

**Clinical Mental Health Counseling Program**  
**Clinical Experience Placement Manual**  
**Niagara University**



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### **Information for Practicum and Internship Supervisor's**

Thank you for agreeing to serve as a field supervisor for our graduate Clinical Mental Health Counseling program! As part of the process of formalizing the placement arrangement, we are providing this manual in order that you may better understand our program. Niagara University's CACREP accredited, Clinical Mental Health Counseling program designed in accordance with the guidelines of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and adheres to the professional ethics of the American Counseling Association (ACA) and its divisional affiliate the American Mental Health Counselors Association (AMHCA). Niagara University offers a three year, 60 credit hour program Master of Science degree (M.S.) in Clinical Mental Health Counseling (20 graduate courses) with a 1000 hour field placement requirement (Practicum and Internships I, II, & III). Our CMHC program also meets New York State Education Department guidelines for licensure (Licensed Mental Health Counselor, LMHC). The Clinical Mental Health Counseling program curriculum is listed in this manual. In addition, Niagara University offers a bridge program in Clinical Mental Health Counseling for candidates with a related masters' degree, which upon completion ensures that they have satisfied New York State Department of Education requirements for the license-eligible educational component of the licensure process.

### **Professional Behavior and Ethical Practice**

It is important that students recognize they are to exhibit the behaviors of both responsible professionals and good helpers. One's professional behavior in the site (as observed by the campus supervisor and site supervisor) will be evaluated. Knowledge, skills, and professional disposition are assessed in a multitude of ways (e.g., coursework, placements, advisement, examinations, audio/live/video-taped, mocked counseling observations) throughout the duration of the time in the student's academic program. Other indicators of professionalism include: promptness and adequacy of written work, courtesy displayed toward client populations, employees of the site, and fellow students, and overall maturity regarding the role of the counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the Code of Ethics of the American Counseling Association (ACA-2014) and other ethical codes and policies/procedures specific to the student's program and site. Issues of ethical misconduct, egregious behavioral misconduct, impairment, and problems with professional competence will be dealt with swiftly and fairly. Egregious behaviors are behaviors that are considered highly offensive and/or aggressive (including criminal acts, such as assault or theft) and that threaten or jeopardize the health and safety of the site, staff, and clients. Other forms of egregious behaviors may include:

- physical, verbal, or written harassment, threats, insults, or altercations; property destruction; discrimination;
- boundary violations (psychological, emotional, or physical);
- disruptive behavior with staff, supervisors, and clients; or
- coming to a clinical placement under the influence of a substance or alcohol.

Violations outlined in the 2014 ACA Code of Ethics or Niagara University's Clinical Mental Health Counseling

(CMHC) program policies/procedures may result in immediate failure of the Practicum in Clinical Mental Health Counseling or Internship in Clinical Mental Health Counseling I or II course, and review by the CMHC Program Faculty for dismissal from the program.

It is the student's ethical obligation to safeguard the welfare of their clients. It is the purpose of supervision to provide a learning opportunity for the student, while at the same time recognizing the limitations of the student. The dilemma of how to provide freedom for the student to experiment with their own behavior while protecting the client is resolved in supervision by asking the student to monitor their ethical obligation in the following ways:

1. To request consultation concerning anything about which they are unsure.
2. To inform site supervisors regularly of the current status of all cases and of the procedures they are using and to keep the campus supervisor current on the status of the internship placement.
3. To express feelings concerning anything pertinent to the client's or their own welfare.
4. To notify campus and site supervisors immediately of any situation they have questions and/or concerns regarding their own competency to handle.
5. To follow the directives of one's supervisors to the best of one's ability.

### **Professional Liability Insurance**

In accordance with the Council for the Accreditation for Counseling and Related Educational Programs (CACREP), students enrolled in Niagara University's Clinical Mental Health Counseling program are required to show proof of student liability insurance prior to beginning practicum. Students must carry student liability insurance throughout their 1000-hour field placement. (Practicum and internships I, II, & III) Student liability insurance is very reasonable in cost. The American Counseling Association (ACA; [www.counseling.org/](http://www.counseling.org/)) provides student liability insurance upon purchasing student membership. In addition to student liability coverage, ACA lobbies for our profession, publishes a quarterly journal and monthly magazine. (You will receive the *Journal of Counseling & Development*, *Counseling Today* the monthly magazine, e-mails and webinars, etc.)

## **CLINICAL EXPERIENCE PLACEMENT PROCESS**

Practicum and Internship should not be viewed as other courses in terms of the amount of time required to prepare adequately for the experience. At the time of matriculation into the program, when the student first meets with his or her advisor, it would be appropriate to begin planning for practicum and internship. Later, after the student has taken several prerequisite courses, more deliberate planning will take place.

### **Prerequisites**

The following courses must be satisfactorily completed before taking Practicum in Clinical Mental Health Counseling (MHC 677) for students enrolled in the Clinical Mental Health Counseling Program:

- EDU 651 Introduction to Counseling
- EDU 654 Theories of Counseling
- EDU 673 Foundations and Ethics of Clinical Mental Health Counseling
- EDU 658 Advanced Counseling Techniques

**Note: EDU 651 and 654 are prerequisites for EDU 658. These courses are denoted with an asterisk below. In EDU 658, students must successfully complete the Mid-Point Assessment in order to proceed to fall practicum.**

## **Beginning the Clinical Experience**

Students receive information and the process for submitting paperwork for approval in a required information session (classroom visit/e-mail contact/virtual information session) by the Field Placement Coordinator (FPC) during their first semester in the program. The student must have satisfactorily completed all prerequisite courses.

## **Clinical Site Selection Procedure**

The selection of a practicum and/or internship site should be taken seriously. Student needs, the site, the supervisor, possible experiences, and “fit” should be taken into consideration. It is for this reason that student-FPC collaboration is highly encouraged.

***The setting shall be a location at which legally authorized individuals provide services that constitute the practice of mental health counseling, as defined in section 8402(1) of the Education Law. For purposes of this section, an acceptable setting shall be:***

- A professional corporation, or
- A registered limited liability partnership, or professional service limited liability company authorized to provide services that are within the scope of practice of mental health counseling, or
- A sole proprietorship owned by a licensee who provides services that are within the scope of his or her profession and services that are within the scope of practice of mental health counseling, or
- A professional partnership owned by licensees who provide services that are within the scope of practice of mental health counseling a program or service operated, regulated, funded, or approved by the department of mental hygiene, the office of children and family services, the department of corrections and community supervision, the office of temporary and disability assistance, the state office for the aging and the department of health or a local governmental unit as that term is defined in section 41.03 of the Mental Hygiene Law or a social services district as defined in section 61 of the Social Services Law, or
- An entity holding a waiver issued by the Department pursuant to section 6503-a or 6503-b of the Education Law to provide services that are within the scope of practice of mental health counseling, or
- A program or facility authorized under federal law to provide services that are within the scope of practice of mental health counseling; or an entity authorized under New York law or the laws of the jurisdiction in which the entity is located to provide services that are within the scope of practice of mental health counseling.

Students are NOT permitted to contact sites until after the information session. Approval of a cover letter and resume is highly encouraged. It is recommended that students formally apply to sites of interest and also email to follow up with prospective sites. Students have the responsibility to find and secure an appropriate placement site. The FPC shall be available for consultation and guidance throughout this process as needed. It is the student’s responsibility to keep the FPC updated on progress, and it is the FPCs responsibility to be available for consultation (for students and/or prospective site supervisors) during the process. Once the student and prospective site supervisor have reached an agreement, the student must notify the FPC who will then confirm the placement. The placement is not considered final until verified, approved by the FPC, and all contracts and paperwork have been turned into the FPC.

## **Description of Sites**

The current list of approved sites includes:

- state mental health facilities,
- outpatient clinics (city, suburban, rural),
- private psychiatric hospitals,
- psychiatric units in general and community hospitals,
- schools and treatment centers for children and adults with developmental disabilities or behavior/mental health diagnoses/disorders,
- chemical dependency treatment programs,
- private practice settings (though hours will be sparse and an additional placement is needed),
- specialized programs, such as PROS, Partial Hospital, Eating Disorders and Neuropsychiatric Rehabilitation Programs, and
- any site that the NYS Office of Professions deems appropriate.

**Information Sessions** are held during the fall term of the student's first year in the program (at least six months prior to clinical placements).

## PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING

The Practicum in Clinical Mental Health Counseling (i.e., practicum) is intended to combine campus and site supervision with clinical experience. This represents the first opportunity for students to engage in direct service with “real” clients. The focus of practicum is on training rather than service provision. Counseling skill development is stressed; therefore, individual and small group counseling activities (rather than other professional activities) must be the student's primary focus while on site. Students will have one full semester to complete 100 total hours, including 40 direct service hours. Students are required to complete Practicum before beginning Internship I. If Practicum is not completed, students may not register for Internship.

### Requirements

Students must complete a supervised practicum that totals a minimum of 100 clock hours over a full semester. These requirements meet CACREP standards. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service (i.e., participating in person or via a telehealth session with another counselor, providing a direct clinical intervention, offering feedback or support through interacting with the client throughout the session) with actual clients that contributes to the development of counseling skills in both individual and group sessions. **Note: It is a CACREP requirement that CMHC students lead or co-lead a counseling or psychoeducational group either in practicum or internship.** Please work with your site supervisor to ensure they are aware of direct versus indirect hours and identify a plan to obtain required direct hours.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a CMHC program faculty member (also referred to as a campus supervisor) teaching EDU 679: CMHC Practicum or a site supervisor who is working in per-term/as needed consultation with the campus supervisor in accordance with the training agreement.
3. An average of 1.5 hours per week of group supervision that is provided on a regular schedule by your campus supervisor who will also serve as your instructor for EDU 679: CMHC Practicum. Practicum classes are held weekly in-person.
4. Observation of the student's interactions with clients is required.
5. Evaluation of the student's professional disposition throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Supervisors are required to complete two

performance evaluations of their student, one at the midpoint and one at the end of the semester. These evaluations are completed through Anthology Portfolio.

### **Supervision in Practicum in Clinical Mental Health Counseling**

Because practicum represents the first opportunity for students to engage in direct services with clients, the campus supervisor teaching EDU 679: CMHC Practicum assumes responsibility for student supervision, in addition to the site supervision available at each agency. This allows the campus supervisor the opportunity to tie in didactic instruction and prior preparation with the counseling process itself.

### **Individual Supervision in Practicum in Clinical Mental Health Counseling**

Students must meet an average of at least 1 hour per week for individual and/or triadic supervision (one other student and supervisor) over the course of the semester.

### **Group Supervision in Practicum in Clinical Mental Health Counseling**

Students meet weekly for 2.45 hours of group supervision throughout the semester. The campus supervisor teaching EDU 679: CMHC Practicum is responsible for providing group supervision. The maximum course size is 12 students to allow for adequate supervision during this semester. Students are expected to attend all classes and meet course requirements as outlined in the course syllabus. These requirements are at the discretion of each individual faculty member and may vary depending on the needs of the group (e.g., progress notes i.e. collaborative documentation, ethics, lethality assessments, microskills).

### **The Site Supervisor**

The site supervisor is very important to the success of the experience. Niagara University's CMHC Program acknowledges the professionalism and commitment of our site supervisors. According to NYS Office of the Professions and CACREP, in order to qualify as a site supervisor, the individual must meet the minimum qualifications, including:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including relevant license (LCSW/LMHC/LCAT/LMFT/Clinical Psychologist);
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

The CMHC Program requires that the site supervisor of a Practicum student in Clinical Mental Health Counseling:

1. Organize the internship experience and ensure that the student will have an opportunity to work in a full complement of site activities and provides supervised opportunities for the student to engage in a variety of activities related to the professional practice of clinical mental health counseling, as outlined in the specific standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).
2. Complete the CMHC Site Supervisor Orientation Training by visiting below link and sign the Site Supervisor Training Acknowledgment.
  - <https://sites.niagara.edu/other/site-supervisors/site-supervisors-training/>
3. Help orient the student to the site;
4. Provide appropriate space (as feasible) for the student to meet with clients;
5. Provide a minimum of one (1) hour per week of clinical individual or triadic supervision to ensure that the student is successfully implementing the site's case management practices and that clients are being served in a professional manner.

6. Provide supervisory contact that involves reviewing student work using secure audio/visual recordings and/or live supervision, in compliance with all applicable institutional, state, federal, and international privacy requirements for all program delivery types.
7. Monitor the practicum experience to ensure standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP) are being met.
8. Consult with the assigned faculty supervisor for placement courses on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits..
9. Provide the campus supervisor teaching EDU 679 CMHC Practicum with two evaluations of the student's overall performance and professionalism during the practicum experience as set forth by the university;
10. Communicate with the Field Placement Coordinator biweekly during the Practicum by completing the Biweekly Evaluation Form. Note that this evaluation will cease once the student begins Internship I;
11. Be available to the student in case of emergency; and
12. Provide any additional supervision for reasons of necessity or preference.

### **Student in Practicum in Clinical Mental Health Counseling**

The CMHC Program requires a practicum in Clinical Mental Health Counseling student:

1. Anticipate at least a one to two day per week commitment to the site;
2. Be as flexible as possible to accommodate time, energy, and professionalism needed to complete the 100 hours;
3. Provide the site supervisor with accurate information on the requirements of the program;
4. Provide site supervisors with a set schedule for practicum days;
5. Monitor one's own professionalism at the site;
6. Provide the campus supervisor teaching EDU 679 CMHC Practicum with an accurate assessment of site and appropriate paperwork at all times;
7. Attend and actively participate in required weekly group supervision sessions for the placement courses;
8. Attend weekly individual/triadic supervision meetings with the site supervisor;
9. Complete and submit time logs in a timely manner;
10. Evaluate the Practicum experience with the site placement at the end of the semester;
11. Contact site supervisor, and then the campus supervisor, in case of emergency; and
12. Provide sites with the best professional behavior and work ethic required of Niagara University's Clinical Mental Health Counseling program; most notably, adhering to time and attendance.

### **Evaluation**

The campus supervisor teaching EDU 679 CMHC Practicum is responsible for determining the student's final grade. It is customary that the campus supervisor consult with site supervisors. Grades will be based on two performance evaluations (completed by the site supervisor), counseling skill development, completion of required hours and activities, completion of all paperwork (e.g., case notes, contract, hour logs), and other requirements determined by the campus supervisor. Specific evaluation criteria are listed in the course syllabus.

## **INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I & II**

There is a fundamental difference in emphasis between practicum and internship. Internship builds on the counseling skill development emphasized in practicum, and is intended to provide students with broad-based practical experience. Internship is designed to have students relate their academic and theoretical learning to their clinical experiences. Interns are expected to assume a broad spectrum of counseling roles and functions, and are asked to participate in as many activities (as feasible) that are similar to the responsibilities of the employed counselor. Internship also provides students



with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. Since interns have previously received training in counseling, the staff and clientele at the placement site should benefit from the services.

### Requirements

There are five requirements for CMHC Internship I (EDU 685), CMHC Internship II (EDU 686), and CMHC Internship III (EDU 687) that are necessary to consider when identifying an appropriate site.

1. The student is required to attend class as outlined in the course syllabus.
2. The student must commit a minimum of 900 clock hours to the site to meet the requirements of internship (about 300 hours per semester).
3. Of these 900 hours, a minimum of 360 must be direct service hours. Direct service hours involve participating in person or via a telehealth session and includes the application of counseling, consultation, or human development skills which are provided from the student. The student is expected to engage in both individual and group counseling and leading or co-leading the session in order to count for direct hours.. **Note: It is a CACREP requirement that CMHC students lead or co-lead a counseling or psychoeducational group either in practicum or internship.**
4. The site must provide supervision by a supervisor deemed qualified by the New York State Office of Professions.
5. The site must permit the student intern to participate in a variety of professional activities, in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform.

**Note:** Any student who plans to seek the LMHC in New York State should seek available guidance from the Field Placement Coordinator (FPC) regarding appropriate clinical experiences. The FPC can provide guidance with respect to out-of-state licensure, education, and internship criteria; however, it remains the charge of the student to evaluate requirements for the state or country in which he or she intends to work. Students will want to save all syllabi, books, and materials from Niagara University's Clinical Mental Health Counseling Program, as the out-of-state licensing boards often need copies of these materials. Niagara University makes no guarantee that the completion of a degree or coursework for graduate credit will permit the student to obtain licensure in their particular location.

### Supervision

The site supervisor is the individual supervisor for the student intern. Additionally, the group supervisor is the CMHC faculty member/instructor teaching EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III. Clinical supervision should encompass oversight of counseling cases and related professional activities. Similar to the Clinical Mental Health Counseling Practicum, interns will also participate in group supervision on campus with other student interns.

### Group Supervision

Students participate in weekly group supervision sessions lasting 2.45 hours throughout the semester. The faculty member assigned to EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III is responsible for providing group supervision and assigning fieldwork grades. Each section of Internship I (EDU 685), II (EDU 686), and III (EDU 687) accommodates a maximum of 12 students to ensure adequate supervision time.

Attendance in all classes is mandatory, and students must meet the course requirements as outlined in the syllabus. It is essential for students to pass each Internship course to progress to the next level.

### Site Supervision

As the primary supervisor, the site supervisor agrees to commit to a minimum of one hour of weekly individual supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities. The site supervisor will be asked to provide the campus supervisor and/or FPC with evaluations of the student intern's overall performance and professionalism during internship.

The Clinical Mental Health Counseling program acknowledges the professionalism and commitment of our site supervisors. In order to qualify as a site supervisor, the individual must meet the minimum qualifications, including:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including relevant licenses (such as LMHC/LCSW/LCAT/LMFT/Clinical Psychologist);
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction;
3. Knowledge of the CMHC program's expectations, requirements, and evaluation procedures for students; and
4. Relevant training in counseling supervision.

The Clinical Mental Health Counseling Program requires that the site supervisor of an internship student:

1. Organize the internship experience and ensure that the student will have an opportunity to work in a full complement of site activities and provides supervised opportunities for the student to engage in a variety of activities related to the professional practice of clinical mental health counseling, as outlined in the specific standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).
2. Complete the CMHC Site Supervisor Orientation Training by visiting below link and sign the Site Supervisor Training Acknowledgment.
  - a. <https://sites.niagara.edu/other/site-supervisors/site-supervisors-training/>
3. Help orient the internship student to the site.
4. Provide appropriate space (as feasible) for the student to meet with clients.
5. Provide a minimum of one (1) hour per week of clinical individual or triadic supervision to ensure that the student is successfully implementing the site's case management practices and that clients are being served in a professional manner.
6. Provide supervisory contact that involves reviewing student work using secure audio/visual recordings and/or live supervision, in compliance with all applicable institutional, state, federal, and international privacy requirements for all program delivery types.
7. Monitor the internship experience to ensure standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP) are being met.
8. Consult with the assigned faculty supervisor for placement courses on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits.
9. Provide the campus supervisor teaching EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III with two evaluations per semester of the student's overall performance and professionalism during the internship experiences as established by the university;
10. Be available to the intern in case of emergency at the site.
11. Provide any additional supervision for reasons of necessity or preference.

The Clinical Mental Health Counseling Program requires that the student:

1. Anticipate at least a two to three day per week internship commitment to the site.
2. Be as flexible as possible to accommodate time, energy, and professionalism needed to complete the 900 hours.
3. Provide the site supervisor with accurate information on the requirements of the program.
4. Provide site supervisors with a set schedule for internship days.
5. Monitor one's own professionalism at the site.
6. Provide the campus supervisor teaching EDU 685, EDU 686 and EDU 687 with an accurate assessment of site and appropriate paperwork at all times.
7. Contact site supervisor, and then the campus supervisor, in case of emergency.
8. Attend weekly individual supervision meetings with the site supervisor.
9. Complete and submit time logs in a timely manner.
10. Evaluate their experience with the practicum and internship placement process at the end of the semester; and
11. Provide sites with the best professional behavior and work ethic required of Niagara University's Clinical Mental Health Counseling program.

### **Evaluation**

The campus supervisor teaching EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III is responsible for determining the final grade. The campus supervisor will consult with the site supervisor regarding the intern's professional development and skill level. Grades will be based on two performance evaluations (completed by the site supervisor), direct service skills, completion of required hours and activities, completion of all internship paperwork (e.g., contract, hour logs), and other requirements determined by the campus supervisor. Specific evaluation criteria will be listed in the course syllabus.

### **ACQUISITION OF AND SELECTION CRITERIA FOR TRAINING SITES: PRACTICUM AND INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I AND II**

Any faculty member or student can suggest a particular agency as a potential practicum and/or internship site.

- The FPC contacts the potential site administrator and/or supervisor for an initial review of requirements on the telephone or via email.
- If the site meets the basic requirements, the FPC schedules a visit with the site administrator and/or supervisor to review the requirements and establish an affiliation agreement.
- In order to approve a site, the FPC obtains information regarding objectives and function of the agency, population served, training opportunities and duties available to students, credentials of staff and site (copies of registration, licensure, and/or accreditation), and availability of NYS qualified supervisors.
- The FPC approves sites based on their overall suitability to provide clinical training that meets CACREP and NYS requirements, i.e., emphasis on the acquisition of assessment and clinical skills.
- The ideal practicum and/or internship experience involves sufficient direct clinical contact (individual and group), exposure to seminars, meetings, administrative duties and record keeping, and appropriate supervision.
- Every effort is made to be certain that students receive competent supervision within a mentoring relationship in an environment conducive to learning, and that supervision requirements can and will be met by the training site.

### **Policy on Training Sites**

- Practicum and internship sites approved by Niagara University are expected to conduct their selection and training in a nondiscriminatory manner.
- Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool.

- Sites that have a selection policy that disallows students based on any of the above criteria will be approved by Niagara University if the CTC/CMHC Program Director, in consultation with the University, determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

## **Policies for Site Requirements and Evaluation**

### Monitoring of Training Sites

- CMHC Faculty member teaching: EDU 679 Clinical Mental Health Counseling Practicum, EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III establishes and documents email, phone, or direct contact with the site supervisors each term.
- CMHC faculty member teaching EDU 679 Clinical Mental Health Counseling Practicum, EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III shall be available for consultation with the site supervisor on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits.
- Students complete evaluations of their experience at sites at the end of EDU 679 Clinical Mental Health Counseling Practicum, EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and EDU 687 Clinical Mental Health Internship III CMHC
- FPC carefully reviews student site evaluations to identify problems at sites.
- FPC offers/ completes site visit to those sites that deem it necessary.

### Deficient Sites

- A site may be identified as deficient due to, for example, inadequate supervision, inappropriate use of students, insufficient workload for students, failure to fulfill the program requirements, or unethical behavior on the part of the supervisor.
  - ◆ When this occurs, the FPC intervenes by speaking with the supervisor or agency representative to highlight the problematic area(s) and work to address the issue.
  - ◆ If appropriate, the FPC may develop a remediation plan with the site.
  - ◆ If change does not occur or is insufficient, the FPC, in consultation with the CMHC Program Director, will terminate use of the site.
  - ◆ If the problems are egregious, the FPC, in consultation with the CMHC Program Director, may remove students immediately.
  - ◆ If problems are discovered at the end of the Practicum year, the FPC, in consultation with the CMHC Program Director, may terminate affiliation with the site.

### Ineffective Students and Policy for Student Retention, Remediation, and Program Dismissal

A site may identify a student intern as ineffective due to factors such as inadequate flexibility, inappropriate use of time, insufficient attention to feedback, failure to fulfill site requirements, or unethical behavior.

- ◆ In such cases, the CMHC faculty member teaching EDU 679 Clinical Mental Health Counseling Practicum, EDU 685 Clinical Mental Health Internship I, EDU 686 Clinical Mental Health Internship II, and/or EDU 687 Clinical Mental Health Internship III, as well as the Field Placement Coordinator (FPC) will intervene by discussing the concerns with the site supervisor, documenting the problematic areas, and working to address the issues.
- ◆ If appropriate, the CMHC faculty, in consultation with the FPC, may develop a remediation plan with the student. If changes do not occur or are insufficient, the faculty member, in consultation with the CMHC Program Director and FPC, will terminate the student's site placement.
- ◆ Candidates may be dismissed from the academic program by majority vote of the full-time counseling faculty due to substandard academic performance, unethical or illegal behavior in the classroom or practicum/internship setting (as set forth by the ACA Code of Ethics and Standards of Practice). If a candidate appears at risk for dismissal or struggles with the academic, social, or ethical demands of the program, the following due process steps are followed:
  1. **Review of Progress:** The counseling faculty will first review the student's progress. If necessary, the faculty advisor will meet with the student to discuss concerns.
  2. **Development of Contract:** If the initial review does not resolve the issues, the faculty will develop a contract outlining the needed areas for improvement.
  3. **Dismissal:** If contracting fails to correct the concerns, the student will be dismissed from the program.
  4. **Appeal Process:** Any student dismissed may appeal to the Dean of the College of Education for reinstatement.

*If the concern is related to field placement, the assigned site supervisor shall be consulted at any point during the process and for the necessary steps of retention, remediation, and dismissal.*

### **Academic Appeals:**

Niagara University is committed to the just and equitable evaluation of academic work. The standards for grading shall be outlined in a course syllabus; students who believe the award of a grade is not in accordance with the standards outlined in the syllabus should follow the procedure for appealing a grade.

For current University policy see: <https://www.niagara.edu/grade-appeal/>

## **POLICY FOR STUDENT EVALUATION**

### **Grade of “Unsatisfactory” (U)**

If a student receives an Unsatisfactory grade in any term of EDU 679, EDU 685, EDU 686 or EDU 687, they are unable to move to the next field experience or unable to graduate and have to repeat the course and field work the following year.

Some examples of why a student would earn a grade of “Unsatisfactory” (U) are:

- ☐ If a student receives an unsatisfactory score on the Site Supervisor's Mid-Year or Final Performance Evaluation.

- ◆ A serious deficiency in one or more areas that may be sufficient to fail or receive a grade of “Unsatisfactory” (U) or have the student removed from the program include, but are not limited to:
  - poor clinical judgment;
  - ethical misconduct;
  - deficits in basic clinical skills;
  - problems using supervision;
  - two or more unexcused absences in EDU 679, EDU 685, EDU 686, and/or EDU 687

□ Failure to complete assignments as designated by the instructor.

### **Grade of “Incomplete” (I)**

Students may receive a grade of “Incomplete” (I) for reasons such as:

- Insufficient hours;
  - ◆ 1) EDU 679: Practicum in Clinical Mental Health Counseling - less than 100 hours.
  - ◆ 2) EDU 685: Internship I in Clinical Mental Health Counseling I - less than 300 hours (not including Practicum hours)
  - ◆ 3) EDU 686: Internship II in Clinical Mental Health Counseling I - less than 300 hours (not including Practicum hours)
  - ◆ 3) EDU 687: Internship III in Clinical Mental Health Counseling I - less than 300 hours (not including Practicum hours)
- Missing paperwork; or
- Other matters at the sole discretion of the CMHC faculty member teaching EDU 679, EDU 685, EDU 686, and EDU 687.

**Note:** Failure to complete the required clinical placement hours for each term will necessitate the student to retake the field placement course, incurring additional costs. Incomplete hours may also result in a delay in graduation. All necessary paperwork must be submitted one month prior to graduation.

If a student does not complete the required hours for a given term, they will be unable to advance to the next internship level or graduate until those hours are fulfilled. The student must retake the course and (for which they will need to register at an additional cost), unless extenuating circumstances have been pre-approved by the Field Placement Coordinator (FPC) and/or the Clinical Mental Health Counseling (CMHC) Program Chair.

Should a student fail to complete all placement requirements, they will receive a grade of “Unsatisfactory” (U) and will be required to repeat the entire placement sequence. It is important to note that there is no guarantee of a clinical placement in such cases.

### **Completion of Practicum and Internship - Grade of “Satisfactory” (S)**

Students are given an S (Satisfactory) if all hours and paperwork are complete, as well as completed course work in a satisfactory manner (as designated by the course instructor). Students are given a grade of I (Incomplete) rather than a letter grade at the end of EDU 679 CMHC Practicum, EDU 685 CMHC Internship I or EDU 686 if they have less than 100 hours (Practicum), 300 hours (Internship I), 600 hours (Internship II), or 900 hours (Internship III) at their placement. Once the student achieves the needed hours at their placement, the grade should be changed to S (Satisfactory) or U (Unsatisfactory). Students can not miss more than 50 hours, otherwise, they will receive a U (Unsatisfactory).

## Niagara University Graduate Policy and Procedures Related to Grade Appeals

As a graduate student at Niagara University, you have the right to due process with respect to academic probation and program dismissal decisions. Below are the policies and procedures of Niagara University as they relate to academic and non-academic grievances, as well as grade appeals.

### Grade Appeal

Students wishing to appeal a final grade in a course must follow the instructions noted below:

[https://mynu.niagara.edu/mynu3/resources/policy/view\\_policy.php?id=64](https://mynu.niagara.edu/mynu3/resources/policy/view_policy.php?id=64)

### Grade Change

Students wishing to submit a grade change should reference the following policy:

[https://mynu.niagara.edu/mynu3/resources/policy/view\\_policy.php?id=243](https://mynu.niagara.edu/mynu3/resources/policy/view_policy.php?id=243)

## FINAL THOUGHTS...

Clinical experiences are related to, yet distinctly different from, academic coursework. While academic classes provide foundational knowledge—the "what"—your clinical experience emphasizes the application of this knowledge. The effectiveness of what you have learned depends on how you apply it to real-world situations and how you engage with the various challenges you encounter. Equally important is your development as a counselor-in-training.

It's essential to remember that you are still a student, and your clinical experience is fundamentally a learning opportunity. This setting allows you to acknowledge gaps in your knowledge, ask questions, experiment, take risks, and learn from any mistakes, all within a supportive, learner-centered environment. You have both the opportunity and the responsibility to enhance your learning.

Supervision, both individual and group, serves as the primary mode of instruction during this process. As a student, it is natural to rely on your supervisor to guide the supervision process and to select interventions that will foster your growth and development as a counselor. However, it is equally important to recognize that you play a vital role in creating a successful supervision experience. Reflecting on your goals, strengths, areas for improvement, and preferred learning methods—and effectively communicating these to your supervisor—will help ensure that supervision is an active and tailored experience.

## Contact Information for Clinical Experience

Tatjana Cownie, M.S., LMHC

Field Placement Coordinator for Clinical Mental Health Counseling & School Counseling

tcownie@niagara.edu

## FIELD PLACEMENT FORMS

**Niagara University**  
**Mental Health Counseling Program**  
**Site Supervisor Information Form**

<b>Name :</b>	<b>Phone:</b>
<b>Work Site:</b>	
<b>Site Address:</b>	
<b>Email:</b>	
<b>Degrees and Majors:</b>	
<b>Licensure/Certifications</b> (please include license number):	
<b>Professional Associations:</b>	
<b>Professional Experience:</b> (Minimum of two years required. Please attach resume or CV)	
<b>Training/Experience in Counseling Supervision:</b>	

**Please return via email to:**

Tatjana Cownie, M.S., LMHC  
 Field Placement Coordinator SC & CMHC  
 College of Education  
 Academic Complex 328B, Niagara University, NY  
 Cell: 716-957-4433    Office: 716-286-8723    Fax: 716-286-8546    [tcownie@niagara.edu](mailto:tcownie@niagara.edu)





### Site Supervisor Acknowledgement Form

The following is a brief overview of some, but not all, of the duties of Site Supervisors:

1. Review the online site supervisor orientation and training at <https://sites.niagara.edu/other/site-supervisors/>
2. Share resume/CV and active license with the Field Placement Coordinator.
3. Address any questions regarding the responsibilities of site supervision with the Niagara University's Field Placement Coordinator.
4. Orient the student to your institutional climate, its personnel, and its programs.
5. Work with the student on creating a semester plan with specific tasks for implementation.
6. Initiate the student into the variety of your program's services and activities.
7. Instruct the student on relevant topics, treatment strategies, protocol, and procedures as needed in your program and consistent with professional conduct.
8. Counsel the student on issues or concerns that arise.
9. Provide at least one hour of weekly supervision.
10. Weekly review and mutually assess with the student his/her experiences, work achievements, learning, and problems if any.
11. Consider how the student's strengths and areas of needed growth can best complement/contribute to your agency or school services and discuss these with the student, so they make an early contribution to the site.
12. Consult with the assigned faculty supervisor for placement courses on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits.
13. Call on the faculty instructor to consult if there is a question on assignment of tasks, student preparation, or performance.
14. Sign and validate the student's monthly log of activities and hours spent at your site.
15. At the mid-point and again at the end of each semester, complete an evaluation form on the Intern's work.

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

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

---

Site Supervisor Signature

Date

**NIAGARA UNIVERSITY  
CLINICAL MENTAL HEALTH PROGRAM**

**PRACTICUM & INTERNSHIP I CONTRACT – PART I**

This agreement is made on \_\_\_\_\_ by and between \_\_\_\_\_  
(Date) (Field Site)

Niagara University Clinical Mental Health Counseling Program. This agreement will be

effective for a period from \_\_\_\_\_ to \_\_\_\_\_ for *approximately* \*8-10\_ hrs/wk  
(Date) (Date)

(practicum) and \*20-24 hrs/wk (internship) for \_\_\_\_\_.  
(Student Name)

*\* Practicum requires a minimum of 100 clock hours. Internship requires 300 clock hours. For practicum, 40 of the 100 hours must be direct contact hours. For Internship students, 120 of the 300 hours must be in direct service. Direct service is defined as: Individual, group, couples or family counseling, co-counseling, clinical intakes, phone crisis counseling, team counseling and observation through a two-way mirror, running psychoeducational groups, etc.*

**Purpose**

The purpose of this agreement is to provide a qualified student with a practicum/internship experience in the field of Clinical Mental Health Counseling.

**The University agrees to the following:**

1. Assign a university liaison (Field Placement Coordinator) to facilitate communication between the university and the site.
2. Provide the site supervisor with access to the CMHC Program Handbook and the Practicum & Internship Manual.
3. Notify the student that they must comply with the administrative policies, rules, standards, schedules, and practices of the site.
4. Ensure that the university liaison (Field Placement Coordinator) is available for consultation with both site supervisors and students and must be contacted immediately if any issues or changes arise related to the student, site, or university.
5. Assign a faculty supervisor for the field courses, who will conduct weekly group supervision sessions.
6. Ensure that the faculty supervisor teaching the field course is responsible for assigning the fieldwork grade.
7. Adhere to all guidelines established by CACREP Standards for Clinical Mental Health Counseling Programs.

**The Internship Site agrees to the following:**

1. Assign a practicum/internship supervisor who has the appropriate credentials, time, and interest in training the practicum/internship student.

*Note: Fieldwork site supervisors must meet below requirements*

- a minimum of a master's degree (preferably in counseling or a related field),
- active certifications and/or licenses in New York State (preferably in counseling or a related field),
- at least two years of post-master's professional experience relevant to Clinical Mental Health Counseling,
- and relevant training for both in-person and/or distance counseling supervision.

2. Ensure the supervisor has relevant training in the technology used for supervision and possesses knowledge of the program's expectations, requirements, and evaluation procedures for students.
3. Provide the Field Placement Coordinator with a copy of the supervisor's resume or CV and their license to practice mental health counseling.
4. Complete the CMHC Site Supervisor Orientation Training by visiting below link and sign the Site Supervisor Training Acknowledgment.  
<https://sites.niagara.edu/other/site-supervisors/site-supervisors-training/>

5. Provide practicum students and interns an average of at least **one hour of field-based supervision**.

6. Provide supervised opportunities for the student to engage in a variety of activities related to the professional practice of clinical mental health counseling, as outlined in the specific standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).

*Note: In addition to developing individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during either the practicum or internship.*

7. Consult with the assigned faculty supervisor for placement courses on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits.
8. Ensure the student has adequate workspace, telephone access, office supplies, expense reimbursement, and support services comparable to those provided to agency clinicians.
9. Provide supervisory contact that involves reviewing student work using secure audio/visual recordings and/or live supervision, in compliance with all applicable institutional, state, federal, and international privacy requirements for all program delivery types.
10. Provide written evaluations of the student based on criteria established by the university program.
11. Not involve students in any form of billing for professional services.
12. Adhere to the professional ethics of the American Counseling Association ([ACA](#)) and the Canadian Counseling and Psychotherapy Association for placements in Canada ([CCPA](#)).
13. Consult with the assigned faculty supervisor for placement courses at least twice during the term, once at the midterm and then 2 weeks before grades are due to discuss the student's overall performance, progress, and professionalism. This may include written correspondence, phone communication, and reciprocal on-site visits.

**12.a. Practicum Only:** Communicate with the Field Placement Coordinator biweekly during the Practicum by completing the Biweekly Evaluation Form. Note that this evaluation will cease once the student begins Internship I.

14. Contact the assigned faculty supervisor if the candidate demonstrates conduct inconsistent with established professional expectations, including issues related to interpersonal relationships, attendance, work completion, timelines, and maintaining a professional calendar.

15. Ensure that candidates are afforded appropriate leave time to attend university-based internship supervision activities on a weekly basis. Candidates residing within a three-hour driving distance are expected to attend sessions in person; those outside commuting range must participate electronically.

**The Field Placement Student agrees to the following:**

1. Be consistently punctual and prepared, adhering to a mutually agreed-upon schedule for attending the field site.
2. Maintain a professional appearance in terms of dress and hygiene.
3. Remain appropriately engaged and focused during all activities, avoiding distractions such as phones.
4. Respond to feedback and constructive criticism with maturity and dignity.
5. Demonstrate appropriate professional communication skills and behaviors.
6. Maintain accurate case notes of all counseling contacts.
7. Attend and actively participate in required weekly group supervision sessions for the placement courses.
8. Attend weekly individual supervision meetings with the site supervisor.
9. Complete and submit time logs in a timely manner.
10. Evaluate their experience with the practicum and internship placement process at the end of the semester.
11. Keep copies of all paperwork related to the placement experience.

## **PRACTICUM & INTERNSHIP CONTRACT – PART II**

Within the above specified time frame, \_\_\_\_\_ will be the primary practicum/internship site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. Tatjana Cownie will be Niagara University's liaison with whom the student and practicum/internship site supervisor will communicate regarding progress, problems and performance evaluations.

### **Practicum/Internship Activities**

This list below is a list of possible clinical activities for the practicum/internship student. It is not necessary that field sites have the student counselor complete all or even most of these. Check all areas that seem to apply. Additional areas of responsibility may be added in the future.

- |  |       |
|--|-------|
| <b>1. Individual Counseling /Psychotherapy</b> | _____ |
| Personal/Social Nature                         | _____ |
| Occupational/Educational Nature                | _____ |
| <b>2. Group Counseling/ Psychotherapy</b>      | _____ |
| Co leading                                     | _____ |
| Leading  | _____ |
| <b>3. Intake Interviewing</b>                  | _____ |
| <b>4. Couples or family counseling</b>         | _____ |
| Leading  | _____ |
| Co-leading                                     | _____ |

5. **Testing & Assessment** \_\_\_\_\_  
Administration & Interpretation
6. **Report Writing** \_\_\_\_\_  
Record Keeping \_\_\_\_\_  
Treatment Plans \_\_\_\_\_
7. **Consultation** \_\_\_\_\_  
Referrals \_\_\_\_\_  
Team Consultation & Case staffings \_\_\_\_\_
8. **Community/Psychoeducational Activities** \_\_\_\_\_  
Family conferences \_\_\_\_\_  
Community/campus Outreach \_\_\_\_\_  
In-service presentations \_\_\_\_\_
9. **Career Counseling** \_\_\_\_\_
10. **Other (please specify):**  
\_\_\_\_\_

**Type of supervision student will receive:** Individual \_\_\_\_ Group \_\_\_\_  
(Need formal one hour of supervision per week)

**Will the student be able to audio/video tape counseling sessions?** Yes \_\_\_\_ No \_\_\_\_

As the site supervisor, I also agree to review the supervisor training materials available through the Niagara University Clinical Mental Health Counseling website <http://www.niagara.edu/mental-health-counseling>.

This contract is accepted by the three parties with the expectation that its conditions will be met. In the event that those expectations are not met, the concerned party agrees to initiate communication to identify and discuss the difficulty, and to explore how barriers can be removed.

***BY OUR SIGNATURES BELOW, WE VERIFY ACCEPTANCE OF THIS CONTRACT:***

\_\_\_\_\_  
Agency Supervisor's Signature

\_\_\_\_\_  
Student's Signature

---

\*University Representative Signature

**Site Contact Information:**

**Name of Site:**

**Address:**

**Primary Supervisor:**

**Phone:**

**E-mail:**

**License Number:**

**Student Info:**

**Name:**

**Email:**

**Phone:**

**University Contact Information:**

Tatjana Cownie, M.S., LMHC

Field Placement Coordinator

Clinical Mental Health & School Counseling Programs

College of Education -P.O.Box 2042

Niagara University, New York 14109 - 2042

Office: (716) 286-8723

Cell: (716) 957-4433

Email: tcownie@niagara.edu

**NIAGARA UNIVERSITY  
CLINICAL MENTAL HEALTH PROGRAM**

**INTERNSHIP II & III CONTRACT – PART I**

This agreement is made on \_\_\_\_\_ by and between \_\_\_\_\_  
(Date) (Field Site)

and the Niagara University Clinical Mental Health Counseling Program. This agreement will

be effective for a period from \_\_\_\_\_ for approximately 20-24 \* hours  
(Date) (Date)

per week for \_\_\_\_\_.

*Internship requires 300 clock hours per semester of which 120 of those must be in direct service. Direct service is defined as: Individual, group, couples or family counseling, co-counseling, clinical intakes, phone crisis counseling, team counseling and observation through a two-way mirror, running psychoeducational groups, etc.*

**Purpose**

The purpose of this agreement is to provide a qualified student with an internship experience in the field of Clinical Mental Health Counseling.

**The University agrees to the following:**

8. Assign a university liaison (Field Placement Coordinator) to facilitate communication between the university and the site.
9. Provide the site supervisor with access to the CMHC Program Handbook and the Practicum & Internship Manual.
10. Notify the student that they must comply with the administrative policies, rules, standards, schedules, and practices of the site.
11. Ensure that the university liaison (Field Placement Coordinator) is available for consultation with both site supervisors and students and must be contacted immediately if any issues or changes arise related to the student, site, or university.
12. Assign a faculty supervisor for the field courses, who will conduct weekly group supervision sessions.
13. Ensure that the faculty supervisor teaching the field course is responsible for assigning the fieldwork grade.
14. Adhere to all guidelines established by CACREP Standards for Clinical Mental Health Counseling Programs.

**The Internship Site agrees to the following:**

16. Assign an internship supervisor who has the appropriate credentials, time, and interest in training the internship student.  
*Note: Fieldwork site supervisors must meet below requirements*
  - a minimum of a master's degree (preferably in counseling or a related field),
  - active certifications and/or licenses in New York State (preferably in counseling or a related field),
  - at least two years of post-master's professional experience relevant to Clinical Mental Health Counseling,
  - and relevant training for both in-person and/or distance counseling supervision.
17. Provide the Field Placement Coordinator with a copy of the supervisor's resume or CV and their license to practice mental health counseling.
18. Complete the CMHC Site Supervisor Orientation Training by visiting below link and sign the Site Supervisor Training Acknowledgment.  
<https://sites.niagara.edu/other/site-supervisors/site-supervisors-training/>
19. Provide interns an average of at least **one hour of field-based supervision**.
20. Provide supervised opportunities for the student to engage in a variety of activities related to the professional practice of clinical mental health counseling, as outlined in the specific standards from the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).  
*Note: In addition to developing individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during internship.*
21. Consult with the assigned faculty supervisor for placement courses on a minimum monthly basis to discuss the student's overall performance, progress, and professionalism. This consultation may include written correspondence, phone communication, and reciprocal on-site visits.

22. Ensure the student has adequate workspace, telephone access, office supplies, expense reimbursement, and support services comparable to those provided to agency clinicians.
23. Provide supervisory contact that involves reviewing student work using secure audio/visual recordings and/or live supervision, in compliance with all applicable institutional, state, federal, and international privacy requirements for all program delivery types.
24. Provide written evaluations of the student based on criteria established by the university program.
25. Not involve students in any form of billing for professional services.
26. Adhere to the professional ethics of the American Counseling Association ([ACA](#)) and the Canadian Counseling and Psychotherapy Association for placements in Canada ([CCPA](#)).
27. Consult with the assigned faculty supervisor for placement courses on at least a monthly basis to discuss the student's overall performance, progress, and professionalism. This may include written correspondence, phone communication, and reciprocal on-site visits.
28. Contact the assigned faculty supervisor if the candidate demonstrates conduct inconsistent with established professional expectations, including issues related to interpersonal relationships, attendance, work completion, timelines, and maintaining a professional calendar.
29. Ensure that candidates are afforded appropriate leave time to attend university-based internship supervision activities on a weekly basis. Candidates residing within a three-hour driving distance are expected to attend sessions in person; those outside commuting range must participate electronically.

**The Field Placement Student agrees to the following:**

12. Be consistently punctual and prepared, adhering to a mutually agreed-upon schedule for attending the field site.
13. Maintain a professional appearance in terms of dress and hygiene.
14. Remain appropriately engaged and focused during all activities, avoiding distractions such as phones.
15. Respond to feedback and constructive criticism with maturity and dignity.
16. Demonstrate appropriate professional communication skills and behaviors.
17. Maintain accurate case notes of all counseling contacts.
18. Attend and actively participate in required weekly group supervision sessions for the placement courses.
19. Attend weekly individual supervision meetings with the site supervisor.
20. Complete and submit time logs in a timely manner.
21. Evaluate their experience with the internship placement at the end of the semester.
22. Keep copies of all paperwork related to the placement experience.

### **INTERNSHIP CONTRACT – PART II**

Within the above specified time frame, \_\_\_\_\_ will be the primary internship site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity. \_\_\_\_\_ Tatjana Cownie \_\_\_\_\_ will be Niagara University's liaison with whom the student and internship site supervisor will communicate regarding progress, problems and performance evaluations.



### Internship Activities

This list below is a list of possible clinical activities for the internship student. It is not necessary that field sites have the student counselor complete all or even most of these. Check all areas that seem to apply. Additional areas of responsibility may be added in the future.

- 2. **Individual Counseling /Psychotherapy** \_\_\_\_\_
  - Personal/Social Nature \_\_\_\_\_
  - Occupational/Educational Nature \_\_\_\_\_
- 2. **Group Counseling/ Psychotherapy** \_\_\_\_\_
  - Co leading \_\_\_\_\_
  - Leading \_\_\_\_\_
- 3. **Intake Interviewing** \_\_\_\_\_
- 4. **Couples or family counseling** \_\_\_\_\_
  - Leading \_\_\_\_\_
  - Co-leading \_\_\_\_\_
- 5. **Testing & Assessment** \_\_\_\_\_
  - Administration & Interpretation \_\_\_\_\_
- 6. **Report Writing** \_\_\_\_\_
  - Record Keeping \_\_\_\_\_
  - Treatment Plans \_\_\_\_\_
- 7. **Consultation** \_\_\_\_\_
  - Referrals \_\_\_\_\_
  - Team Consultation & Case staffings \_\_\_\_\_
- 8. **Community/Psychoeducational Activities**
  - Family conferences \_\_\_\_\_
  - Community/campus Outreach \_\_\_\_\_
  - In-service presentations \_\_\_\_\_
- 9. **Career Counseling** \_\_\_\_\_
- 10. **Other (please specify):** \_\_\_\_\_

**Type of supervision student will receive:** Individual \_\_\_\_ Group \_\_\_\_  
*(Need formal one hour of supervision per week)*

**Will the student be able to audio/video tape counseling sessions?** Yes \_\_\_\_ No \_\_\_\_

As the site supervisor, I also agree to review the supervisor training materials available through the Niagara University Clinical Mental Health Counseling website <http://www.niagara.edu/mental-health-counseling>

This contract is accepted by the three parties with the expectation that its conditions will be met. In the event that those expectations are not met, the concerned party agrees to initiate communication to identify and discuss the difficulty, and to explore how barriers can be removed.

***BY OUR SIGNATURES BELOW, WE VERIFY ACCEPTANCE OF THIS CONTRACT:***

\_\_\_\_\_  
Agency Supervisor's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
\*University Representative Signature

**Site Contact Information:**

**Name of Site:**

**Address:**

**Primary Supervisor:**

**Phone:**

**E-mail:**

**License Number:**

**Student Info:**

**Name:**

**Email:**

**Phone:**

**University Contact Information:**

Tatjana Cownie, M.S., LMHC

Field Placement Coordinator

Clinical Mental Health & School Counseling Programs

College of Education -P.O.Box 2042

Niagara University, New York 14109 - 2042

Office: (716) 286-8723

Cell: (716) 957-4433

Email: [tcownie@niagara.edu](mailto:tcownie@niagara.edu)

**NIAGARA UNIVERSITY  
CLINICAL MENTAL HEALTH COUNSELING  
MONTHLY HOURS LOG**

**PRACTICUM Fall Semester Year: \_\_\_\_\_**

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

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

Dates:(from _____ to _____)	*Direct Hours	*Total Hours	Supervision Hours	Supervisor Initials
Wk 1:				
Wk 2:				
Wk 3:				
Wk 4:				
<b>MONTHLY TOTAL</b>				
<b>CUMULATIVE TOTAL (sum of current and prior months to date)</b>				

**\*Keep separate track of Direct and Supervision Hours as listed.** Direct and Supervision hours are always *included* as part of the Total Clock Hours. (E.g.: 20 Total Hours may involve 8 Direct hrs. and 4 hrs. of supervision)

*Practicum requires 100 Total clock hours, with at least one hour of supervision per week and 40 hours of direct contact.*

*\*\*Direct Hours= Individual, group, couples, family counseling, co-counseling, intakes, assessment, phone crisis counseling, psychoeducational or support groups and any other direct contact with clients.*

\_\_\_\_\_  
**Student Signature** **Date**

\_\_\_\_\_  
**On-Site Supervisor Signature** **Date**

\_\_\_\_\_  
**University Supervisor Signature** **Date**

**NIAGARA UNIVERSITY**  
**CLINICAL MENTAL HEALTH COUNSELING**  
**MONTHLY HOURS LOG**  
**PLACEMENT YEAR: \_\_\_\_\_**

(CHECK) INTERNSHIP 1 \_\_\_\_\_ INTERNSHIP 2 \_\_\_\_\_ INTERNSHIP 3 \_\_\_\_\_

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

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

Dates: (from ____ to ____)	*Direct Hours	Total Hours	*Supervision Hours
Wk 1:			
Wk 2:			
Wk 3:			
Wk 4:			
<b>MONTHLY TOTAL</b>			
<b>CUMULATIVE SEMESTER Total</b> (sum of this and semester's prior monthly totals)			

**\*Keep separate track of Direct and Supervision Hours as listed.** Direct and Supervision hours are always *included* as part of the Total Clock Hours. (E.g.: 20 Total Hours may involve 8 Direct hrs. and 4 hrs. of supervision)

*Each Internship requires 300 Total clock hours, with at least one hour of supervision per week and 120 hours of direct contact.*

*\*\*Direct Hours= Individual, group, couples, family counseling, co-counseling, intakes, assessment, phone crisis counseling, psychoeducational or support groups and any other direct contact with clients.*

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
On-Site Supervisor Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**CMHC PRACTICUM & INTERNSHIP  
CUMULATIVE HOURS LOG**

*Must be submitted at the end of EACH semester of field placement.*

PRACTICUM \_\_\_\_ INTERNSHIP 1 \_\_\_\_ INTERNSHIP 2 \_\_\_\_ I INTERNSHIP 3 \_\_\_\_

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Site:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

MONTH	DIRECT HOURS TOTAL	MONTH'S CUMULATIVE TOTAL	SUPERVISION HOURS
Semester Hours Totals:	*Direct:	*Cumulative:	*Total Supervision:

*\* Practicum requires a minimum of 40 Direct Hours and 100 Cumulative Hours per semester.*

*\*Internships require a minimum of 120 Direct Hours and 300 Cumulative Hours per semester.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## SITE SUPERVISOR'S EVALUATION OF INTERN CLINICAL MENTAL HEALTH PRACTICUM STUDENT'S PERFORMANCE – EVALUATION

***STUDENT: Provide the following information:***

Name of Student Intern: \_\_\_\_\_

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

Date of Evaluation: \_\_\_\_\_ or period covered by the evaluation \_\_\_\_\_

***SITE SUPERVISOR: Respond to the items below (1-20) to evaluate your student intern. Use the definitions of the descriptors listed below to aid in your evaluation.***

**Not Observable: N/O:** The student intern has not had a chance to perform this skill or task.

### **Unacceptable (1):**

- Lacks the ability to perform this skill, task, or role
- Shows minimal understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

### **Emerging (2):**

- Demonstrates limited ability to perform this skill, task, or role consistently.
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

### **Proficient (3):**

- Demonstrates the ability to perform this skill, task, or role consistently.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

### **Advanced (4):**

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical setting.

## INTERNSHIP STUDENT PERFORMANCE – FINAL EVALUATION

	SKILL OR ABILITY		N/O	1	2	3	4
<b>A.)</b>	<b>GENERAL SUPERVISION COMMENTS</b>						
1.	Invests time and energy in becoming a counselor/therapist.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.					
2.	Accepts and uses constructive criticism to enhance self-development and counseling skills.	CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.					
3.	Engages in open, comfortable, and clear communication with peers and supervisors.	CACREP.2016.2. F.1.m.					
4.	Recognizes own competencies and skills and shares these with peers and supervisors.	CACREP.2016.2. F.1.k.					
5.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	CACREP.2016.2. F.1.m.					
6.	Completes case reports and records punctually and conscientiously.	CACREP.2016.5. C.2.m.					
7.*	Understands and maintains confidentiality of client information at appropriate times.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.					
8.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics.	CACREP.2016.2. F.1.i.					
9.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	CACREP.2016.2. F.1.k.					
10.	Articulates personal theoretical orientation towards counseling/therapy.	CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a					
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2. F.1.k.					

12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F.2.d.; CACREP.2016.2.F.2.c.					
13.	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	CACREP.2016.5.C.2.a.; CACREP.2016.2.F.2.h.					
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.					
15.*	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	CACREP.2016.5.C.2.m.					
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2.F.1.l.					
17. *	Advocates for and protects the rights of clients	CACREP.2016.5.C.3.e.					
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.					

	Skill or Ability		N/O	1	2	3	4
S.)	Internship Site Competencies						
19.	Develops a working understanding of the policies and procedures of the internship site.	CACREP.2016.5.C.2.a-d, h, m					
20.	Develops competency in utilizing the professional technologies available at the internship site.	CACREP.2016.2.F.1.j. CACREP 2016 2 F.5.e					





## SITE SUPERVISOR'S EVALUATION OF INTERN CLINICAL MENTAL HEALTH INTERNSHIP STUDENT'S PERFORMANCE – EVALUATION

***STUDENT: Provide the following information:***

Name of Student Intern: \_\_\_\_\_

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

Date of Evaluation: \_\_\_\_\_ or period covered by the evaluation \_\_\_\_\_

***SITE SUPERVISOR: Respond to the items below (1-49) to evaluate your student intern. Use the definitions of the descriptors listed below to aid in your evaluation.***

**Not Observable: N/O:** The student intern has not had a chance to perform this skill or task.

### **Unacceptable (1):**

- Lacks the ability to perform this skill, task, or role
- Shows minimal understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

### **Emerging (2):**

- Demonstrates limited ability to perform this skill, task, or role consistently.
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

### **Proficient (3):**

- Demonstrates the ability to perform this skill, task, or role consistently.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

### **Advanced (4):**

- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical setting.

## INTERNSHIP STUDENT PERFORMANCE – FINAL EVALUATION

	SKILL OR ABILITY		N/O	1	2	3	4
A.)	GENERAL SUPERVISION COMMENTS						
1.	Invests time and energy in becoming a counselor/therapist.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.					
2.	Accepts and uses constructive criticism to enhance self-development and counseling skills.	CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.					
3.	Engages in open, comfortable, and clear communication with peers and supervisors.	CACREP.2016.2. F.1.m.					
4.	Recognizes own competencies and skills and shares these with peers and supervisors.	CACREP.2016.2. F.1.k.					
5.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	CACREP.2016.2. F.1.m.					
6.	Completes case reports and records punctually and conscientiously.	CACREP.2016.5. C.2.m.					
7.*	Understands and maintains confidentiality of client information at appropriate times.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.					
8.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics.	CACREP.2016.2. F.1.i.					
9.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	CACREP.2016.2. F.1.k.					
10.	Articulates personal theoretical orientation towards counseling/therapy.	CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a					
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2. F.1.k.					

12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F.2.d.; CACREP.2016.2.F.2.e.					
13.	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	CACREP.2016.5.C.2.a.; CACREP.2016.2.F.2.h.					
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.					
15.*	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	CACREP.2016.5.C.2.m.					
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2.F.1.l.					
17. *	Advocates for and protects the rights of clients	CACREP.2016.5.C.3.e.					
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.					

<b>B.)</b>	<b>THE COUNSELING PROCESS</b>						
19.	Researches the referral prior to the first interview/session	CACREP.2016.2. F.5.g.					
20.	Keeps appointments on time	CACREP.2016.2. F.1.b.					
21.	Begins the interview/session smoothly	CACREP.2016.2. F.1.b.					
22.	Explains the nature and objectives of counseling/therapy when appropriate	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.					
23.	Is relaxed and comfortable in the interview/session	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.					

24.	Communicates interest in and acceptance of the client	CACREP.20 16.5. C.2.j.					
25.	Facilitates client expression of concerns and feelings	CACREP.20 16.2. F.5.g.					
26.	Focuses on the processes driving the client's presenting problem	CACREP.20 16.5. C.3.b.					
27.	Recognizes and responds appropriately to resistant behaviors by the client.	CACREP.20 16.2. F.5.g.					
28.	Recognizes and deals with positive affect of the client	CACREP.20 16.2. F.5.g.					
29.	Recognizes and deals with negative affect of the client	CACREP.20 16.2. F.5.g.					
30.	Demonstrates flexibility in the interview/session	CACREP.20 16.2. F.5.f.					
31.	Uses silence effectively in the interview/session	CACREP.20 16.2. F.1.b.; CACREP.20 16.2. F.5.g.					
32.	Is aware of own feelings in the counseling session	CACREP.20 16.2. F.1.k.					
33.	Communicates own feelings to the client when appropriate	CACREP.20 16.2. F.1.b.					
34.	Recognizes and skillfully interprets the client's covert messages	CACREP.20 16.5. C.3.b.					
35.	Facilitates realistic goal setting with the client	CACREP.20 16.2. F.5.i.					
36.	Encourages appropriate action-step planning with the client	CACREP.20 16.5. C.3.b.					
37.	Employs judgment in the timing and use of different techniques	CACREP.20 16.5. C.3.b.					
38.	Initiates periodic evaluation of goals, action-steps, and process during counseling	CACREP.20 16.2. F.5.i.					
39.	Demonstrates an understanding of the dynamics associated with group process and development	CACREP.20 2.F.6.a.					

40.	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	CACREP.20 2.F.6.c.					
41.	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	CACREP.20 2.F.4.b.					
42.	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	CACREP.20 2.F.4.h.					

	<b>Skill or Ability</b>		<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
43.	Explains, administers, and interprets tests/assessments correctly	CACREP.20 16.5. C.1.e.					
44.	Terminates the interview/session smoothly	CACREP.20 16.2. F.1.b.; CACREP.20 16.2. F.5.g.					
<b>C.)</b>	<b>KNOWLEDGE AND SKILLS</b>						
45.	Has the ability to manage crisis situations when they arise	CACREP.20 16.2. F.5.m.; CACREP.20 16.5. C.2.f.					
46.	Focuses on specific behaviors and their consequences, implications, and contingencies	CACREP.20 16.5. C.3.b.					
47.	Recognizes and pursues discrepancies and meaning of inconsistent information	CACREP.20 16.2. F.5.g.					
48.	Uses relevant case data in planning both immediate and long-range goals	CACREP.20 16.5. C.3.b.					
49.	Uses relevant case data in considering various strategies and their implications	CACREP.20 16.2. F.7.e. 2.F.7.i; CACREP.20 16.5. C.3.b.					

50.	Bases decisions on a theoretically sound and consistent rationale of human behavior	CACREP.20 16.5. C.1.b.					
51.	Is perceptive in evaluating the effects of own counseling techniques	CACREP.20 16.2. F.1.k.					
52.*	Demonstrates ethical behavior in the counseling activity and case management	CACREP.2016 .2.F. 1.i.; CACREP.20 16.5. C.2.l.					
53.*	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	CACREP.20 16.2. F.5.d.					
<b>S.)</b>	<b>Internship Site Competencies</b>						
54.	Develops a working understanding of the policies and procedures of the internship site.	CACREP.20 16.5.C.2.a-d, h, m					
55.	Develops competency in utilizing the professional technologies available at the internship site.	CACREP.20 16.2. F.1.j. CACREP 2016 2 F.5.e					

To receive a rating of Satisfactory, it is expected that 80% (40 items) or more of the above ratings are at the proficient level or higher AND items marked with \* must be proficient or higher.

☐ Satisfactory: I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.

☐ Unsatisfactory: I have concerns about this person entering the counseling profession.

Additional comments and/or suggestions

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

Signature of site supervisor: \_\_\_\_\_

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

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

Signature of student intern: \_\_\_\_\_

This form is adapted with permission from the University of Tennessee at Martin Dept of Educational Studies.

To receive a rating of Satisfactory, it is expected that 80% (20 items) or more of the above ratings are at the Emerging level or higher AND items marked with \* must be proficient or higher.

☐ Satisfactory: I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.

☐ Unsatisfactory: I have concerns about this person entering the counseling profession.

Additional comments and/or suggestions

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Date: \_\_\_\_\_ Signature of site supervisor: \_\_\_\_\_

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date: \_\_\_\_\_ Signature of student intern: \_\_\_\_\_

This form is adapted with permission from the University of Tennessee at Martin Dept of Educational Studies.



**Niagara University  
Mental Health Counseling Program  
EDU 679 Counseling Practicum  
BiWeekly Contact Form**

Due Date:

Student:

Name of Site Supervisor:

Practicum Site:

1. How is the practicum student progressing? (Choose one):

Performing Excellent \_\_\_\_

Performing Satisfactory \_\_\_\_

Performance is Unsatisfactory \_\_\_\_

Comments:

2. If the student is not performing satisfactorily, what does she/he need to do to improve?

3. Are there any questions or other concerns? If so, please give your preferred phone or email contact information here and we will contact you shortly.

Phone:

Email:

Comments:

4. Next Biweekly Contact Date:

5. University Contact:

**Tatjana Cownie, M.S., LMHC** (she/her/hers)

Field Placement Coordinator SC & CMHC

COE - Counseling and Applied Psychology

Academic Complex 328B, Niagara University, NY

Cell: 716-957-4433

Office: 716-286-8723

Fax: 716-286-8546

[tcownie@niagara.edu](mailto:tcownie@niagara.edu)

Thank you for your time!

### Student's Evaluation of Site and Supervisor-

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

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

Select: Practicum \_\_\_\_ Internship I \_\_\_\_ Internship II \_\_\_\_ Internship III \_\_\_\_

**Directions:** Circle the number that best represents how you-the Practicum or Internship Student-feels about the supervision and experience received from your field placement. This information will not be shared with your on-site supervisor without your consent.

#### My Supervisor:

	Poor	Fair	Good
1. Gives appropriate time for individual and/or group supervision.	1 2	3 4	5 6
2. Provides constructive feedback in supervision sessions.	1 2	3 4	5 6
3. Recognizes and encourages further development of my clinical strengths and capabilities.	1 2	3 4	5 6
4. Encourages and listens to my ideas and suggestions.	1 2	3 4	5 6
5. Helps to define specific, concrete goals for me during the practicum or internship experience.	1 2	3 4	5 6
6. Is available when I need consultation.	1 2	3 4	5 6
7. Through her/his professional behavior, my supervisor models ethical practice.	1 2	3 4	5 6
8. My supervisor makes the effort to remain current in the counseling field.	1 2	3 4	5 6
9. Maintains confidentiality within the clinic setting.	1 2	3 4	5 6
10. Helps me formulate my own theoretical approach to counseling.	1 2	3 4	5 6
11. Explains her/his criteria for evaluating student interns in clear terms.	1 2	3 4	5 6
12. Applies her/his criteria fairly in evaluating my performance.	1 2	3 4	5 6
13. Demonstrates respect to students, staff and supervisees.	1 2	3 4	5 6
14. Encourages me to discuss concerns encountered in the practicum or internship setting.	1 2	3 4	5 6
15. Through my work with this supervisor, I have learned new counseling techniques, interventions, or assessments.	1 2	3 4	5 6
16. The supervisor has helped to make this practicum/internship a valuable experience.	1 2	3 4	5 6

#### This Site:

17. Provided continuity and diverse student experiences (e.g. multicultural, group, learning disabled students, etc.)	1 2	3 4	5 6
18. Because of my experience with the supervisor and this agency, I would recommend this site to other students.	1 2	3 4	5 6

Additional Comments and/or suggestions:

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\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

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

### Niagara University Informed Consent to Audiotape or Videotape Permission Form Mental Health Counseling Program

Niagara University and the agency provide counseling opportunities for individuals, couples, families and groups. Signing this form provides the counselor-in-training the opportunity to record your counseling session and to play with the counselor's supervisor and graduate students in the Practicum/Internship class, all of whom are held to confidentiality. The recording will not be made available to anyone outside the agency or the Practicum/Internship cohort. Feel free to ask your counselor any questions about the purpose of recording and use of the recording.

Your signature below indicates that you give \_\_\_\_\_ (name of Your counselor-in-training) permission to be recorded (audiotaped or videotaped; circle one or both) and that you understand the following:

1. I can request the recorder be turned off at any time and may request the recording be erased.
2. The purpose of recording is for use in training and supervision. This will provide the counselor-in-training to consult with her or his supervisor(s) in an individual or group format.
3. The contents of these recorded session(s) are confidential and will not be shared outside the context of individual and group supervision.
4. The recording will be stored in a secure location and will be used only for training and supervision purposes as stated above.
5. The recording will be erased after they have served their purpose.

\_\_\_\_\_  
Name of Client (Please Print)

\_\_\_\_\_  
Signature

