



**FORT VALLEY
STATE UNIVERSITY**

COUNSELING

*College of Education
and Professional Studies*

FIELD EXPERIENCE MANUAL

**FORT VALLEY STATE UNIVERSITY
1005 State University Drive
Fort Valley, Georgia 31030**

College of Education and Professional Studies Counseling Department

Mission Statement and Objectives

Mission Statement

The mission of the Fort Valley State University Counseling Department is to be committed to serving as a solidified foundation for our graduate students and prepare them with the knowledge, skills, and dispositions needed to become critical thinkers, ethical, and efficient counselors working with diverse populations and in various settings.

Department Objectives

The FVSU Counseling Department Faculty strives to prepare professional counselors who:

- effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups; are culturally responsive and competent; and advocate for those who have been historically marginalized
- effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings
- utilize and conduct research, assessment, and evaluation in the counseling process
- embody a strong counselor identity, and are committed to ethical and legal practice as professional counselors

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Section I: Overview of the Manual

Welcome to the Field Experience

The field experience includes the practicum and internship represent culminating events in your graduate academic experience in the Fort Valley State University (FVSU) College of Education and Professional Studies' Department of Counseling. You are given structured, supervised opportunities to apply the knowledge and skills you acquired during your specialty program. The supervised clinical experience is designed to help students develop their clinical skills. The Clinical Mental Health students receive academic instruction at the Waner Robins Center located at 151 Osigian Blvd. Warner Robins, Georgia. All classes are held at this site. Classes are held on the Warner Robins Campus. The campus has a computer lab and library for student use. The campus provides private classrooms for one day per week for 1 ½ hours. The Rehabilitation Counseling program is a fully online program. The learning management system, Brightspace Desire 2 Learn (D2L) has a platform called Blackboard Collaborate Ultra, which allows for virtual classes. Only students registered to any D2L class have access to D2L and those registered for a specific class will only be able to access that course. The digital delivery platform combines use of Brightspace/D2L and camera systems which integrate with Blackboard Collaborate for synchronous instruction. Brightspace protects enterprise users privacy and also adheres to FERPA regulations as found in their Privacy Statement (See "Brightspace Privacy Statement" found here at : <https://www.d2l.com/legal/privacy/>). Similarly, BlackBoard Collaborate outlines its end-user protections as well as legal matters in their Privacy Statement (See" BlackBoard Collaborate Privacy Statement) found here at: https://help.blackboard.com/Privacy_Statement#website-usersD2L, which supports compliance with The General Data Protection Regulation (GDPR), Family Educational Rights Privacy Act (FERPA), Personal Information Protection and Electronic and Documents Act (PIPED). Only the moderator (faculty) of a session can allow guests to enter Collaborate Ultra with the use of a guest link. Outside emails are prohibited from sending or receiving emails in D2L.

The campus has ample space for class meetings. Group counseling takes place in classrooms with doors that can be closed and locked. Locked doors allow privacy and adheres to the confidentiality policy. The Warner Robins Center has several halls, allowing classes to be held on a private hall to provide privacy as well as confidentiality for individual and group work. In addition, most rooms have video conferencing and computers are equipped with webcams allowing for watching videos, videorecording, and the use of technology to assist in teaching and learning.

Field experiences are designed to provide students opportunities to apply their didactic, in-class learning to actual on the job functioning. The ultimate goal of this experience is to bring together theory and practice in ways that address the needs of clients and the agencies that provide services to those clients. Generally, through these experiences students should have opportunities to: (1) participate in the process of delivering counseling services to clients (2) become functionally aware of the places and purpose of counseling; (3) develop an operational understanding of the means for integrating knowledge from several disciplines; (4) develop an understanding of how services are organized and administered in private and public agencies; and (5) become familiar with the roles of local, state, and national agencies in the delivery of services to specific client/ patient populations.

The Counseling Department, its partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help counseling candidates develop their knowledge, skills, and dispositions. The counseling department will review data collected regarding the field experience sites and evaluation of them. The result of this data assists the program in making decisions about appropriate sites, field activities and experiences for counseling candidates. In addition, the Clinical Coordinator coordinates activities between Fort Valley State University (FVSU) faculty and community partners to match course activities with appropriate sites.

Purpose of the Manual

The purpose of this *Field Experience Manual* is to provide master's level counseling trainees in Clinical Mental Health, Clinical Rehabilitation, and School Counselor Education programs with a preview of their field experiences. The purpose of the manual is to explain the roles, expectations, and requirements for the CACREP accredited program's practicum and internship experiences. This generic manual serves as a guide to departmental policies and procedures and should be referenced throughout the experience as a guide. The manual also includes the forms and rubrics that are used for enrolling in and completing field experiences, and the field experience forms and rubrics used in evaluating the candidate in his or her field experiences. Designed to guide faculty who teach courses requiring field experiences, this manual is to be presented to participating counselor site supervisors and all related administrators, offering information they need as our partners in developing proficient future counselors

Disclosure Statement

Effective July 1, 2020, all higher education institutions that receive federal financial aid are required to disclose to students whether an educational program is designed to meet requirements for professional licensure or certification for employment, which likely varies by state. The graduate programs in counseling at Fort Valley State University are designed to satisfy the current educational requirements prescribed by the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. Upon successful completion of these programs, the unlicensed graduate is eligible to apply for licensure as an associate professional counselor by examination. Approval for admission for the examination and subsequent licensure of qualified candidates is determined by the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. The counseling programs of the Department of Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 500 Montgomery Street, Suite 350 Alexandria, VA 22314.

In accordance with 34 CFR Sec. 668.43, federal regulations require institutions to determine the states in which a student and perspective student are located for the purpose of disclosing state-specific professional licensure information to students based on the state in which the student resides. These disclosure requirements apply to both in-person and online learning modalities. Please see the link below if you are a prospective or current FVSU student interested in pursuing professional licensure after graduation. Higher education institutions are required to present data in the following three categories:

1. a list of all states/jurisdictions where the institution's curriculum meets state educational requirements for professional licensure or certification,
2. a list of all states/jurisdictions where the institution's curriculum does not meet state educational requirements for professional licensure or certification, and
3. a list of all states/jurisdictions where the institution has not decided whether the curriculum meets educational requirements.
4. Institutions are **not** required to modify or adjust curriculum to meet the requirements of all states and jurisdictions. These disclosures serve as additional information that can be utilized to help students in their decision-making processes about their education.

For a list of state jurisdiction specific information, visit the URL here:

<https://publish.smartsheet.com/3475ef728f284b6c8ffb11068961dd85>

Field Placement Terminology

**Terms with an asterisk are CACREP definitions*

The following definitions are commonly used terms to describe individuals and components of the field experience:

Clinical Coordinator: counseling faculty with the responsibility for coordinating the field experience.

Counselor trainee: as known as the student or student intern who is seeking or fulfilling practicum and/or internship.

Direct Service: involves hours of actual client/student contact (individual and group counseling); consultation with other professionals, intakes; case conceptualizations. In the school setting, this would also include classroom and group guidance.

Faculty Supervisor: as known as the instructor for the practicum and/or internship course(s).

Field Experience Hours: the activities making up practicum and internship experiences are counted as hours in direct service, indirect service, and supervision at the field placement site. Some direct service hours must involve a recording (video/audio).

Field Placement Site: facility where counselor trainees provide counseling and counseling-related services to client under supervision of both the site supervisor and the faculty supervisor.

Formative and Summative Evaluation: Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard. *

Professional Disposition: The commitments, characteristics, values, beliefs, and behaviors that influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations. *

Site Supervisor: a qualified individual at the field experience location who will supervise the counselor trainee in a counseling experience.

Indirect Service: involves hours of preparation for student/client contact. Indirect service is anything that support the direct delivery of services to clients. Examples include staffing, record keeping and review, field site supervisions, recoding review, attending staff meetings, informal assessments, and observations.

Internship: A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills. * The internship requires 600 hours to be completed in the course of two semesters.

Practicum: A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship. * Practicum includes a field placement site consistent with the counselor trainee selected specialty area. The practicum requires 100 hours to be completed in one semester.

Supervision:

- **Live Supervision-** Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session. *
- **Individual Supervision-** A tutorial and mentoring relationship between a member of the counseling profession and one counseling student. *
- **Triadic Supervision-** A tutorial and mentoring relationship between a member of the counseling profession and two counseling students. *
- **Group Supervision** – A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students. *

Section 2: General Field Experience Information

Understanding the Practicum and Internship

Practicum

Practicum is a counseling technique and skill focused field experience. The clinical component of practicum is a total of 100 hours over a full academic semester that is a minimum of eight-weeks. Students must complete at least 40 hours of direct experience with actual clients that contributes to the development of counseling. These hours are documented on the program provided log sheet and submitted to the faculty supervisor.

Internship

After successful completion of the practicum, students complete a 600-hour experience with 240 hours of direct experience of supervised counseling internship in roles and settings with actual clients relevant to their specialty program. The internship requirement divides required hours into two internships. The student must complete Internship I and Internship II courses, which are 300-clock hours of experience each semester. Of the 300 hours, 120 of those hours are required to be hours spent with actual clients in the practice of counseling. The hours shall be documented on the university provided log sheet.

Role of Professional Dispositions

As a part of the Department of Counseling program evaluation and student success measures, faculty will complete professional disposition surveys prior to field experience (1-15 credit hours earned), during the field experience, and during Internship II. The disposition survey is designed to examine and monitor counseling behaviors and dispositions of trainees. The key disposition areas include professional ethics, professional behavior, commitment, professional and personal

boundaries, field experience functionality, multicultural and social justice competency, emotional stability and self-awareness, motivation to learn and grow/initiative, openness to feedback, flexibility/adaptability, congruence & genuineness, self-expression, interpersonal functionality, conflict, empathy, honesty, and integrity. A Student Improvement Plan will be developed with the student, faculty supervisor and advisor. Unfavorable dispositions are scores below “2” which may require remediation and possible dismissal if not rectified.

Field Experience Expectations

Counselor trainees performing practicum and internship duties at a field experience site are extension of the Counseling Department, College of Education and Professional Studies, and Fort Valley State University. Students are expected to demonstrate integrity and diligence in service provision, professionalism, and ethical decision-making. Counselor trainees are expected to be knowledgeable about the scope of service as novice counselors (e.g., evaluation, supportive counseling, linking, etc.). To operate as a 21st century counselor, trainees should engage in self-reflective practice, demonstrate empathy and good listening skills, and unconditional positive regard. Counselor trainees are also expected to be respectful to faculty, peers, and clients involved in these experiences. This includes timely and accurate reports and paperwork.

The field experience is considered a professional experience. Professionalism can be thought of as regular attendance, timeliness, good hygiene, proper attire, and good work ethic. Acting as professional, counseling trainees are expected to exhibit personal attributes that lend themselves to professionalism. These attributes include integrity, respect for clients and coworkers, appreciation of diversity. Ethical decision making is demonstrating the ability to incorporate the six ethical principles (autonomy, beneficence, fidelity, justice, veracity, and non-maleficence). This also means understanding and adherence to the American Counseling Association Code of Ethics and related professional codes of ethics.

Learning Goals and Activities

At the start of each field experience, students and supervisors should meet to discuss learning goals and activities. The purpose of this activity is to provide you with a plan of action as it relates to your academic experience and professional goals. It will help you to clarify your learning experiences while also helping you to experience a sense of personal accomplishment as you develop your clinical skills. The Learning Goals and Activities sheet is a part of the Field Experience Application and can be found in the appendices.

Professional Dress

Unless otherwise stated by site supervisor, counseling trainees are expected to appear at their sites in business or business casual attire. Students should refrain from wearing provocative clothing, athletic wear, distressed jeans or with holes, flip-flop, slides, and tank tops.

Section 3: Preparing for Field Experience

Applying to Practicum & Internship

Students must complete the Department of Counseling application one semester before the anticipated start of the experience. The completed application consists of a signed and completed form, ethics statement, submission of resume, and fulfillment of prerequisite criteria. The prerequisite criteria are available on the program specialty balance sheet and the application. The application packet can be obtained from your faculty advisor. You must meet with your faculty advisor and obtain their signature for your field experience application. The Clinical Coordinator must approve your site before you can start your experience. Please refer to the checklist provided in the appendices.

The table provides a list of all the courses by specialty and core courses that are required prior to enrolling in the field experience. FVSU 0500 Graduate Orientation is also required.

Core Courses
COUN 5623 Counseling Theories & Process
COUN 5633 Group Theory & Process
COUN 5453 Psychopathology
COUN 5734 Clinical Diagnosis & Treatment Planning
Clinical Mental Health
MLHC 5413 Clinical Mental Health Counseling
MLHC 5422 Seminar in Prof. Orientation & Ethical Practice
COUN 6020 Counseling Skills & Techniques
Clinical Rehabilitation Counseling
RCCM 5403 Intro to Rehabilitation
RCCM 5413 Ethical & Professional Case Management
RCCM 5423 Medical Case Management
School Counselor Education
EDSC 5123 Intro to School Counseling
EDSC 5133 Ethics and Law
EDSC 5303 School and Family Consultation
EDSC 5223 Comprehensive School Counseling
EDSC 5810 Counseling Children and Adolescents

Guidelines for Securing an Appropriate Placement Site

We recognize that counselors can be found in various settings, such as hospitals, public and private

agencies, private practice, and schools. The focus should be on the development of your counseling skills.

Placement Sites must agree to the following:

1. The site must allow you the ability to obtain the required number of clock hours based on the type of placement: Practicum or Internship. These clock hours must include working with clients. On average you should expect to be at your site about 20 hours a week and see clients during this time.
2. The site must be able to provide you a site supervisor who meets all the supervisor qualifications
3. The site must be able to provide you with clinical clients that are appropriate to your skill and knowledge level of the program specialty.
4. The sites must agree to working with FVSU Counseling Department programs in meeting the requirements of your development in accordance with CACREP and your state licensing board.
5. The site must allow students to record a minimum of two audio/video sessions for case conceptualizations.

It is the student's responsibility to secure an appropriate field site. This should be done prior to the start of semester. Students can contact various counselors in the area. Sites have a certain procedure and require deadlines for requesting a clinical placement. In addition, there is an identified FVSU liaison who handles school placements. The program can provide guidance, but the student should not expect the program faculty to secure the site. We are available to speak with potential sites. Students should discuss with the potential site the requirements of the field experience placements. These requirements can be found below. In addition, each site must sign a placement agreement form. For School Counselor Educator, do not contact school districts regarding placements.

Field Experiences Site

Each student, after discussion with her or his academic advisor, is responsible for securing a placement site in which she/he wishes to do her/his internship. Sites chosen must be approved first, by the advisor and second, by the Clinical Coordinator prior to the initiation of the internship. **Clinical Mental Health** sites must provide counseling services and treatment to individuals with mental health disorders. **Clinical Rehabilitation** sites must provide vocational services to clients with disabilities and not exclusively mental health disorders. The site should focus on helping individuals with disabilities to achieve their personal, career, and independent living goals. **School Counselor Education** sites must be in a school setting working with school-aged children.

To assist students in selecting sites for this experience, an example of approved settings approved for this experience.

Clinical Mental Health	Clinical Rehabilitation	School Counselor Educator
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Community Counseling Centers	State Vocational Rehabilitation Agency	Elementary Schools
Youth Services Agencies	Private For-Profit Rehab Agency	Middle Schools
Correctional Facilities	Veterans Administration/Military	High Schools
Drug Treatment Centers	Rehabilitation Centers	Alternative Schools
Human Service Programs	College Disability Service Centers	
Private Practices	Independent Living/Residential Program	

Requests to Change Site or Supervisor

If a student is interested in a site that is not on the approved site list, the student must submit a written request to the Clinical Coordinator. The site must be evaluated for its suitability as a fieldwork placement site prior to the commencement of any fieldwork activity. Please note that the time it takes to evaluate and approve a site varies which could delay the start or continuation of a field experience.

Section 4: Practicum and Internship Requirements

Field Experience Requirements

Once your forms have been submitted and reviewed you will be enrolled into the appropriate field experience course. After you are enrolled, you will be given the permission to pursue an appropriate placement that is approved by the Field Experience Coordinator.

Various types of settings are appropriate at certain field experience levels. You should work closely with your advisor in identifying which settings best meet your goals and needs. The settings must adhere to the standards established by Council on the Accreditation of Counseling and Related Educational Programs (CACREP), the American Mental Health Counselors Association (AMHCA), and the American Counseling Association (ACA).

This manual is located on the FVSU website- Counseling Department. You can also request a copy from your advisor, the Department Chair, or the Field Experience Coordinator.

Site Supervisor Requirements

A site supervisor must have:

1. a minimum of a master's degree, preferably in counseling or related profession.
2. two years of post-master's experience relevant
3. a current licensure or certification in related profession (i.e., LPC, CRC, CSC)
4. training and experience providing counseling supervision
 - a. Clinical supervision consists of items such as clinical diagnosis, conceptualization, clinical skills and interventions, and proper use of interventions.
5. relevant training in technology for supervision

Practicum Placement Requirements

Students are required to:

- a. Remain at their site for the total semester regardless of the number of hours.
- b. Obtain 100 directed experience hours, which includes 40 hours with real clients that lead to the development of clinical skills. Students should lead or co-lead group counseling, consisting of the group counseling types.
- c. Students must obtain and submit liability insurance coverage for the full semester prior to starting their placement. The insurance can be applied for separately. Some professional organizations such as the American Counseling Association and the American Mental Health Counseling Association provide free liability insurance with membership. Many companies provide discount to students.
- d. Complete and submit to your university professor the placement agreement at the start of the semester of your placement.
- e. Complete and submit assignments, paperwork, documentation, and other required items.
- f. Attend 1 ½ hours weekly group supervision (class) with your Faculty Supervisor.
- g. Attend and participate weekly supervision with your Site Supervisor.
- h. Develop at least three professional goals, including activities and an evaluation plan. This plan should be developed in conjunction with the site supervisor. The student will evaluate their plan at the end of the semester.

Failure to fully complete the practicum will result in delay of the student enrolling in Internship.
[Section 8: Satisfactory Completion of the Field Experience](#)

The student will receive an IP for the work not submitted with only a valid reason and approval by the Faculty Supervisor. An IP will be removed when the student completes the required pending action.

Internship Placement Requirement

Students must:

- a. Remain at their site for the total semester regardless of the number of hours.
- b. Obtain 300 directed experience hours, which includes 140 hours with real clients that lead to the development of clinical skills over two semesters. Students should lead or co-lead group counseling, consisting of the group counseling types.
- c. Obtain and submit liability insurance coverage for the full semester prior to starting their placement. The insurance can be applied for separately. Some professional organizations such as the American Counseling Association and the American Mental Health Counseling Association provide free liability insurance with membership.
- d. Complete and submit to your university professor the placement agreement at the start of the semester of your placement.
- e. Complete and submit assignments, paperwork, documentation, and other required items.
- f. Attend weekly group supervision (class) with your Faculty Supervisor.
- g. Attend and participate weekly supervision with your site supervisor.

- h. Record and submit at least two audio/video case sessions.
- i. Develop at least three professional goals, including activities and an evaluation plan. This plan should be developed in conjunction with the site supervisor. The student will evaluate their plan at the end of the semester.
- j. Develop a self-care plan and submit it to the university faculty.

No student will be enrolled in Internship II who has not completed all Internship I hours and submitted all required paperwork. [Section 8: Satisfactory Completion of the Field Experience](#)

The student will receive an IP for the work not submitted with only a valid reason and approval by the Faculty Supervisor. An IP will be removed when the student completes the required pending action.

Group Counseling

Per CACREP, Section 3,” students must lead or co-lead a counseling or psychoeducational group”. This will require at least 10 hours in either facilitation or co-facilitation that is relevant to the counseling specialty. Be sure to consult with the site about the group counseling prior to seeking approval for the site.

Case Conceptualization

The case conceptualization is a method of understanding and interpreting a client’s presenting problem to develop a treatment plan for guiding the therapeutic process. All counselor trainees in the field experience are expected to complete two case conceptualizations, which are to be recorded through audio and/or video. The required documents are a consent form, case conceptualization report, audio/video recording, and written transcription.

Components:

- Mental Health Exam
- Presenting problem
- History
- Diagnosis
- Justification of diagnosis
- Theoretical orientation
- Treatment plan and course of treatment
- Human Diversity
- Legal and Ethical Issues
- Prognosis

If a student fails to submit all required documents for one or more of the two required case conceptualizations, it will result in an automatic final course grade of “F”. Both case conceptualizations must be completed with a client from the practicum or internship site for the current semester. Counselor Trainees are not permitted to complete conceptualizations on relatives, friends, or associates of the sort. The site supervisor must complete the taped critique for both conceptualizations.

Section 5: Roles and Responsibilities

Counselor Trainee's Responsibility to the Site, Department, and the University

The first requirement of the Counselor Trainee is to recognize that he/she is a working, observing, and a learning guest of the site. There are serious implications related to the Counselor Trainee's status at the site. First, it is important that the Counselor Trainee recognizes and applies the appropriate etiquette for his/her status. Punctuality in reporting for work and appropriateness of dress are primary components of a successful experience.

Second, as this may be a new and/or different experience for the Counselor Trainee, it is recognized that, on occasion, he/she will have questions and concerns to which a response is needed. When such questions/concerns arise in the workplace, the intern should take those to his/her site supervisor. The Counselor Trainee must always keep in mind that work assignments are given by the site supervisor, unless the latter informs him or her that a designated person will be responsible for assigning the trainee certain tasks. The Counselor Trainee who follows what is stated here should have a satisfying and meaningful experience.

In addition to the basics stated above, the Counselor Trainee is expected to have an opportunity to engage in the following activities within the facility where placed.

- a. Follow the rules and regulations of the site in which this experience takes place.
- b. Observe experienced counselors as they work with clients and their families.
- c. Participate in and conducting an intake interview.
- d. Write up case notes and reports according to site.
- e. Serve as co-counselor as determined by site supervisor for individual and group sessions.
- f. Attend and participate in staffing and training sessions.
- g. Video/Audio at least two case sessions of counseling with actual clients.

Pervading each of the activities identified above is the serious matter of confidentiality. In every instance of directly working with clients and/or accessing materials related to clients, confidentiality is required. Any report of failure to adhere to that standard, places a Counselor Trainee's continuation within a facility in serious jeopardy.

The Counselor Trainee must realize that the opportunity to deliver human services under the authority of the site involves a commitment to his/her part to fulfilling the site's goals. Moreover, the Counselor Trainee is subject to the policies, procedures, and rules established for workers in carrying out the agency's business. Therefore, the Counselor Trainee must exercise discretion in his/her behavior while interning at the agency. Even though he/she is not considered a full-fledged employee, the student must respect rules established by the agency to protect the site, clients, other staff members and the Counselor Trainee himself/herself.

The Counselor Trainee's responsibilities to the site, the site supervisor and the department are the following:

1. Report to the assigned site and site supervisor in order to establish a work schedule for the field work.

2. Inform the site supervisor when he/she will be absent or late for field placement.
3. Become familiar with the policies, rules, and procedures established by the site.
4. Observe the policies, rules, and procedures established by the site within the limitations of professional ethics and values.
5. Conform to the dress codes or norm of dress practiced at the site.
6. Conduct oneself in a mature professional, and responsible manner always.
7. Attend conferences, meetings, and workshops assigned by the site supervisor.
8. Submit reports as requested by the site supervisor and faculty supervisor.
9. Consult the site supervisor and faculty supervisor on problems, needs, and concerns relevant to the student's work at the agency.
10. Attend and participate in all campus supervision sessions and utilize the faculty and site supervisor evaluations for maximum learning benefits.

The Counselor Trainee should be aware that he/she must establish and maintain an ongoing counseling relationship with the faculty supervisor. The faculty supervisor assists the Counselor Trainee with all learning concerns related to the field experience. The faculty supervisor provides direction and support to the site supervisor and the faculty supervisor in order to make the field work assignment the most beneficial arrangement possible. It is the faculty supervisor (instructor) who translates the site supervisor's descriptive evaluation into the letter grade for the student.

Site Supervisor's Responsibility to the Counselor Trainee and Faculty Supervisor

The site supervisor plays a very essential role in the counselor trainee's field experience. He/she is not only the educational guide for the student but also is the role model representing the profession of counseling. The Site Supervisor is a primary influence on the student in adopting professional values, learning appropriate skills, and acquiring relevant knowledge of the professional's work situation. Therefore, it is important that the agency supervisor be a person who is experienced in counseling, has knowledge of the agency's daily functions and is familiar with the surrounding community. The Site Supervisors should hold a **LPC, LMFT, LCSW, and/or CRC**. The Site Supervisor should at least have a master's degree in a counseling related field of study and three post-master's years of professional counseling experience. Preference should be given to the qualities of experience in the field, willingness to perform the agency supervisor role, knowledge, integrity, resourcefulness, creativity, flexibility, and overall professional competence.

Moreover, the Site Supervisor should be a person who is willing to work cooperatively with the university in the task of training counselors. There must be a desire to work as a member of an educational team that seeks to direct the student to the most productive activities which will result

in the student realizing the fullest potential which he/she is capable of during the field training period. Persons who consent to serve as Site Supervisors are those to whom counselor trainee look for their specific assignments within the agency or facility. If there are others in the agency/facility whose expertise corresponds to the learning-practicing expectations identified for counselor trainee, Site Supervisors should make such arrangements as may be necessary for interns to work with those professional staff members.

Additionally, it is expected that upon the counselor trainee's arrival at the internship site, the site supervisor will introduce him/her to the agency administrator, professional workers, paraprofessional workers, clerical, and other workers. An orientation to the physical plant of the site should also be provided to the counselor trainee. The space which the counselor trainee will use during the field experience should be identified by the Site Supervisor.

Typically, sites have procedure and policy manuals which they provide to employees. If such is available, it is expected that those procedures and policies, (especially those that may have an impact upon the counselor trainee's functioning within the site) will be shared with the intern. If no such print materials are readily available, the Site Supervisor is expected to delineate the policies and procedures of the site to the counselor trainee. It should be kept in mind by the Site Supervisor that the counselor trainee is free to raise questions for clarification about policies and procedures of the site; in every instance, the counselor trainee is required to comply with site policies and procedures).

With respect to clinical and other skills-enhancing experiences that counselor trainees are expected to have, the Site Supervisor is responsible for having the counselor trainee:

- a. engaged in individual, group, and family counseling/therapy sessions as an observer, co-counselor/therapist and as primary counselor/therapist.
- b. exposed to and participate in intake procedures, developing/writing psychological assessments and treatment plans.
- c. allowed opportunities for counselor trainee to attend staffing and training seminars.
- d. involved in direct clinical work, i.e., counseling with, individuals, groups, and families.
- e. provided opportunities for counselor trainee to be involved in record keeping and other activities at the site.
- f. exposed to a variety of cases with different cultural groups who may require different treatment approaches and techniques.
- g. instruction and practice in interdisciplinary/ interagency cooperation and consultations, including the making and receiving of referrals.
- h. participate in a one-hour in-person, direct supervision on a weekly basis, focusing

upon from the trainee's clinical work, written reports, treatment procedures, including goals, actions to be taken by the client, evaluations, and the application of ethical principles.

Other responsibilities include:

- a) consult with the faculty supervisor or Clinical Coordinator of field as need arises.
- b) provide the faculty supervisor with agency materials which describe the delivery service system, including policies, goals, and philosophy.
- c) review the counselor trainee's work with him/her and the faculty supervisor at appropriate intervals during the field experience (a minimum of two times a semester).
- d) inform the counselor trainee of what steps he/she must take to improve upon in areas of weakness and maintain growth in areas of strength.
- e) maintain a record of the counselor trainee's time used doing agency business and related learning experiences engaged in and sign all log sheets.
- f) provide a formative and summative evaluations of the counselor trainee's work at mid-term and at end of each academic term.

Clinical Coordinator's Responsibility to the Site

The Clinical Coordinator is responsible for coordinating the administrative component of the field experience. The site supervisor and the faculty supervisor will identify an employee of the site who will serve as the counselor trainee's agency site supervisor. The faculty supervisor will act as the liaison person in the cooperative supervision of the counselor trainee's field experience while he/she is placed at the agency.

The department will assume the following responsibilities to the site and the site supervisor:

1. Inform the site supervisor of the Counseling Department and program's philosophy, goals, policies, and procedures.
2. Consult with the site supervisor on all matters pertaining to student's placement at the agency for training. Provide site supervisor with Field Placement Orientation slides as a reference for program guidelines.
3. Inform the site of the counselor trainee's preparation and readiness for field experience in the setting.
4. Exercise appropriate actions in consultation with the site supervisor to address problems or needs arising from the counselor trainee's placement.

5. Assist the site supervisor in carrying out his/her education responsibilities to the counselor trainee.
6. Provide materials to the site supervisor that will enable them to understand the nature and function of the counseling program.
7. Establish conferences or meetings as needed with the site supervisor to address the problems, concerns, and needs of the parties involved. Provide opportunities for the site supervisors to enhance their skills.

Faculty Supervisor's Responsibilities to the Site, Site Supervisor, and the Counselor Trainee

The faculty supervisor has the responsibility of coordinating activities that facilitate the integration of classroom and field learning-teaching experiences. He/she assists the site supervisor and the counselor trainee in whatever manner deemed appropriate to make the field instruction arrangement the most fruitful venture possible. He/she will meet with the site supervisor at least 3 times a semester; by the 2nd week, 1 week prior to mid-term and 1 week prior to the last week of class.

Whenever the term faculty internship supervisor is used it refers to the instructor for the internship class

The instructional role which he/she performs involves the following responsibilities:

1. Maintain an open line of communication with the site supervisor to carry out the liaison role.
2. Clarify the Counseling Department policies for the site supervisor.
3. Assist the site supervisor by advising the student of how he/she can take full advantage of field instruction.
4. Provide support to the site supervisor by helping the counselor trainee integrate field and classroom experiences.
5. Maintain, cooperative relationship with the site supervisor by keeping him/her informed of developments in other facets of the counseling program.
6. Be knowledgeable of the function and goals of the site to which the student is assigned.
7. Discuss the evaluation of the counselor trainee's performance with the site supervisor and the counselor trainee.
8. Assign a letter grade evaluation of the counselor trainee's performance in field placement site, taking in serious consideration the site supervisor's evaluation of

the counselor trainee's performance.

9. Conduct 1 ½ hour supervision sessions with the counselor trainee in group or individual session to maximize accomplishment of the field experience and didactic learning objectives.
10. Ensures practicum and internship courses do not exceed a 1:6 faculty: student ratio when counselor education program faculty or a student under supervision provides individual/triadic supervision.
11. The program coordinator for the respective program ensures group supervision in the practicum and internship courses do not exceed a 1:12 faculty: student ratio.
12. The program coordinator for the respective programs ensures practicum and internship courses do not exceed 1:12 ratio for faculty: student. If the internship exceeds the ratio, an additional course will be added if there are more than six students (W2).

Section 6: Memorandum of Understanding and Site Agreement

A. Purpose:

- 1) The purpose of the Memorandum of Understanding (MOU) is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality clinical learning experiences for students in the FVSU's Department of Counseling. MOUs provided by sites must be reviewed and approved by the FVSU Legal Department prior to the student starting his or her field experience. If no MOU or site agreement is provided by the site, then the approved Department of Counseling will be used as the site agreement.
- 2) Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students, faculty assigned to the site, or as to any third party.

B. General Understanding:

- 1) The course of instruction to be provided will cover periods of time that will be mutually agreed upon by the FVSU and the placement site. The starting and ending date shall be agreed upon at least one month before the field experience is proposed to begin.
- 2) The number of students designated for participation in a field experience will be mutually determined by agreement of the parties and may at any time be altered by mutual agreement. All counselor trainees must be mutually acceptable to both parties and either party may withdraw any counselor trainee from a field experience based upon perceived lack of competency, failure to comply with the rules and policies of the department and/or site, poor disposition based on rating, the University, or, for any other

reason where either party reasonably believes that it is not in the best interest of the program for the student to continue.

- 3) There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participating in the program, or as to any aspect of the clinical training: provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, prevent the students from participating in the program.

C. Site Responsibilities

- 1) The site will retain responsibility for the care of clients and will maintain administrative and professional supervision of students in session as their presence and program assignments affect the operation of the facility and its care, direct and indirection of clients.
- 2) The site will provide adequate clinical facilities for participating students in accordance with the clinical objectives developed through cooperative planning by the University's departmental faculty and the facility's staff.
- 3) The site will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with clinical training programs.
- 4) Site staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.
- 5) The site shall provide for the orientation of both University faculty and participating students as to the facilities, philosophies, rules, regulations and policies of the facility.
- 6) Subject to the site's overall supervisory responsibility for client care, it may permit appropriately licensed faculty members to provide such client services at the site as may be necessary for teaching purpose.
- 7) All medical or health care (emergency or otherwise) that a student or University faculty member receives at the site will be at the expense of the individual involved.

D. University (Department) Responsibilities:

- 1.) Ensure that the field experience and its policies and procedures meet the professional identity standards of CACREP and the ethical standards of ACA.
- 2.) Use its best efforts to see that students selected for participation in the clinical training program are prepared for effective participation in the clinical training phase

of their overall education. The University will retain ultimate responsibility for the education of its students.

- 3.) Prior to the commencement of a field experience the University will, upon request, provide responsible facility officials with such student records as will adequately disclose the prior education and related experiences of perspective student participants.
- 4.) Use its best efforts to see that the field experience at the site is conducted in such a manner as to enhance the development of the student's counseling skills. Only those students who have satisfactorily completed the prerequisite didactic portion.
- 5.) Will not assign any faculty member to the site in connection with the operation of the program who is not appropriately licensed and will keep evidence of the licensure of all assigned faculty.
- 6.) Require all participating students to show proof of liability insurance. Upon request, evidence of such insurance will be provided.
- 7.) Require all participating faculty and students to show proof of health insurance in an amount satisfactory to the facility. Upon request, evidence of such insurance will be provided.
- 8.) Encourage student compliance with the site's rules, regulations and procedures and use its best efforts to keep students informed as to the same and any changes therein.

Specifically, the University will keep each participating student apprised of his or her responsibility:

- (a) To follow the administrative policies, standards and practices of the site when the student is at the site.
 - (b) To provide the necessary and appropriate uniforms and supplies required when not provided by the site.
 - (c) To report to the site on time and to follow all established regulations during the regularly scheduled operating hours of the day.
 - (d) To conform to the standards and practices established by the University while training at the facility.
 - (e) To maintain confidentiality of all information pertaining to the Mutual Responsibilities:
1. The parties will work together to maintain an environment of quality clinical learning experience and quality patient/client; care/service. At the insistence of either party, a meeting or conference will be promptly held between University and facility representatives to resolve any problem or develop any improvement in the operation of the contemplated clinical training program.
 2. Unless canceled as provided below, the term of this affiliation for clinical training shall be one year, commencing on and ending on.
 3. This working relationship and affiliation may be renewed by mutual written consent of

the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice in advance of the next training experience.

Section 8: Completion of the Field Experience

Requirements for Successful Completion:

- Completion of all required direct and indirect hours (100 practicum hours; 600 internship hours, which are split into 300 hours for Internship I and II).
- Successful completion of the field experience course with a cumulative score of 80% or above.
- All assignments must have a satisfactory score and submitted by the due dates.
- All documentation, evaluations, and logs must be submitted in completeness by the due dates.
- Attendance and active participation in all supervision at the site and a minimum of 21 hours of group supervision in a 16-week course and a minimum of 12 hours in an 8-week course.
- Successful disposition rating for the evaluation.
- Satisfactory rating on the summative and formative evaluations.

Grade of IP

The counselor trainee will receive an IP for the work not submitted with only a valid reason and approval by the Faculty Supervisor. An IP will be removed when the student completes the required pending action. If the work is not submitted or hours are not complete, a change of grade will be submitted, and the grade will be an “F”.

Failing grade

If a counselor trainee fails to meet all the requirements for any of the field experience, the counselor trainee will have to retake the course the next semester it is offered. If an “F” is earned in the practicum, the student will not be able to enroll in the internship. If an “F” is earned in Internship I, the student will not be able to enroll into Internship II. Failure to complete all components of the field experience will prevent a student from successful completion of his or her program and in turn graduation.

Appendix

Appendix A: Checklist

Required Checklist

- Completed application signed by advisor and student.
- Site Placement and Supervisor Contact Form
- Professional Liability Insurance (min. \$1,000,000-\$3,000,000)
- Site Supervisor's Resume
- Signed Contract
- Ethical and Legal Issues Form
- Goals and Objectives Statement

- Student Resume
- 3.0 or above GPA
- Ethical Guidelines
- Field Experience Agreement Form
- Goals & Learning Activities

Note: The Goals and Objectives Statement should be a 1-page statement of what you hope to accomplish from your field experience.

Application for Practicum/Internship

Directions: Please complete the application and submit the complete it with all other documents.

Prior to taking the Practicum and Internship course, you must have a current Grade Point Average of 3.0 or better and must have completed the following prerequisites of core courses and the introductory course for your counseling specialty and at least 75% of all coursework completed.

<input type="checkbox"/> Practicum		<input type="checkbox"/> Internship	
Name:		Date:	
Address:			
Phone Number:		Email:	
Major:		Advisor:	
Academic Year:		GPA:	
<input type="checkbox"/> Fall Semester	<input type="checkbox"/> Spring Semester	<input type="checkbox"/> Summer Semester	

Required Core Courses	Semester Taken	Grade
FVSU 0500		
COUN 5623 Counseling Theories & Process		
COUN 5633 Group Theory & Process		
COUN 5453 Psychopathology		
COUN 5734 Clinical Diagnosis & Treatment Planning		
Clinical Mental Health		
MLHC 5413 Clinical Mental Health Counseling		
MLHC 5422 Seminar in Prof. Orientation & Ethical Practice		
COUN 6020 Counseling Skills & Techniques		
Clinical Rehabilitation Counseling		
RCCM 5403 Intro to Rehabilitation		
RCCM 5413 Ethical & Professional Case Management		
RCCM 5423 Medical Case Management		

School Counselor Education		
EDSC 5123 Intro to School Counseling		
EDSC 5133 Ethics and Law		
EDSC 5303 School and Family Consultation		
EDSC 5223 Comprehensive School Counseling		

Required Checklist

- Completed application signed by advisor and student.
- Site Placement and Supervisor Contact Form
- Professional Liability Insurance (min. \$1,000,000-\$3,000,000)
- Site Supervisor’s Resume
- Signed Contract
- Ethical and Legal Issues Form
- Goals and Objectives Statement Form
- Student Resume
- 3.0 or above GPA

Accommodation(s): Do you need reasonable accommodations? Yes ___No ___

If yes, please explain:

Site Placement Name: _____

Address:	
Phone Number	Website:
Site Supervisor:	Job Title:
Credentials:	Degree:
Contact Number:	Email:

I hereby attest that I meet all the qualifications for the field experience and all documentation on the checklist is complete.

Student’s Signature: _____ Date: _____

I hereby attest that I have reviewed all documentation, confirmed student has meet all requirements, and verified the site placement meets the specialty requirements for the CACREP standards.

Advisor's Signature:

Date:

FIELD EXPERIENCE PLACEMENT AGREEMENT

I, _____ have been given an opportunity to read and discuss the
(Student Intern)
requirements and expectations of the _____ counseling program at Fort Valley
State University and have provided _____ with the same as it relates to
(Faculty Supervisor)

_____. We are in agreement for _____
(Name of Agency) (Name of Intern)

to serve as an intern at this agency for the _____
(Academic Term)

The faculty of the Fort Valley State University will assume responsibility, in coordination with the supervisor of this site, for the assignment of students. While working in the aforementioned site, students will observe the policies, rules, and regulations established by the site. Placement site will retain full responsibility for clients and will maintain administrative and professional supervision of student(s) insofar as their presence affects the operation of the facility and/or direct and indirect client contact. Students will receive orientation of the site. Supervisors will evaluate the student's performance in mutual consideration and according to the guidelines outlined in the Field Experience Manual. Nothing in this agreement is intended to be contrary to State or Federal laws. In the event of conflict between terms of agreement and applicable State or Federal law, the State or Federal law will supersede the terms of this agreement. It is further agreed that Fort Valley State University shall not be obligated to financially compensate the contracting agency nor the field instructor for services rendered in this contract. Moreover, the contracting site shall not be obligated to financially compensate the student placed with the agency for the work done during his/her field placement unless the site elects to do so. The faculty supervisor for this class will be _____ who can be contacted at _____

Should problems arise during the field experience; the site supervisor should contact the faculty supervisor.

Site Supervisor: _____

Date: _____

Faculty Supervisor: _____

Date: _____

Student: _____

Date: _____

ETHICAL GUIDELINES

All those taking part in field experience opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the Counselor Trainees themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Counselor Trainees are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant profession (e.g., ACA, NASW, APA, NBCC, AMHCA, etc.), as well as the guidelines specific to their placement agency. If, at any time, Counselor Trainees have questions about ethics or responsible conduct, they should contact their Faculty Supervisor or the Site Supervisor. At a minimum, Counselor Trainees agree to adhere to the following principles:

1. Confidentiality. The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which clients may be dangerous to themselves or others, and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Counselor Trainees must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. Recognition of Qualifications and Limitations. Counselor Trainee must recognize the limitations of their training and abilities and must not exceed these in working with clients. It is incumbent upon Counselor Trainees to recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their Site Supervisor and Faculty Supervisor.
3. Identification as Counselor Trainees. Counselor Trainees will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a site for a limited time will inform clients of their limitation at the outset of therapy and will consider it in their work with clients.
4. Record Keeping. Counselor Trainees will accurately and reliably maintain written and other records as required by their placement agency.
5. Dual Relationships. Counselor Trainees will refrain from clinical work with people with whom the intern is already involved in other types of relationships. Such a dual relationship may inhibit the effectiveness of the intern's clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.

Prohibition Regarding Sexual Conduct or Harassment. Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

1. Self-Awareness and Monitoring. Counselor Trainees will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, Counselor Trainees should inform their Site Supervisor and Faculty Supervisor or Clinical Coordinator.

2. Ethics Discussion with Supervisor. Each Counselor Trainee must discuss the ethical standards of their placement with their supervisors before performing any clinical work or client contact. Space is provided at the bottom of this form to indicate that such discussions have taken place, and the intern has been informed of ethical expectations.

By signing below the intern agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific placement agency.

Counselor Trainee Signature _____ Date _____

Site Supervisor _____ Date _____

Faculty Supervisor _____ Date _____

FIELD EXPERIENCE LEARNING AGREEMENT FORM

Date: _____ Academic Term: _____

Counselor Trainee Name: _____ Student ID: _____

Counselor Trainee Address:

Street: _____

City & State: _____ Zip Code: _____

Intern Home Phone: _____

Field Placement Site: _____

Street: _____

City & State: _____ Zip Code: _____

Field Placement phone: _____

Site Supervisor Name: _____

Supervisor Phone: _____

Description of Placement:

Intern's Schedule:

Day Hours

Sun _____ Mon _____ Tues _____ Wed _____ Thurs _____ Fri _____ Sat _____

Di

NOTE: Practicum students must earn a total of 100 hours (40 direct hours; 60 indirect; 5 direct hours must be group counseling hours). Internship students must earn a total of 600 hours (300 hours each semester; 240 direct hours; 360 indirect hours; 10 direct hours must be group counseling hours).



COUNSELING
College of Education
and Professional Studies

Practicum
 Internship I/II

Group Supervision Log

Counseling Program: _____

Counselor Trainee: _____

Semester/Year: _____

Faculty Supervisor: _____

Supervision Tasks: 1 – Theoretical Techniques; 2 - Case Staffing; 3 – Ethics; 4 – Discussion/Assignment; 5 – Other (Specify)

Date	Contact Hours	Supervision Task(s)	Topic(s) Discussed	Supervisor Signature/Date

Faculty Supervisor Signature

Date

Supervisee Signature

Date



**FORT VALLEY
STATE UNIVERSITY**

COUNSELING
College of Education
and Professional Studies

MEMORANDUM

OF

**UNDERSTANDING
Field Experience**

AGREEMENT

This Memorandum of Understanding (“MOU”) is entered into this ___ day of _____ 202_, between Fort Valley State University (“FVSU”), and _____ hereinafter referred to as the Placement Site.

The purpose of this MOU is to express the agreements, understanding, and arrangements between the parties and to describe how the parties will work together to provide FVSU students (“Student/Students”) the opportunity for and benefit of experiential learning through an internship and/or practicum provided by the Placement.

As a result of this collaborative and integrative endeavor, the partners recognize the centrality of efforts to improve student achievement in the areas of academics, personal, social, and career. Acceptance of these primary aims commits these partners to the following shared responsibilities:

RESPONSIBILITIES OF FVSU

1. FVSU agrees to send well-prepared student placements who will provide individual and group instruction for Placement Site as required by the Placement Site.
2. FVSU agrees to maintain a productive professional relationship with the Placement Site by having the Faculty Field Experience Supervisor be responsible for student placements assign a Placement Site Supervisor to adequately supervise all FVSU placements.
3. FVSU Faculty Field Experience Supervisor and/or the Clinical Coordinator will maintain ongoing communication with the appropriate Placement Site administrators regarding all FVSU placements.
4. FVSU will have Student complete all requirements (i.e., background screening) to work with students and their families.
5. FVSU agrees to have Student follow the policies, procedures, and professional conduct expectations consistent with the expectations of all Placement Site personnel.
6. FVSU agrees to have Student follow the policies and procedures regarding the conducting of counseling and the use of audio/videotaping with the Placement Site.

7. FVSU will ensure all student placements will have proof of liability insurance during the student's participation in the internship. Student shall maintain the following insurance which provides coverage for Student: (i) professional liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate; and (ii) commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate. Student insurance coverage shall be maintained with a nationally recognized and reputable carrier. In addition, upon renewal or replacement of any required insurance coverage, Student will provide replacement certificates to Placement Site.
8. FVSU agrees to inform the Placement Site Supervisor and/ or other appropriate personnel of any serious issue(s) concerning the program or individual student placements.

RESPONSIBILITIES OF PLACEMENT SITE:

1. The Placement Site agrees to accept student placements from Fort Valley State University.
2. The Placement Site agrees to provide appropriate space in which the student placement can work.
3. The Placement Site agrees to allow student placements to work directly with clients, both individually and in groups in order to meet the requirements of the internship.
4. The Placement Site will encourage personnel to be receptive to working in close collaboration with Student.
5. The Placement Site agrees to immediately inform the Faculty Internship Supervisor and/or the Program Coordinator of any serious issue(s) concerning the program or Student.
6. The Placement Site agrees to provide weekly supervision with the Student.
7. The Placement Site agrees to submit formative and summative evaluations during the midterm and before the semester ends and any other documents requested by Fort Valley State University.

WITHDRAWAL OR REMOVAL OF STUDENTS AND INSTRUCTORS

Either Party may withdraw any Student from fieldwork-based upon perceived lack of competency on the part of the Student, the Student's failure to comply with the rules, policies, or directives of Placement Site or for any other reason where either Party reasonably believes that it is not in the best interest of the program or the mission of either Party for the Student to continue.

TERM/TERMINATION

This MOU shall remain in place for three academic years from the effective date in the first paragraph of this MOU. Either Party may terminate this MOU upon thirty (30) days written notice. This MOU may be renewed by a letter of agreement signed by the officials authorized to execute the original MOU.

ACKNOWLEDGEMENTS

As the authorized representative for my organization, I have read this Memorandum of Understanding regarding the Program. I agree that the MOU accurately describes the purpose, responsibilities, and roles of the parties to the MOU and that the MOU constitutes the sole agreement between the parties with respect to the terms contained herein.

FVSU Faculty Field Experience Supervisor

Date

Dean, College of Education and Professional Studies

Date

Placement Site Representative

Title

Date

NOTE: Practicum students must earn a total of 100 hours (40 direct hours; 60 indirect; 5 direct hours must be group counseling hours). Internship students must earn a total of 600 hours (300 hours each semester; 240 direct hours; 360 indirect hours; 10 direct hours must be group counseling hours).



COUNSELING
College of Education
and Professional Studies

- Practicum
 Internship I/II

Name: _____ Site: _____ Semester/Year: _____
Site Supervisor: _____ Faculty Supervisor _____

Date	Direct Contact Hours							Indirect Contact Hours				Supervision		Supervisor Initials
	Individual	Group	Couples/Family Counseling	Consultation/Referral	Case Management and Coordination Activities	Assessment	Psychoeducation	Preparation	Paperwork	Meetings/Trainings	Other	Group Supervision (at site with 2 or more individuals)	Individual Supervision	
TOTAL														

Site Supervisor Signature _____ Date _____

Primary Professional Dispositions Specific Professional Disposition Descriptors Professional Ethics
 Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.

Dispositions	Meaning
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for all counseling site policies & procedures.
Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”

Disposition Evaluation

Student:	__ Course				Date:
	Other:				
Dispositions	3	2	1	0	Comments
Professional Behavior					
Professional & Personal Boundaries					
Knowledge & Adherence to Site Policies					
Record Keeping & Task Completion					
Multicultural Competencies					
Emotional Stability & Self-control					
Motivated to Learn & Grow / Initiative					
Openness to Feedback					
Flexibility & Adaptability					
Congruence & Genuineness					

3 = Exceeds Expectations 2= Meets Expectations 1= Not Meeting Expectations 0= Not Observed

Student Improvement Plan (Faculty only)

Date:

No plan ()

Student Signature

Date

Evaluator Signature

Date

GOALS AND LEARNING ACTIVITIES:

In the space below please list your learning goals for the field experience and the activities you and your supervisor agree upon to help you achieve those goals. Leave space under evaluation to record an evaluation at the end of the field experience.

Learning Goals	Learning Activity	Evaluation
1.		
2.		
3.		
4.		
5.		

Intern Signature: _____ Date: _____

Agency Site Supervisor Signature: _____ Date: _____

Faculty Supervisor's Signature: _____ Date: _____

Academic Term: _____

Examples of Learning Goals and Activities

Learning Goals	Learning Activity
Model behavior meeting the professional and ethical standards of the counseling profession.	Apply theoretical knowledge of ethical and legal principles to professional service delivery in the counseling field.
Develop skills in the intake and/or interview and observe and participate in individual treatment assessment, treatment planning and docu-planning and documentation.	Observe and perform intakes/interviews process and procedures.
Become familiar with the DSM-5 and understand the process of making a diagnosis.	Complete practice cases to develop diagnoses and then discuss with supervisor.
Develop a resource collection for helping individuals who are coping with mental health issues, educational difficulties, or other life stresses.	Consult with other professionals in the field and research types of services available to assist individuals.
Develop the ability to thoroughly complete diagnostics and assessments to determine the appropriate level of care.	Complete practice intakes and assessments and revisit testing and evaluation course materials to gain confidence in assessment.
Learn techniques for individual, group and family assessments and interventions.	Observe clinicians and gradually increase participation in these processes, discussing development with supervisor.
Apply in-class learning to the clinical/ field relationship building to aid the individual.	Integrate academic and “real world” practice and administrative components of service to the interpretation of behavior and delivery in the field experience.

EMERGENCY CONTACT INFORMATION

Intern

Name: _____ Location in Placement _____

Primary Work Phone: ----- Ext ____ Pager #
Secondary Work Phone: ----- Ext ____ Pager #
Primary home Phone: ----- Ext ____ Pager #
Secondary Home Phone: ----- Ext ____ Pager #

Site Supervisor

Name: _____ Location in Placement _____

Primary Work Phone: ----- Ext ____ Pager #
Secondary Work Phone: ----- Ext ____ Pager #
Primary home Phone: ----- Ext ____ Pager #
Secondary Home Phone: ----- Ext ____ Pager #

Alternative Contact Person at Placement

Name: _____ Location in Placement _____

Primary Work Phone: ----- Ext ____ Pager #
Secondary Work Phone: ----- Ext ____ Pager #
Primary home Phone: ----- Ext ____ Pager #
Secondary Home Phone: ----- Ext ____ Pager #

Faculty Supervisor

Name: _____ Location in Placement _____

Primary Work Phone: ----- Ext ____ Pager #
Secondary Work Phone: ----- Ext ____ Pager #
Primary home Phone: ----- Ext ____ Pager #
Secondary Home Phone: ----- Ext ____ Pager #

Alternative Faculty Contact

Name: _____ Location in Placement _____

Primary Work Phone: ----- Ext ____ Pager #
Secondary Work Phone: ----- Ext ____ Pager #
Primary home Phone: ----- Ext ____ Pager #
Secondary Home Phone: ----- Ext ____ Pager #

Crisis Line Number ----- _____

Other Resources

**Fort Valley State University
College of Education and Professional Studies
Department of Counseling**

Site Supervisor’s Evaluation of the Counseling Program

Select the counseling program of the supervisee most recently supervised:

Clinical Mental Health Counseling Clinical Rehabilitation Counseling School Counselor Education

Please mark the following according to your experiences with supervisees from the Counseling Department

Strongly Agree (1)	Agree (2)	Non-Applicable (3)	Disagree (4)	Strongly Disagree (5)
--------------------	-----------	--------------------	--------------	-----------------------

Item	1	2	3	4	5
1. Counseling students assigned to your supervision demonstrate competence in applying counseling theory to practice.	1	2	3	4	5
2. They demonstrate the ability to design and implement developmentally appropriate counseling interventions	1	2	3	4	5
3. They demonstrate knowledge of and adhere to ethical and professional standards.	1	2	3	4	5
4. They work cooperatively with peers, office staff, and supervisory staff	1	2	3	4	5
5. They demonstrate knowledge of the social and cultural factors that influence learning	1	2	3	4	5
6. They demonstrate strong motivation and commitment to lifelong learning and self-development.	1	2	3	4	5
7. They accept constructive supervisory feedback and demonstrate efforts toward self-improvement.	1	2	3	4	5
8. They respect and appreciate multi-cultural diversity and the worth of all individuals.	1	2	3	4	5
9. As a site supervisor, you enjoy a cooperative relationship with counseling program faculty at FVSU.	1	2	3	4	5
10. Based on your experience, you believe that FVSU is producing competent and committed new counseling professionals	1	2	3	4	5
11. FVSU counseling faculty has routinely requested feedback from you on ways that they can improve their counseling program.	1	2	3	4	5
12. FVSU has provided you with opportunities for training in clinical supervision.	1	2	3	4	5

<p>In the future, I would like training information from FVSU in the following areas:</p>
<p>I would be willing to provide training opportunities to students in the following topics/areas:</p>

INTERN EVALUATION: SITE SUPERVISOR FORM

Intern Name: _____

Date of Evaluation: ____/____/____

Agency Site Supervisor:_____

Placement Site: _____

Instructions:

This form is designed to help site supervisors provide feedback about the performance of interns. We know you are probably busy, but the form usually takes just five or ten minutes to complete. Your answers and comments will be much appreciated. This form will become part of the intern's record for this course and may be considered in assigning grades for the field experience. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments

INTERN EVALUATION: SITE SUPERVISOR FORM (Cont.)

Answer Code for Evaluation Items

- NA Not Applicable or not enough information to form a judgment
- 1. Far Below Expectations - needs much improvement, a concern
- 2. Below Expectations - needs some improvement to meet standards
- 3. Acceptable - meets standards at average level for interns
- 4. Above Expectations - performs above average level for interns
- 5. Far Above Expectations - a definite strength, performs well beyond average levels for interns

Basic Work Requirements

- ___ Arrives on time consistently
- ___ Uses time effectively
- ___ Informs supervisor and makes arrangements for absences
- ___ Reliably completes requested or assigned tasks on time
- ___ Completes required total number of hours or days on site
- ___ Is responsive to norms about clothing, language, etc., on site

Comments:

Suggested areas for further study:

II. Ethical Awareness and Conduct

- ___ Knowledge of general ethical guidelines
- ___ Knowledge of ethical guidelines of internship placement
- ___ Demonstrates awareness and sensitivity to ethical issues
- ___ Personal behavior is consistent with ethical guidelines
- ___ Consults with others about ethical issues if necessary

Comments:

Suggested areas for further study:

III. Knowledge and Learning

Knowledge of client population

- _____ Knowledge level of client population at beginning of internship
- _____ Knowledge level of client population at end of internship

IV. Knowledge of Treatment Approaches

- _____ Knowledge of treatment approach at beginning of internship, including writing treatment plans
- _____ Knowledge of treatment approach at end of internship, including writing treatment plans

INTERN EVALUATION: SITE SUPERVISOR FORM (Cont.)

V. Knowledge and Learning (cont.)

Knowledge of Treatment Setting

___ Knowledge of treatment setting at beginning of internship

___ Knowledge of treatment setting at end of internship

Learning

___ Receptive to learning when new information is offered

___ Actively seeks new information from staff or supervisor

___ Ability to learn and understand new information

___ Understanding of concepts, theories and information

___ Ability to apply new information in clinical setting

Comments:

Suggested areas for further study:

VI. Response to Supervision

___ Actively seeks supervision when necessary

___ Receptive to feedback and suggestions from supervisor

___ Understands information communicated in supervision

___ Successfully implements suggestions from supervisor

___ Aware of areas that need improvement

___ Willingness to explore personal strengths and weaknesses

Comments:

Suggested areas for further study:

INTERN EVALUATION: SITE SUPERVISOR FORM (Cont.)

VII. Interactions with Clients

- Appears comfortable interacting with clients
- Initiates interactions with clients
- Communicates effectively with clients
- Builds rapport and respect with clients
- Is sensitive and responsive to client=s needs
- Is sensitive to cultural differences
- Is sensitive to issues of gender differences

Comments:

Suggested areas for further study:

VIII. Interactions with Coworkers

- Appears comfortable interacting with other staff members
- Initiates interactions with staff
- Communicates effectively with staff
- Effectively conveys information and expresses own opinions
- Effectively receives information and opinions from others

Comments:

Suggested areas for further study:

IX. Work Products

- Reliably and accurately keeps records

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- ___ Written or verbal reports are accurate and factually correct
- ___ Written or verbal reports are presented in professional manner
- ___ Reports are clinically or administratively useful

Comments:

Suggested areas for further study:

COUNSELOR TRAINEE EVALUATION: SITE SUPERVISOR FORM (Cont.

Overall, what would you identify as this intern's strong points:

What would you identify as areas in which this intern should improve?

Would you recommend this intern for employment at his or her present level? Please explain:

Would you recommend this intern for continued graduate studies? Please explain:

Site Supervisor's Signature: _____ Date: _____

Thank you for your time in supervising this counselor trainee and in completing this evaluation.

Name: _____

Basic Counseling Rubric

Item	Points	
Appropriately sets up the session	5	
Demonstrates intentional use of level one counseling skills (relationship building) A. Empathy B. Verbal and non-verbal encouragers C. Reflecting feeling D. Immediacy E. Congruence F. Pointing out inconsistencies G. Making things concrete H. Genuineness I. Attending skills J. Reflecting of content	10	
Avoids premature problem Solving	5	
Conceptualization: Demonstrates an understanding of the client’s issues	5	
Transitions to Work Stage A. Immediacy B. Appropriate questions (closed/open) C. Confrontation D. I statements E. Challenges F. Encourages exploration	10	
Closes Sessions	5	

Observations:

Counselor Trainee _____

Reviewer _____

Date _____

Case Conceptualization Evaluation

Counseling Session Rubric

Item	Exceeds Target 4	Meets Target 3	Novice 2	Needs Improve 1
Opening Statement	Creates statements that establish intent, purpose, and session focus.	Consistent openings, relaxed, uses suggested statements.	Remembers or is reminded. Can implement / integrate into session.	Unsure, uses reminders, not present with client.
Relationship Building	Uses 8/10 relationship building skills with ease, demonstrates flow, understands purpose. Engages client sufficiently at the therapeutic level.	Uses 5/10 skills with ease and purpose. Periodically flows. Can engage client at therapeutic level.	Engaging with client. Demonstrates ability to use skills. Periodic struggles.	Omits skills, relies on self-knowledge, moves to work stage too soon (premature problem solving.)
Questions	Minimal to no use of questions; Shapes into statements	Minimal use/ can shape into statements.	Struggles to omit questions, falls back as comfort.	Overuse of questions/ Struggles to form statements.
Working Stage	Integrates work stage skills appropriately. Integrates with relationship building.	Can utilize work stage skills. Needs work on integrating with relationship.	Some struggle with integrating skills and proper use.	Does not know skills and/or struggles to use. Often absent in sessions.
Feedback	Evidence of integrating feedback. Makes adjustments during sessions. Integrates in next session.	Feedback is integrated. Evidence of struggle during session, but ability to use. Can transfer from session to session.	Uses feedback and motivated to integrate in next session. Evidence of some struggles. Consistently makes attempts.	Resistant, struggles to integrate. Absent ability to transfer from session to session.
Skills / Techniques	Recognizes the skills / techniques for each level. Demonstrates intentionality and purpose. Demonstrates knowledge of proper use.	Recognizes most skills at each level and when to use. Can demonstrate use and appropriate use.	Rudimentary level of recognition of skills but not at the level of intentionality and purpose.	Struggles with recall of skills, omits skills, and relies on self- knowledge. Does not integrate into sessions.
Self-awareness	Can identify possible personalization issues in self and others and make adjustments, aware of self-behaviors that may hinder the session; good boundaries.	Can identify personalization skills in self and others. Can articulate. Self-aware of behaviors that impact the session.	Struggle with self-identifying with client, "I understand". Some boundary issues.	Poses self- unto client; struggles with boundaries; Lots of I statements; Struggles with personalization issues.
Conceptualization	Can identify client's issue, identifies themes and patterns; Can focus on issue. Recognizes the issues consistently.	Demonstrates ability to Identify client issues, can identify themes and patterns not always consistent. But recognizes the importance.	Demonstrates patients; basic identification, struggles with themes and patterns; shows potential.	Premature problem solving; takes issue client arrives with; advice giving.

Feedback and points _____ Counselor Trainee _____

Evaluator _____ Date _____

NOTE: Practicum students must earn a total of 100 hours (40 direct hours; 60 indirect; 5 direct hours must be group counseling hours). Internship students must earn a total of 600 hours (300 hours each semester; 240 direct hours; 360 indirect hours; 10 direct hours must be group counseling hours).



FORT VALLEY STATE UNIVERSITY

COUNSELING
College of Education
and Professional Studies

Practicum
 Internship I/II

Group Supervision Log

Counseling Program: _____

Counselor Trainee: _____

Semester/Year: _____

Faculty Supervisor: _____

Supervision Tasks: 1 – Theoretical Techniques; 2 - Case Staffing; 3 – Ethics; 4 – Discussion/Assignment; 5 – Other (Specify)

Date	Contact Hours	Supervision Task(s)	Topic(s) Discussed	Supervisor Signature/Date

Faculty Supervisor Signature

Date

Counselor Trainee Signature

Date

STUDENT SELF-EVALUATION OF CLINICAL EXPERIENCE					
Rating Scale					
1 = Never / 2 = Sometimes / 3 = Often / 4 = Mostly / 5 = Always					
1. Ability to comprehend client's issues.	1	2	3	4	5
2. Can facilitate client expression of thought and feeling.	1	2	3	4	5
3. Able to maintain control of the counseling session.	1	2	3	4	5
4. Can recognize and skillfully interpret client covert messages.	1	2	3	4	5
5. Can identify relationships among conceptual themes as expressed by the consumer.	1	2	3	4	5
6. Able to respond to important developments during session.	1	2	3	4	5
7. Trust your insight/intuition during counseling session.	1	2	3	4	5
8. Feel comfortable in the role of counselor.	1	2	3	4	5
9. Ability to show client the person behind the counselor (appropriate counselor self-disclosure).	1	2	3	4	5
10. Can recognize the significance of client statements in relation to the presenting problem.	1	2	3	4	5
11. Ability to keep session moving toward an appropriate outcome.	1	2	3	4	5
12. Can assist the client to identify appropriate outcome and/or process goals.	1	2	3	4	5
13. Able to convey competence to the consumer.	1	2	3	4	5
14. Can resist feeling threatened or becoming defensive.	1	2	3	4	5
15. Ability to convey warmth and caring to the consumer.	1	2	3	4	5
16. Have an understanding of organizational procedures.	1	2	3	4	5
17. Overall ability to conceptualize the case correctly.	1	2	3	4	5
18. Can convey genuine interest in the consumer.	1	2	3	4	5
19. Able to establish a good rapport with others.	1	2	3	4	5

Adapted from Evaluation of Therapists Rating Scaiest Performance (Short Form) scale. (Bernard, 1982)

Supervisee Evaluation of Supervisor

Supervisor's Name: _____ Supervisor to be Evaluated On-Site or University (circle one)															
Rating: 1 = Strongly Disagree / 2 = Disagree / 3 = Agree / 4 = Strongly Agree / N/A = Not Applicable															
I. My Supervisor:															
1. Explained his/her role as my supervisor	1	2	3	4	N/A										
2. Made me feel at ease with the supervisory process	1	2	3	4	N/A										
3. Gave me feedback about my role as a counselor that was accurate and that I could use	1	2	3	4	N/A										
4. Helped me clarify the issues that my client brought to the session	1	2	3	4	N/A										
5. Assisted me in understanding my own feelings about the client and his/her issues	1	2	3	4	N/A										
6. Encouraged me to develop a plan to work with specific clients	1	2	3	4	N/A										
7. Modeled appropriate counseling techniques when necessary.	1	2	3	4	N/A										
II. My Supervisor helped promote:															
8. My professional identity by encouraging membership in professional organizations	1	2	3	4	N/A										
9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State & National)	1	2	3	4	N/A										
10. Legal and ethical practice by discussing and modeling appropriate ethical standards	1	2	3	4	N/A										
III. I felt:															
11. Confident of the counseling skills of my supervisor	1	2	3	4	N/A										
12. My supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A										
13. My supervisor was committed to his/her role as a supervisor.	1	2	3	4	N/A										
14. Motivated and encouraged me.	1	2	3	4	N/A										
15. My supervisor served as an appropriate professional role model	1	2	3	4	N/A										
16. Supervision sessions allowed for personal and professional growth	1	2	3	4	N/A										
17. Recognizes his/her own limitations.	1	2	3	4	N/A										
18. My supervisor was genuine, congruent, empathic, and honest.	1	2	3	4	N/A										
IV. My Supervisor Helped Me.															
19. Clarify my own ideas about counseling theory.	1	2	3	4	N/A										
20. Focus on specific counseling strategies to assist the client.	1	2	3	4	N/A										
21. Develop techniques to resolve conflict.	1	2	3	4	N/A										
<p>Please complete the following demographic questions. The demographics will be used for descriptive analysis in research.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Your gender:</td> <td style="width: 50%;">Supervisor's gender:</td> </tr> <tr> <td>Your age:</td> <td>Supervisor's age:</td> </tr> <tr> <td>Your ethnic background:</td> <td>Your supervisor's ethnic background:</td> </tr> <tr> <td colspan="2">(African American, Asian, Caucasian, Hispanic, Native American, Other)</td> </tr> <tr> <td>Number of years that your supervisor has been a counselor:</td> <td></td> </tr> </table>						Your gender:	Supervisor's gender:	Your age:	Supervisor's age:	Your ethnic background:	Your supervisor's ethnic background:	(African American, Asian, Caucasian, Hispanic, Native American, Other)		Number of years that your supervisor has been a counselor:	
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