be followed:

- If no more than four items are rated below a “4” on a single final evaluation ~AND~ all items that fall below a “4” are rated at “3” (Nearing Expectations/Developing Towards Competencies), then the student may be allowed to pass Internship I and continue into Internship II (assuming all other requirements are met and no other significant concerns have been identified). However, the Department of Counselor Education will initiate a PAR that will be in place for the student throughout Internship II to formally address identified concerns.
- If five or more items are rated at a “3” on a single final evaluation ~OR~ if any items are rated at “2” (Below Expectations/Insufficient) or “1” (Unacceptable), then the student will earn an ‘F’ for Internship I.

If a supervisor has concerns about a student’s performance at midterm (e.g., the number of items rated at a “3” or if one or more items are rated at a “2” or a “1”), then a supervisor may request that the Department of Counselor Education initiate a PAR.

Internship II: Students are expected to earn a rating of “4” (Meets Expectations/ Demonstrates Competencies Consistently) or higher on each item on both final evaluations (faculty and site supervisor) to pass the course. In cases where a student does not meet this level of proficiency, then the student will earn an ‘F’ for Internship II.

Student Removal from Practicum or Internship Site

If a student is dismissed from a practicum or internship site due to unethical, unprofessional, or otherwise unacceptable behavior, the student will be required to participate in the PAR process outlined in the Department’s Student Handbook, or depending on the severity of the concerns that led to dismissal, the student could be dismissed from the program.

Competency and Retention

When concerns arise regarding a student’s academic performance, counseling skills, or professional dispositions, the Department follows established procedures for review, remediation, and, when necessary, retention or dismissal decisions. The primary purpose of this process is to support student development while ensuring that graduates of Stetson University counseling programs meet the high academic, professional, and ethical standards expected of professional counselors. For a detailed review of these

Commented [BM1]: I would move this section to after the “minimum expectations” section below. That would flow better: site supervisor and faculty evals, minimum expectations on the evals, and removal from site.

expectations, processes, and procedures, see the “Student Competency, Professional Dispositions, and Retention” section in the Department Student Handbook. These policies apply throughout practicum and internship.

Professional Dispositions

As developing professionals and members of the Stetson community, students in the Department of Counselor Education are called to embody professional dispositions that support ethical, compassionate, and culturally responsive counseling. The HATTERS dispositions, outlined in the Department Student Handbook, represent the qualities we strive to cultivate in ourselves and one another as we prepare to serve clients and communities.

Students receive formal feedback on their dispositional development at two points throughout the program: in COUN 503 (Human Relations Methods & Skills) and COUN 518 (Internship I). Dispositional concerns identified at these time points will be addressed following policies outlined in the Department Student Handbook.

Grades for Practicum and Internship

All practicum courses are graded A, A-, B+, B, B-, C+, C, C-, or F. Internship courses in the department are graded on a "P/F" (Pass or Fail) basis. Courses for which a grade of "P" (Pass) is awarded are counted as part of the total credit hours completed in a program but are not counted for grade point average (GPA) computations (i.e., no "grade points" are awarded for grades of "P").

All grades are awarded by program faculty who are supervising your practicum or internship experience. Program faculty will consult with your site supervisor regarding your grade for the course.

Incomplete Policy for Internship and Practicum

To successfully complete the Practicum and Internship course, students must meet both the hour completion requirement and all course objectives outlined in the syllabus.

Hour Completion Requirement

- Practicum and Internship students are required to complete 100% of the total clinical hours assigned for the semester to receive a passing grade.

Internship Policy on Incomplete Hours

1. Less than 70% of Required Hours Completed:

- a. Students who complete 69% or less of the required hours by the end of the semester will receive a grade of Incomplete (I) for the course.
- b. These students may not enroll in the next internship until all required hours have been completed, and documentation has been submitted and approved by the faculty supervisor.

2. 70–99% of Required Hours Completed:

- a. Students who complete 70% to 99% of the required hours will be allowed to submit the remaining hours; however, they will be placed on a Student Referral for Action Plan (SRAP).
- b. The SRAP will outline a plan for timely completion of remaining hours, strategies for improvement, and may include additional faculty oversight.

3. 100% of Required Hours Completed:

- a. Students who complete all required hours and meet all course objectives will receive a grade according to standard course grading criteria.

Additional Notes

- All incomplete hours must be completed prior to the start of the next semester unless otherwise approved by faculty.
- Failure to complete remaining hours within the agreed-upon timeline may result in course failure and the need to repeat the internship.

Logging Hours for Practicum and Internship: Time2Track

Students are required to enroll in Time-2-Track to maintain all clinical hours' documentation. The cost is \$79.00 per year and can be paid directly to the Stetson Department of Counselor Education by following this link: <https://www.stetson.edu/artsci/counselor/student-fees.php>. Specific instructions for using Time2Track are provided in your Practicum syllabus.

Emergency Procedures in Fieldwork

The program maintains clearly defined emergency procedures to ensure the safety and welfare of clients, students, and site personnel across all practicum and internship settings. Prior to engaging in fieldwork, students receive training on the identification and management of clinical emergencies, including but not limited to suicidal or homicidal

ideation, abuse or neglect disclosures, and acute mental health crises. Students are instructed to follow a structured response protocol that prioritizes immediate client safety, including remaining with the client when appropriate, notifying the site supervisor as the first point of contact, and engaging on-site emergency resources or community emergency services (e.g., 911, mobile crisis units) as needed.

All fieldwork sites are required to maintain established emergency procedures, which are reviewed and approved by the program through the site onboarding and affiliation agreement process. Students are oriented to both program expectations and site-specific protocols prior to initiating direct client contact. A qualified supervisor is available for consultation during all client interactions, and procedures are in place to ensure continuity of supervision in the event of supervisor unavailability. Following any emergency event, students are required to complete appropriate documentation in accordance with site policies and applicable legal and ethical standards, including those outlined by the American Counseling Association Code of Ethics. These procedures are consistently applied across delivery modalities, including in-person and virtual counseling environments, with additional safeguards in place to address client location and access to emergency services in telehealth contexts.

Ethical & Professional Requirements

The Department of Counselor Education adheres to the current ethical standards from the American Counseling Association (ACA) and the American Mental Health Counselors Association (AMHCA). Other professional codes of ethics and competencies published by the ACA and its divisions are also part of ethical counseling practice.

Professional Liability Insurance

Litigation involving practitioners in the counseling profession is always a possibility. Adherence to professional ethical standards and high standards for personal and professional conduct may help avoid litigation. Nevertheless, since there is no "foolproof" way to avoid litigation, professional insurance is a necessity.

Students must obtain professional liability insurance prior to beginning practicum and internship experiences. Students can obtain professional liability insurance through professional organizations such as the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), and Association for Counselor Education and Supervision (ACES). Students must maintain this insurance for the duration of their practicum and internship experience.

THE DEPARTMENT OF COUNSELING REQUIRES YOU TO PURCHASE PROFESSIONAL LIABILITY INSURANCE AT THE START OF PRACTICUM.

If you become involved in litigation as a result of activities engaged in during practicum or internship, you may or may not be entitled to the services of University attorneys and/or the attorneys representing the practicum or internship site. However, remember that University and practicum & internship site attorneys are employed to represent the interests of the University and practicum & internship site first.

Appendix

Resource Guide

STETSON UNIVERSITY

Pre-Practicum Resource Guide

Nine months to one year prior to entering your Practicum semester:

- Attend a Practicum Orientation.
 - o Orientation is offered only in Fall and Spring terms.
 - o Proof of attendance is required prior to the start of your Practicum course.
- Update Professional Resume with most current training, etc.
 - o Contact [Career and Professional Development](#) for guidance on creating your professional resume.
- [Counselor Education Practicum and Internship Manual](#).
 - o Identify 3-4 potential sites from the Practicum and Internship Manual, link above.

Securing your Practicum Site

<p>Students Participating in the HBHC Grant</p> <ul style="list-style-type: none"><input type="checkbox"/> Follow directions set forth by the grant guidelines for contacting sites.<input type="checkbox"/> Practicum position will be secured with the help and guidance of Dr. Williams.<input type="checkbox"/> Complete any required paperwork or background check required by the site. This may require a fee.	<p>Students NOT Participating in the HBHC Grant</p> <ul style="list-style-type: none"><input type="checkbox"/> Contact each of your 3-4 site choices to set up a professional interview.<input type="checkbox"/> Discuss the availability of practicum space, expectations from the site, potential start date, identify hours you are able to work, etc.<input type="checkbox"/> Secure practicum position at your desired location with a formal offer.<input type="checkbox"/> Complete any required paperwork or background check required by the site. This may require a fee.
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Practicum Check-list

Three months prior to entering your Practicum semester, the following forms must be completed:

- [Counselor Education Practicum and Internship Manual](#) - not a form to complete
 - o First Item on the Practicum Check-list from above.
- [Academic Advisor Approval to start Practicum](#)
 - o You must send the link above to your Academic Advisor for them to complete
- [Academic Internship Risk Acknowledgement](#)
- [Acknowledgment of Risk Form Off-Campus Educational Experiences](#)
- [Prerequisite Attestation Form](#)
- [Final Accepted Practicum Site Documentation](#) (the items below will be uploaded with the Final Practicum Documentation)
 - o Completion Letter of Eight Counseling Sessions
 - o Copy of Liability Insurance

Additional Important Information

- Time2Track – This is an online system that is utilized to track training hours and is REQUIRED for all students at a cost of \$69 at the start of Practicum.
- As the Student Handbook states, the CPCE Exam is required as one of our graduation requirements and is normally taken during Practicum at a cost of \$75.

All forms on the Practicum Check-List are required to be completed 90 days prior to the start of the term in which you are starting Practicum – no exceptions

Practicum/Internship Contract

Clinical Mental Health Counseling and Marriage, Couple & Family Counseling Time2Track Form

Purpose

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of counseling.

The University Program agrees:

1. To assign a University faculty liaison to facilitate communication between the University and site;
2. To notify the student that he/she must adhere to the administrative policies, rule, standards, schedules, and practices of the site;
3. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relationship to the student, site, or University occur;
4. That the University supervisor is responsible for the assignment of a fieldwork grade;
5. To provide workshops/training to field sites free-of-charge.

The Practicum/Internship student agrees:

1. Demonstrate professional behavior at all times, including appropriate communication, dress, timeliness, and interpersonal interactions;
2. Notify the site supervisor and university supervisor promptly of any absences, delays, or concerns impacting participation at the site;
3. Adhere to the ACA Code of Ethics, state laws, site policies, and university training standards;
4. Engage in assigned clinical tasks, including individual counseling, group counseling, intake, assessment, case management, and other duties approved by the site supervisor;
5. Demonstrate initiative in learning, including requesting feedback, reviewing case materials, and preparing for client sessions;
6. Maintain accurate and timely documentation, including progress notes, treatment plans, and other records required by the site;
7. Attend all scheduled supervision sessions, both at the site and through the university;
8. Be receptive to feedback, incorporate supervisor guidance, and demonstrate ongoing growth in clinical skills;
9. Log hours accurately and consistently in the university's required format and obtain supervisor verification in a timely manner.

The Practicum/Internship site agrees:

1. To assign a qualified supervisor who has appropriate credentials, time, and interest for training the student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating student's performance;
3. To provide the student with adequate work space, telephone, office supplies, and staff to conduct activities;
4. To facilitate audio/videotape opportunities or live supervision of student counseling activities.

The Site Supervisor agrees:

1. Practicum: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum.
2. Practicum: To participate in biweekly consultation with the University faculty supervisor via email.
3. Internship: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the internship experience.
4. To meet with each student and give and receive feedback from the student goal statements and evaluations, supervisor evaluations, site evaluations;
5. To inform the University faculty liaison of any concerns, difficulties with the student intern as soon as possible.

If practicum/internship student is also an employee of the agency/site, the site agrees:

1. To provide a qualified practicum/internship supervisor who is NOT the same supervisor as the student's employee supervisor;
2. To develop a schedule that separates employee duties/responsibilities from practicum/internship duties/responsibilities;
3. To evaluate the student based on his/her performance as a practicum/internship student separate from his/her employee evaluation;
4. To provide student with clinical responsibilities and opportunities that are NOT the same as the student's role as an employee;
5. To inform the University faculty liaison of any concerns, difficulties, conflicts of interest between role as student versus role as employee as soon as possible.

Emergency Procedures

The site agrees to maintain and communicate established emergency procedures to practicum and internship students prior to the initiation of direct client contact. Emergency procedures include protocols for responding to situations such as suicidal or homicidal ideation, abuse or neglect disclosures, medical or psychiatric emergencies, threats to safety, and other crises that may arise during service delivery. In the event of an emergency, the site supervisor shall serve as the student's first line of contact and primary source of immediate supervision and direction. The faculty supervisor should also be notified of the emergency situation as soon as reasonably possible in accordance with program policy.

The site agrees to provide students with appropriate supervisory support and access to a qualified supervisor or designated emergency contact during all client service activities. In situations requiring immediate intervention, students may utilize on-site emergency resources or community emergency services (e.g., 911, crisis response teams) in accordance with site policy. The site also agrees to orient students to procedures related to documentation, incident reporting, and continuity of care following an emergency event. These procedures apply across all service delivery modalities, including in-person and telehealth counseling service.

Site Supervisor

Faculty Supervisor

University Practicum & Internship Coordinator

Date

Site Supervisor Evaluation

Time2Track form

Instructions for Site Supervisors

Thank you for serving as a clinical supervisor for Stetson University's Counselor Education Program. Your evaluation of the student's clinical performance is an essential component of their training and CACREP-accredited assessment processes. Please review the directions below before completing this form.

Please review each statement carefully. These items reflect the counseling skills, professional behaviors, ethical practices, and dispositions expected of students in supervised clinical training. Rate the student on each item using the 1–5 scale provided:

1. Unacceptable / Significant Remediation Needed
2. Below Expectations / Performance is Insufficient or Inconsistent
3. Nearing Expectations / Developing Toward Competency
4. Meets Expectations / Demonstrates Competencies Consistently
5. Exceeds Expectations / Demonstrates Competencies at a High Level

Base your ratings on the student's actual performance at your site. Consider their counseling skills, professionalism, responsiveness to supervision, documentation, cultural competence, and overall functioning within your setting.

Minimum Performance Requirements

Because practicum and internship represent different developmental levels, the required performance thresholds differ:

****Practicum Students****

Must earn a rating of "3" or higher on the final evaluation for each competency area to pass the course. Any score below 3 indicates the need for faculty review and potential remediation. If the student scores a 2 or lower on midterm or final please contact faculty supervisor right away. (For mor details see site supervisor manual)

****Internship Students****

Must earn a rating of "4" or higher on the final evaluation for each competency area to pass the course. Any score below 4 indicates that the student has not yet met the expected level of professional competence. If the student scores a 3 or lower on midterm or final please contact faculty supervisor right away. (For mor details see site supervisor manual)

Importance of Accurate Evaluation

Your honest and accurate ratings help ensure appropriate developmental support for the student, alignment with CACREP standards, identification of strengths and growth areas, protection of client welfare, and clear communication between site and university supervisors. Thank you for your partnership in training future professional counselors!

<i>Statement</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Near Expectations/ Developing</i>	<i>Below Expectations/ Insufficient</i>	<i>Unacceptable</i>
<i>Intake & Assessment Skills- How effectively does the student utilize appropriate skills in completing an intake, mental status exam, biopsychosocial assessment, psychological assessment, and/or initial session?</i>	○	○	○	○	○
<i>Non-Verbal Communication- How effectively does the student demonstrate non-verbal counseling skills?</i>	○	○	○	○	○
<i>Verbal Communication- How effectively does the student use verbal counseling skills (e.g., door openers, minimal encouragers, question types)?</i>	○	○	○	○	○
<i>Reflection of Content- How accurately does the student reflect or paraphrase client content?</i>	○	○	○	○	○
<i>Reflection of Feeling- How accurately does the student identify and reflect client feelings?</i>	○	○	○	○	○
<i>Reflection of Meaning- How accurately does the student reflect the client's values and beliefs about self, others, and the world infused within the problem(s) and/or story (e.g., reflection of meaning)?</i>	○	○	○	○	○
<i>Summarizing- How effectively does the student summarize the client's narrative?</i>	○	○	○	○	○
<i>Confrontation/Challenging Discrepancies- How effectively does the student challenge client discrepancies?</i>	○	○	○	○	○
<i>Presenting Problem Identification- How well does the student identify the</i>	○	○	○	○	○

<i>client's presenting concerns and maintain session focus?</i>					
<i>Diagnostic Accuracy- How accurately does the student diagnose based on assessment data, including coding and differential diagnosis?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Use of Assessment Instruments- How effectively does the student use assessment tools to support diagnoses while considering cultural bias?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Consideration of Medical Issues- Does the student appropriately consider medical factors, including medications?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Risk Assessment & Response- How effectively does the student document and respond to risks (harm to self/others, substance use, abuse, safety concerns)?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Treatment Planning- How consistent is the student's approach with theory when creating measurable, specific, observable goals and interventions?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Goal setting- How effectively does the student assist clients in determining appropriate goals (e.g., asks effective goal setting questions, questions remain focused on the client)?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Documentation & Record Keeping- How accurate and complete is the student's documentation of ethical, legal, and clinical issues?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Flexibility in Treatment- How effectively does the student modify treatment based on client needs and responses?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Timeliness of Case Notes- Does the student complete case notes promptly and in compliance with ethical and legal standards?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Multicultural Competence- How effectively does the student apply cultural awareness throughout case conceptualization, assessment, and treatment?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Self-Awareness & Supervision Use- How well does the student recognize</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>limitations and seek supervision or refer appropriately?</i>					
<i>Response to Feedback- How effectively does the student respond to supervisory feedback and incorporate guidance into clinical practice?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Personal Awareness & Boundaries- How effectively does the student manage personal issues, demonstrate insight, and maintain boundaries with clients/staff?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Professional Behavior- How consistently does the student demonstrate professional behavior (punctuality, organization, engagement, respect, adherence to site rules)?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note the supervisee's strengths that you have observed (optional):

Please note any areas for improvement for the supervisee. How can the supervisee go about addressing these areas? (optional):

Please provide any additional feedback, if necessary (optional):

Faculty Supervisor Evaluation

Time2Track form

Instructions for Faculty Supervisors

Your evaluation of students' clinical performance is an essential component of their training and CACREP-accredited assessment processes. Please review the directions below before completing this form.

Review each competency statement carefully. These items reflect the counseling skills, professional behaviors, ethical practices, and dispositions expected of students in supervised clinical training. Rate the student on each item using the 1–5 scale provided:

1. Unacceptable / Significant Remediation Needed
2. Below Expectations / Performance is Insufficient or Inconsistent
3. Nearing Expectations / Developing Toward Competency
4. Meets Expectations / Demonstrates Competencies Consistently
5. Exceeds Expectations / Demonstrates Competencies at a High Level

Base your ratings on the student's performance in practicum/internship as evidenced through their performance in individual/group supervision and through consultation with their site supervisor about performance at their site. Consider their counseling skills, professionalism, responsiveness to supervision, documentation, cultural competence, and overall functioning.

Minimum Performance Requirements

Because practicum and internship represent different developmental levels, the required performance thresholds differ. Please refer to the course syllabus for performance expectations on this evaluation.

Importance of Accurate Evaluation

Your honest and accurate ratings help ensure appropriate developmental support for the student, alignment with CACREP standards, identification of strengths and growth areas, protection of client welfare, and clear communication between site and university supervisors.

Evaluation Timepoint:

- Midterm evaluation

- Final Evaluation

Counseling Practice & Relationships

1. Demonstrates effective non-verbal skills that assist in building rapport.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

2. Demonstrates effective verbal invitational skills (e.g., door openers, minimal encouragers, open versus closed ended questions).

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

3. Accurately reflects the content, emotion, and meaning of clients' problem(s) and/or stories.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

4. Accurately reflects and summarizes the client problem(s) and/or story (e.g., summarizing).

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

5. Effectively challenges clients to recognize discrepancies (e.g., confrontation).

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency

- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

6. Effectively assists clients in determining appropriate goals (e.g., asks effective goal setting questions, questions remain focused on the client)

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

7. Demonstrates self-awareness and ability to recognize countertransference when present.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

8. Demonstrates acceptance of others, avoids imposing judgement (both positive and negative) and personal opinions on clients.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Prof. Counseling Orientation & Ethical Practice

1. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

2. Demonstrates knowledge of credentialing, advocacy, and the role of counselors in diverse settings.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

3. Demonstrates openness to feedback, responding non-defensively and incorporating instructor feedback appropriately.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

4. Completes all assignments correctly, in a professional manner, and by the allotted due dates.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

5. Demonstrates effective use of healthy coping skills and personal wellness strategies (and/or demonstrates a strong willingness to grow in these areas).

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

6. Demonstrates professional behavior by arriving on-time, organized and prepared, engaging in respectful interactions with faculty and peers, and following all program policies and guidelines.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent

- Unacceptable/significant remediation needed

Social and Cultural Identities and Experiences

1. Examines social and cultural identities and experiences across diverse populations and applies culturally sustaining, equity-focused strategies.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Lifespan Development

1. Applies knowledge of human development across the lifespan, including biological, psychological, social, and systemic influences, to inform culturally and developmentally appropriate counseling interventions.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Career Development

1. Integrates career development theories, models, and strategies into counseling practice to support client career decision-making, transitions, and wellness.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Group Counseling and Group Work

1. Designs, facilitates, and evaluates group counseling interventions using theoretical foundations and culturally responsive practices.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency

- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Research and Program Evaluation

1. Evaluates and applies research and program evaluation methods to advance evidence-based counseling practice, assess outcomes, and contribute to continuous program improvement.

- Exceeds expectations/demonstrates competencies at a high level
- Meets expectations/demonstrates competencies consistently
- Nearing expectations/developing toward competency
- Below expectations/performance is insufficient or inconsistent
- Unacceptable/significant remediation needed

Please note the supervisee's strengths that you have observed (optional):

Please note any areas for improvement for the supervisee. How can the supervisee go about addressing these areas? (optional):

Please provide any additional feedback, if necessary (optional):

Student Evaluation of Site

Time2Track Form

1. I was informed of my supervisor's expectations regarding formal and informal evaluation such as face-to-face supervision, feedback, and written evaluations.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

2. My supervisor is culturally sensitive.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

3. My supervisor made it comfortable to discuss strengths and weaknesses about my counseling skills.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

4. My supervisor refrained from counseling me except in areas that addressed my effectiveness with clients.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

5. My supervisor would provide me with the name of an alternative supervisor in their absence.

- Strongly Agree
- Agree

- Neither Agree or Disagree
- Disagree
- Strongly Disagree

6. My supervisor and I reviewed an appropriate Code of Ethics and Standards of Practice (e.g., American Counseling Association).

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

7. My supervisor explained the necessity of informing my client that I am a counselor in training who is being supervised.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

8. We discussed the importance of obtaining the client's written consent to audio tape or video tape.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

9. I was made aware that my supervisor is ultimately liable for the welfare of my clients.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

10. I met with my supervisor in a confidential face-to-face environment a minimum of one time a week.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

11. My supervisor and I participated in face-to-face supervision.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

12. I received feedback or evaluation on a regular basis.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

13. My supervisor would refer me for remedial assistance to overcome personal or professional limitations.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

14. I received a written summative evaluation during one of the final supervisory session.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

15. I had the opportunity to perform a variety of counseling related activities (e.g., intake interview, case conceptualization, clinical documentation, case presentations).

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

16. How satisfied were you with the process of being placed at your fieldwork site?

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

17. How clear and supportive was the communication from faculty and staff during your site placement process?

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree

Additional Student Comments about Site and/or site placement process:

HATTERS Dispositions Feedback Form

Student Name:

Date:

	Identified Concern	Developmentally Meeting	Developmentally Exceeding	Not Observed
Humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance for Ambiguity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughtfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Narrative Feedback (if applicable):

Dual Specialization Hour Tracking Instructions

Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Family Counseling (MCFC)

Students completing the dual specialization in Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Family Counseling (MCFC) are responsible for accurately categorizing all practicum and internship activities according to the primary focus of the clinical service provided. Hours must be tracked separately to demonstrate competency and experience in both specialty areas.

General Rule

The classification of hours should follow the **client presentation and counseling modality**, not the student's title or internship site.

- **CMHC Hours** include services that primarily involve individual mental health assessment, diagnosis, treatment planning, and counseling.
- **MCFC Hours** include services that primarily involve relational, systemic, couple, family, or other relationship-focused counseling interventions.

All activities associated with a particular client encounter (including preparation, documentation, consultation, and supervision discussions) should be categorized under the same specialty area as the counseling service provided.

Clinical Mental Health Counseling (CMHC) Hours

The following activities should be recorded as CMHC hours:

Direct Service

- Individual counseling sessions
- Mental health intake assessments conducted with an individual client
- Individual crisis intervention
- Psychoeducation delivered to an individual client
- Individual case management when directly tied to treatment

Related (Indirect) Activities

- Preparation for an individual counseling session
- Treatment planning for an individual client

- Documentation and progress notes for individual sessions
- Review of records specific to an individual client
- Consultation regarding an individual client's treatment
- Case presentations focused on an individual client

Example:

A student conducts a 50-minute individual counseling session and spends 15 minutes preparing beforehand and 20 minutes completing documentation afterward. All 85 minutes should be logged as **CMHC**.

Marriage, Couple, and Family Counseling (MCFC) Hours

The following activities should be recorded as MCFC hours:

Direct Service

- Couples counseling
- Marriage counseling
- Family counseling
- Parent-child counseling
- Conjoint sessions involving multiple family members
- Relational assessments involving couples or families

Related (Indirect) Activities

- Preparation for couple or family sessions
- Documentation for couple or family sessions
- Systemic treatment planning
- Consultation regarding relational dynamics or family systems
- Case presentations focused on couples or families
- Review of collateral information for relational treatment

Example:

A student conducts a 75-minute family therapy session and spends 15 minutes preparing and 25 minutes documenting the encounter. All 115 minutes should be logged as **MCFC**.

Group Counseling

Group counseling should be classified based on the primary therapeutic focus:

- Groups emphasizing individual mental health treatment or psychoeducation should generally be recorded as **CMHC**.

- Groups specifically designed to address relational, family, parenting, or couple dynamics may be recorded as **MCFC**, with faculty approval when appropriate.

Co-Occurring or Ambiguous Cases

Some clients may present with both individual mental health concerns and relational issues. In these situations:

- Classify the encounter based on the **primary purpose and format of the session**.
- Do **not** split a single counseling session between CMHC and MCFC.
- All associated indirect activities should remain within the same classification.
- When uncertainty exists, consult the faculty supervisor before logging the hours.

Supervision

Individual and group supervision hours should continue to be logged according to program requirements. When supervision focuses on a specific client case, students are encouraged to note whether the discussion pertained primarily to CMHC or MCFC work for their own records; however, supervision hours should be entered in the designated supervision categories in Time2Track.

Creating a Tag in T2T

To help distinguish between **Clinical Mental Health Counseling (CMHC)** and **Marriage, Couple, and Family Counseling (MCFC)** hours, dual-track students should create and apply tags in Time2Track.

1. Log in to your **Time2Track** account.
2. Navigate to **Profile -> Tags**
3. Select **Create New Tag**.
4. Create the following tags:
 - o **CMHC**
 - o **MCFC**
5. Save the tags.
6. When entering an activity or client encounter, apply the appropriate tag based on the primary focus of the service:
 - o **CMHC:** Individual mental health counseling and all related preparation, documentation, and case management.
 - o **MCFC:** Couple, family, or relational counseling and all related preparation, documentation, and case management.

7. Apply **only one tag per activity** to ensure accurate tracking and reporting of specialty-specific hours.

Maintaining consistent use of these tags will help verify completion of the clinical experience requirements for both specializations.

Sample Dual Track Hour Log

Date	Service Type	Direct or Indirect	Activity Description	Time	Tag
8/25	Individual Counseling	Direct	Individual therapy session	50 min	CMHC
8/25	Preparation	Indirect	Session planning	15 min	CMHC
8/25	Documentation	Indirect	Progress note	20 min	CMHC
8/26	Family Counseling	Direct	Family therapy session	75 min	MCFC
8/26	Preparation	Indirect	Review of prior session	15 min	MCFC
8/26	Documentation	Indirect	Family progress note	25 min	MCFC
8/27	Couples Counseling	Direct	Couples therapy session	60 min	MCFC
8/27	Treatment Planning	Indirect	Updated relational treatment plan	20 min	MCFC
8/28	Consultation	Indirect	Case consultation with supervisor regarding individual client	30 min	CMHC

Students are expected to maintain accurate and contemporaneous records of all hours. Consistent and appropriate classification of CMHC and MCFC activities is essential to verify completion of specialty-specific training requirements and demonstrate attainment of competencies in both professional practice areas.