

Graduate Department of Counseling



Clinical Experience Handbook

Updated June 2026

This manual has been prepared to facilitate the Department of Counseling Clinical Placement experiences at Marshall University. The manual has been designed to provide the counseling student, the university faculty member, and the agency or school supervisor, a more complete understanding of the role everyone has in this program.

Furthermore, this handbook serves to outline Marshall University's Clinical Placement, in the field of Counseling, from entrance into the Program to successfully completing the Program.

This manual is constantly under revision. Your continued interest in offering suggestions for changes will greatly improve the usefulness of this guide in the future. Please communicate your reactions to its content so that your internship experiences can be meaningful to the counseling students and beneficial to the community agencies.

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CSDA Mid and Final



**Handbook for School Counseling and
Clinical Mental Health Students Regarding
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School Counseling Program

What is a School Counselor?

"A certified, highly qualified, [minimum] master's-level professional counselor who addresses needs of all students in the areas of academic, career, personal/social development while at the same time, working collaboratively with educators, families, and the community. *"State Model Task Force, June 2010.*

Why School Counseling?

School Counseling in West Virginia has as its focus the following tasks to:

- Provide a systematic approach to develop the potential of all students.
- Address the academic, career, and personal/social developmental needs of all students.
- Provide proactive, preventative, developmentally- appropriate programs related to academic, career, and personal/social development for all students.
- Facilitate a system approach to addressing issues for at-risk students.
- Facilitate a systemic approach to academic and career planning for all students.
- Assist with creating the optimal environment that all students may succeed both academically and socially in school and beyond.
- Facilitate a system of student supports for the students by involving teachers, school administrators, families, and communities.
- Provide a safe haven for all students.
- Ensure equity and access to programs that prepare students to work and live in a global community.

West Virginia School Counselor Role Description

Nationally, school counselors are called upon to perform many duties and fulfill many roles. Historically, many of those duties and roles have not been clearly defined and delineated. Some of the more frequent activities that West Virginia School Counselors have been asked to perform include the following:

- | | |
|---|--|
| • Crisis Intervention | • Individual and group counseling |
| • Developmental guidance | • Parent workshops |
| • Staff development | • Schedule changes |
| • Record-keeping | • Transferring records |
| • Data-assessment | • Character education |
| • College admissions processes | • Academic planning interviews |
| • Career day | • Pseudo-administrator |
| • Discipline/classroom management consultants | • Team/committee involvement (e.g. MDT, IEP, curriculum, LSIC, SAT, 504) |
| • Advisor/coordinators for groups/clubs | • Community services development |
| • College preparation | • 2-year planning |

- 5-year planning
- Peer mediation
- Grant writers
- Post-Secondary Planning
- Staff support
- Consultation
- Advocacy
- Drop-out prevention
- Diversity training
- Job readiness
- Counseling

However, West Virginia school counselors recognize that not all duties listed above are conducive to the planning, management, and implementation of a comprehensive school counseling program. Therefore, WV school counselors' job descriptions align with the WV School Counselor Performance Standards found in this document. Sample job descriptions for various school settings have been developed by a diverse group of stakeholders from the WV State Model Task Force and can be found in the Appendix of this publication. Current school counselor job descriptions and school counseling policies should be updated to reflect recent policy changes and role descriptions found in this model. See Appendix A for sample job descriptions.

School Counseling CACREP 2024 Standards

“All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area” (CACREP 2024).

CACREP 5.H

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement

12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

West Virginia Department of Education (WVDE School Counselor Website)

The WVDE has a lot of information on their website for school counselors. It is a great resource related to the responsibilities of school counselors in the school systems in WV. The website can be located here: <https://wvde.us/student-support-well-being/wv-school-counselors/>.

West Virginia School Counselor Performance Standards

The West Virginia School Counselor Performance Standards are designed to provide the necessary guidance and framework that will help all school counselors self-assess and work toward having exemplary practices that research shows will impact student achievement, attendance, behavior, and general well-being. The new school counselor performance standards are based on best practice and research related to school counseling effectiveness and the performance level rubrics are designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. It is expected that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and better support the success of all students.

The WV School Counselor Performance Standards are organized in five categories related to:

1. Program Planning, Design and Management
2. Program Delivery
3. Data Driven Accountability and Program Evaluation
4. Leadership and Advocacy, and
5. Professional Growth and Responsibilities.

School counselors can self-assess the quality of their own performance based on four performance levels (Distinguished, Accomplished, Emerging and Unsatisfactory) as defined by each indicator. Performance level rubrics serve as a self-appraisal resource, assisting school counselors in determining their level of performance and setting appropriate goals to align

practices to improve their school counseling program.

ASCA School Counselor Professional Standards and Competencies

This will provide detailed information on the expectations for school counselors in WV.

School Counselor Certification in West Virginia

The West Virginia Department of Education, through state law and state board policy, requires two programmatic levels to be completed to be certified as a school counselor in West Virginia. The instructional levels approved are PreK, Elementary, Middle, Secondary, and Adult (vocational school, GED, adult institutional, residential/hospitalization with academic instructional support). For those in non-traditional level schools such as PK-8, Jr. High, Intermediate, etc., please consult with the Clinical Placement Coordinator. **Elementary is required. Middle or High is required.** Students may choose to do a third level but need to discuss it with the Clinical Placement Coordinator.

Practicum may count as one of the programmatic/instructional levels completed but does not remove the 600 hours required for internship. Therefore, when you graduate you will have complete 700 clinical hours.

The number of hours at each site can vary depending on your focus and placement. It is important to start thinking early about how you want to complete your hours and at what levels.

PRAXIS II Examination and Important Information – Professional School Counselor (#5422)

If you are in another state and the PRAXIS II isn't required to become certified as a school counselor in your state, then you need to provide documentation from the state stating as much. **If the state requires the PRAXIS II to work and get certified in your state, then you need to take the PRAXIS II and pass it prior to internship. If you are in West Virginia – you must take and pass the PRAXIS II prior to taking an internship.**

Students must pass the PRAXIS II test before enrolling in Internship (698). Scores must be submitted to Tevera on the Clinical Placement Application. Once they are submitted and verified as passing, students will be able to complete an internship. Students who are hired on permit by the school district may be exempt from this deadline but must complete and pass the Praxis prior to the end of their last 300 hours of internship.

The passing score for the PRAXIS II (#5422) is a minimum of 159.

The website for scheduling for the test, resources for studying, and additional information is <https://www.ets.org/praxis/site.html> . It is essential to study for the test and make sure you have taken the school specialization courses prior to taking it.

Students Not Required to Take Praxis.

- **In West Virginia.** Student exceptions for taking and passing the Praxis prior to internship include students on a WVDE school counselor for first-class permit. Students on permit will be allowed, by the WVDE, to take and pass the Praxis during internship.
- **Outside of West Virginia.** If a state in which a student is working towards certification does not require the Praxis exam, then the student must submit official documentation from their respective states showing that the Praxis is not required to the *FieldX* management system.

School Counseling “Levels” Requirements

The Marshall Counseling Department has created these guidelines that may provide some help for those seeking clinical hours in the summer for school counseling.

1. The **majority** of your 700 total hours from practicum and internship must be at a public/private school under the supervision of the WVDE. (Practicum being 100 and Internship being 600) Two Programmatic/instructional levels must be completed for your clinical hours.
2. Elementary is a required level that must be completed by all students.
3. Middle or high school is the second level that must be completed by all students.
4. If choosing to do a third level, that level is left for you and the university to determine. This site could be middle, high, vocational, adult setting (i.e. community college, counseling center at a college / university, juvenile detention facility or help center at a college/university). However, if choosing an adult setting, community college, and / or counseling center, only 150 hours can be completed at these types of placements.
5. All levels completed must be at least 100. Therefore, no level can be less than 100 hours.
6. The number of hours at each site varies normally by each individual student and is based on convenience, interest of that age group, or location.
7. The Clinical Placement Coordinator, your advisor or faculty member in the school counseling specialization, can help determine and assist you in figuring this out.

Students Outside of West Virginia. It is the responsibility of students who live, work, and desire to meet the educational requirements of their respective state to research and know their state’s specific requirements.

NOTE: A student must complete ALL Practicum and Internship requirements, hours, course assignments and class / seminar meetings. In addition, Practicum must be passed before the internship.

Students are responsible for audio / video taping sessions to fulfill course requirements per CACREP Standard 4. All care shall be taken by the student in order to protect such recordings in transport to group supervision to ensure the client’s rights to confidentiality are maintained. Each Supervision of practicum and internship students includes secure audio or video recordings and/or

live supervision of students' interactions with clients that are following applicable institutional, state, federal, and international privacy requirements for all program delivery types.

The Certification Process

1. Complete the entire plan of study that was created with your advisor upon admission to Marshall University.
2. Take and pass the Praxis II test for School Counselor (#5422) prior to enrolling in internship. Submit scores to **FieldX** with your Clinical Application.
More information can be found here: <http://www.ets.org/praxis>
An additional information sheet/sample questions can be found here: <http://www.ets.org/praxis/prepare/materials/5422/>
3. Once all the above items are completed, students must complete a Form 20S (available at WVDE website or your county office). Schedule to meet with Thomas Cooper, Certification Specialist at Marshall University on the South Charleston Campus.
4. Students outside of West Virginia must research and have their state specific certification process in hand as they navigate the certification process.

SCHOOL COUNSELING STUDENTS INTERESTED IN APPLYING FOR THE LPC AND / OR NCC PLEASE GO TO THIS SECTION TO COMPLETE THAT GOAL.

WVDE Forms 7 and 24

School Counseling students in West Virginia who are not on a WVDE permit, must complete WVDE Forms 7 and 24 as required by the West Virginia State Department of Education. Please take the time to view this instructional video by Dr. Thomas Cooper on how to navigate and complete these forms. Dr. Cooper is the authorized person to sign on behalf of the IHE (Institution of Higher Education) on Form 24.

[WVDE Forms 7 and 24 Instructional Video](#)

Clinical Mental Health Counseling Program

The Marshall University Counseling Program curriculum for Clinical Mental Health or School Counseling contains all the coursework required for licensure in the state of West Virginia. In addition to the curricular requirements, applicants for licensure must take and pass the National Counselor Exam, the National Clinical Mental Health Counselor Exam, or the Certified Rehabilitation Counselor Exam (not applicable to MU students). After successfully passing the exam, applicants for licensure must complete 3000 hours of supervised experience under an Approved Licensed Professional Supervisor (ALPS). Once this experience has been obtained, the hours are submitted to the West Virginia Board of Examiners in Counseling (WVBEC) and, when they are approved, the license is issued. For specific instructions on how to apply for your license, see their website at www.wvbec.org.

There are fourteen curricular requirements that must be completed. These requirements are:

1. Counseling Theories
2. Counseling Techniques
3. Human Growth and Development
4. Social and Cultural Foundations
5. Individual Appraisal
6. Professional Responsibilities
7. Principles of Etiology
8. Addictions Counseling
9. Group Dynamics
10. Lifestyle and Career Development
11. Marriage, Couples, and/or Family Counseling/Therapy
12. Research and Evaluation
13. Supervised Practicum
14. Supervised Internship

What is Clinical Mental Health Counseling?

“Clinical mental health counseling is a distinct profession with national standards for education, training, and clinical practice. Clinical mental health counselors are highly skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution” - *American Mental Health Counseling Association* (www.amhca.org).

For more information about what CMH counselors do, please visit the AMHCA website (www.amhca.org/?page=facts) and the ACA website (<http://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling/consensus-definition-of-counseling>) for more information about the definition and scope of what a mental health counselor does.

Clinical Mental Health Counseling CACREP 2024 Standards

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

West Virginia Licensure Requirements for LPC

The licensing rule 27CSR1 can be found at <https://wvbec.org/wvbec-board-rules/>. This will provide details on becoming licensed in West Virginia.

The application for becoming licensed can be found at <https://wvbec.org/becoming-a-licensed-counselor/>.

The LPC Process

For more information on the LPC Process in West Virginia, please see the West Virginia Board of Examiners in Counseling's "[Becoming a Licensed Counseling in West Virginia](#)" website.

If you have questions, you can look at the website: <https://www.nbcc.org/resources/applicants/students> for help.

For more information on the NCE or NCMCHE, please visit
<https://www.marshall.edu/coepd/counseling/comprehensive-exam/>

Students Outside of West Virginia. It is the student's responsibility to know and meet the educational requirements of their particular state.

Clinical Mental Health and School Counseling Students

Steps for Securing a Practicum or Internship Site

It is each practicum or internship student's responsibility to acquire an appropriate site with the help (if needed) and support of the Clinical Placement Coordinator, Student's Advisor and Counseling Faculty. If registering for Internship, **FieldX** will be used for creating your placement. **SPECIFIC INFORMATION FOR *FieldX* IS LOCATED IN THE APPENDIX.**

Prior to registration beginning a semester, the Clinical Placement Coordinator will email a Microsoft Form for that upcoming semester in which students will declare their desire to be registered for Practicum or Internship.

Please review the following suggestions for securing your site. To secure an appropriate internship site, the student intern is responsible for the following:

Begin your search early – securing an internship site is more difficult than it sounds. It is recommended that you begin your search early in the semester prior to your internship semester. Think of your specific population: age group (children, adolescents, adults, older adults), services (addiction, family, incarceration, veterans), type (agency, private practice, inpatient), and any other descriptors of clients you wish to work with. Use the “Sites” search tool in FieldX or google areas around your community.

Make sure your site can accommodate your needs – your site must agree to provide you with opportunities to complete all your internship requirements. Most importantly, you should make sure that:

1. Your site can provide you with enough client contact hours to complete your requirements for direct and indirect hours.
2. You will receive regular weekly supervision with your on-site supervisor.
3. Your on-site supervisor is:
 - a. Clinical Mental Health Counseling: a licensed mental health counselor (LPC) or equivalent (could possibly be a licensed social worker with a master's degree or a licensed psychologist) with at least 2 years of experience. If you are completing an internship in another state, you should ensure that your supervisor has the appropriate certification in that state. Students will not be allowed to complete an

internship experience without a licensed supervisor present on site. Please note that the individual providing supervision, whether the internship or practicum, must be FULLY licensed. A provisional licensee cannot provide this type of oversight. They could not provide supervision because they are being supervised themselves.

- b. Site Supervisor's for School Counseling internship students must be a certified school counselor, issued by the state board of education in the student's state, and must have at least two years' experience at that credential.
4. You have permission from your site to audio or video record counseling sessions. A specific process for securing your audio or video recording is detailed in the course syllabus. If a site, or a client, does not consent to recordings, students must follow the specific process in the course syllabus.
5. You will be able to complete all course requirements specified in this handbook AND your course syllabus.

Necessary Documents Needed for Practicum and Internship

Complete necessary paperwork requirements: All required documents must be completed and the site fully before you can begin internship. You will not be able to count clinical hours or be on site as an internship student until this is completed

1. Marshall University's Clinical Training Affiliation Agreement must be completed by you and your site. For the Clinical Training Affiliation Agreement, please follow these steps:
 - a) As soon as you have a site, please give them a copy of the Clinical Training Affiliation Agreement. Ask that the site review the agreement and accept the agreement as it is written. If they cannot, please ask the site to make any changes they need using the "Track Change" feature in Word, save the document, and email the Clinical Placement Coordinator. The CPC will send the agreement to the MU attorney's office for approval or further changes, counter changes, rewording, etc. The CPC will send back to your site for their approval or changes, and the process will continue until a negotiated Clinical Training Affiliation Agreement is accepted by both the site and Marshall University. Taking the approved Clinical Training Affiliation Agreement, the student will sign and get all necessary site signatures before returning the agreement to the CPC. The CPC will garner all necessary MU signatures and send the fully signed document back to the student at which time they will upload to FieldX under the step "Affiliation Agreement UPLOAD." This process is only followed if the site does not accept the Clinical Training Affiliation Agreement as it is originally written
 - b) If the agreement is acceptable, as originally written, to the site, the student must use the routing process in FieldX to garner all signatures. Please have ready your site supervisor's email and the agency / school representative's email that will be signing (this is normally your site supervisor's boss, the agency director, someone in HR, the county superintendent, etc.)
2. Informed consent for clinical mental health students must be completed.
3. Proof of liability insurance is required for all students. This can be obtained through student membership with ACA or ASCA. An additional option is through NBCC. There

are others available if you wish to search for them. Once this is purchased, you are to upload your proof to FieldX during the clinical application process. Your application will not be approved until this uploaded.

4. After everything is completed on **FieldX**, the Clinical Placement Coordinator will review and approve your placement. All required documents must be completed and the site fully before you can begin internship. You will not be able to count clinical hours or be on site as an internship student until this is completed.

Hours may not begin prior to the start of the semester in which the student is enrolled.

Procedures for Counseling Sessions

Unless indicated otherwise by the procedures at the internship site, the following shall guide counseling sessions:

In the **first session**, the student *discusses* the Informed Consent document they have compiled with their site-supervisor, obtains the client/parent/guardian's signature, and gives a copy to the client / parent / guardian and places a copy in the client's file. Note: A copy of this Informed Consent form must be submitted to the student's faculty supervisor for internship, but signed copies for each client do not need to be submitted.

The client completes the **Release of Confidential Information form**, if applicable. The students will complete any other applicable forms as required by the site and place a copy in the client's file. The faculty supervisor may request to review such documentation but with client names and all other identifying information redacted.

In the final session, any documentation required by the student's site must be completed. If there are referrals to be made for continuity of care upon the student's completion of Internship, the date and name of the clinician to whom the client was referred should be documented in the client file.

Because of the developmental expectation of the internship student's growth, effort should be made to initiate counseling with at least one new client to help the student acquire the requisite skills taking a client from intake to termination.

The internship student is responsible for planning on-site visits for the instructor if required, and for maintaining a clinical record for each client as required by the site supervisor.

Students are responsible for audio / video taping sessions to fulfill course requirements per CACREP Standard 4. All care shall be taken by the student to protect such recordings in transport to group supervision to ensure the client's rights to confidentiality are maintained.

1. When recording a session, students will follow a specific process to guarantee the recording is compliant in privacy, confidentiality, and stored in a clinical and ethical way. To ensure this process, students must:
 - a. Record their submission directly to a class TEAMS channel which the instructor will create prior to the start of the course. Direct recording to the student's personal TEAMS channel is the only way students may record their work with clients.
 - b. Students may not record the session using the "record" feature on their laptop, cell telephone, or any other recording devices including online platforms such as Zoom or Google Meet. Recordings can only be completed by accessing the student's TEAMS channel for their internship class.
 - c. Students will present their recording as part of a case conceptualization assignment internship.
2. If a site or client not to consent with a recording, the student's internship supervisor must observe the student working with a client and send a report / document to the course instructor detailing the student's strengths, challenges, and any other feedback the site supervisor noticed during the supervision.
3. It is incumbent upon the student to find a site and client who will accept recordings of a session(s). This requirement is the standard.

All instructors will follow this same, approved process for student recordings and processes.



Practicum

COUN 608 – Practicum in Counseling

The counseling practicum (COUN 608) is a supervised experience in clinical mental health or school counseling, including related specific concentration areas that provide opportunities for on-site client counseling and testing experiences. During Practicum, faculty supervise students (candidates) who provide individual, large group, couple/marital, small group, and family counseling, as well as testing to individuals at school, the community-at-large and agency clients **at an approved site (one site for practicum)**, under an approved on-site supervisor. Practicum provides candidates with extensive opportunities to move beyond being students of the profession to becoming clinical mental health counselors or school counselors who put their acquired knowledge into practice in a specific setting.

Students completing their clinical experiences are expected to abide by the University Student Code of Conduct and the Counseling Program for expectations for academic, personal, and professional integrity. (See the Counseling Program [Student Handbook](#))

Catalog Description

The current Catalog Description for COUN 608 Practicum in Counseling, along with necessary pre-requisites, can be found by going to Marshall University's Graduate Counseling Program's webpage's [Plan of Study](#) section. For more information, students are encouraged to read through the counseling program by accessing the [Marshall University Catalog](#).

Purpose of Practicum

This course will provide students with:

- 1) training in a variety of counseling and therapeutic techniques, including clarification, paraphrasing, reflection, summarizing, interpretation, modeling, open questioning, and others.
- 2) a structure for effectively conducting counseling.
- 3) a process of identifying client problems and setting goals in therapy.
- 4) a process for working through phases of counseling and therapy.
- 5) training in crisis intervention and crisis management.
- 6) the use of video and audio taping and/or live demonstrations of initial counseling and therapeutic contacts for supervision purposes and theoretical applications.
- 7) techniques which help in implementing therapeutic strategies.

This experience is structured to meet the CACREP standards outlined in Section 4. Students are expected to follow all regulations and guidelines established and practiced by the school or site where they are completing Practicum.

Practicum has two components – the course work (including group supervision with university faculty supervisor and classmates) and the field experience with an approved site-supervisor. A practicum student must complete supervised practicum experiences that total a minimum of 100 clock hours completed within one academic term. **Note: If you complete your hours prior to**

the end of the semester, you are expected to continue working at your site and attending all supervision and class sessions until the semester is completed. Additional hours accrued may NOT be applied to Internship. During practicum, candidates work with a professional mental health counselor or school counselor to introduce the candidate to his/her regular work as a counselor. Your field experience will allow you to observe an experienced counselor in his/her daily functions. This will also be a time to begin practicing your skills while counseling. The 100 hours accrued must include at least 40 clock hours of direct clinical services with actual clients or volunteers that contribute to the development of counseling skills. The 60 hours are considered indirect counseling hours that may include any activity that is related to counseling or approved by the faculty instructor. All the practicum's direct hours must be accrued at the students approved Practicum site.

COUN 608 Course Objectives

The student will demonstrate:

- 1) The development of a consistent psychological orientation for use in understanding self and the motivations of clients, as expressed through their behavior, attitudes, beliefs, values, thought and emotional processes.
- 2) An understanding of the influence of cultural diversity on the counseling process.
- 3) The initiation of a counseling/therapy session.
- 4) Goal setting strategies with clients.
- 5) The implementation of appropriate techniques for change which reflect consistency with personal orientation and the needs of the client and the situation.
- 6) An ability to meet resistance and work through impasses in therapy.
- 7) Record keeping in therapy sessions, including the appropriate use of notetaking.
- 8) Use of termination techniques and preparation for follow-up sessions.
- 9) Understanding environmental changes necessary to promote the goals of therapy.
- 10) Understanding appropriate referral procedures and techniques to other therapists or agencies.
- 11) An ability to give and receive professional evaluation and feedback.

Learner Objectives

- 1) The student will complete supervised counseling practicum experiences that total a minimum of 100 clock hours within one full academic term at one approved site (CACREP Standard Section 3, F).
- 2) The student will complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills (CACREP Standard Section 3, G).
- 3) The student will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (CACREP Standard Section 3, H).

- 4) The student will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard Section 3, I).
- 5) Receive formal and informal evaluations throughout the internship experience, including evaluations that result from faculty and onsite supervisor consultations.

Supervision

Supervision denotes a face-to-face conversation with the site or program faculty supervisor, customarily scheduled by appointment one time per week. The focus of supervision is usually upon the clinical performance of the student with respect to continuing clinical practice, made available to the supervisor through direct observation, written clinical notes, audio/video taping, and/or oral account. Supervision within the context of practicum is a process clearly distinguishable from personal counseling and guided by the supervisor's guiding theory of supervision and recognition of the supervisee's developmental stage in the practicum process.

Services

Direct counseling services are provided for the purpose of studying, understanding, and fostering appropriate changes in clients' behavior, perceptions, and goals. The following are examples of goals that are available:

- Counseling to individuals for those who are aware of unresolved personal difficulties in daily living.
- Counseling a student regarding personal / social issues at home or at school.
- Consulting with a teacher / parent about a student so that it directly impacts the student to be successful at school.
- Conducting a small group with students on academic concerns, grief/loss, anxiety, etc.
- Relationship counseling for unmarried individuals wishing to enhance their relationships.
- Counseling to married couples who are aware of some conflict and problems in any part of the family constellation and need help with solutions.
- Divorce adjustment counseling for those persons who desire help in making an appropriate adjustment during separation and/or following divorce.
- Career assessment and counseling for individuals who desire information and help in making career decisions.
- Group counseling for couples, teenagers, young children (including play therapy as appropriate), and families who can benefit from this approach to their presenting concerns.
- Educational assessment for achievement, abilities, and learning modalities.

COUN 608 Practicum Requirements

1. Read and understand the ACA and/or ASCA Code of Ethics.
2. Obtain Liability Insurance. CACREP standards require that students must obtain an individual policy for liability insurance. This insurance can be acquired through a student membership in the American Counseling Association or the American School Counselor Association. Students can also go directly to HPSO.com or anywhere that offers liability insurance for counselors.
3. Complete all the required forms.
4. All hours must be accrued and documented during the semester in which the student is enrolled. Practicum- Students must complete a minimum of 100 counseling clock hours with a minimum of 40 clinical, direct hours of counseling services to clients, students, teachers or parents. School counseling students must complete their 100 hours at a school site, school-based program, or alternative special needs educational program sites, juvenile detention center, alternative school, or like. Clinical Mental Health students must complete their 100 hours at an agency, vocational rehab, hospital, private practice, or residential treatment site (if in doubt about your site, ask).
5. Participate in a mid-term and final student performance evaluation by the site supervisor. This will be completed in *FieldX*.
6. Participate in a mid-term and final student performance evaluation by the Practicum faculty supervisor (the Counseling Student Developmental Assessment – CSDA).
7. Complete a final evaluation of the Practicum site at the end of the semester where hours were completed using *FieldX*.

West Virginia and Non-West Virginia School Counseling Students: Please refer to important school counseling specific requirements found [HERE](#) in this Handbook.



Internship

Internship Credit Overview

Internship has two components – the course work (including group supervision with university faculty supervisor and classmates) and the field experience with an approved site-supervisor. During internship, candidates work with a professional mental health counselor that will introduce the candidate to their work within a setting. Your experience will allow you to observe the counselor in their daily functions but will also afford students the time to develop their personal skills in counseling. Internship requires completion of a supervised internship of 600 clock hours, which is completed after successful completion of the practicum; 240 direct and 360 indirect clock hours must be completed.

Students can register anywhere between one (1) and six (6) credit hours of internship in a semester. For each one-hour credit, the student should reach the minimum required hours of 40 direct and 100 overall. By the end of the internship experience, students should have a total of at least 240 direct hours and 600 hours overall. Students who complete the minimum number of direct and overall hours in which they are registered will have an overage of hours applied to their next semester of internship. Students who fail to meet the minimum hours in which they are registered may be required to enroll in additional credits at their own cost to complete the necessary hour and credit requirements for an internship.

Internship Requirements

1. Read and understand the ACA Code of Ethics for Clinical Mental Health Internship or the American School Counselor Association for those in School Counseling Internship.
2. Obtain Liability Insurance. CACREP standards require that students must obtain an individual policy for liability insurance.
3. Complete all necessary forms and logs needed for required hours as stated above.
4. Participate in a mid-term and final student performance evaluation by the site supervisor. This will be completed on FieldX.
5. Participate in a mid-term and final student performance evaluation by the Internship faculty supervisor (the Counseling Student Developmental Assessment – CSDA).
6. Complete a final evaluation of the Internship site at the end of the semester where hours were completed using *FieldX*.

Purpose of Internship

This course will provide students with:

- Advanced training in counseling and therapeutic techniques, session structure, selection of appropriate interventions, and familiarity with specializations.
- Increased practice in providing therapeutic services in school settings that are tailored to student or site needs.

- Advanced training in crisis assessment and intervention.
- Continued individual and group supervision of students' work with individuals, groups, and/or guidance lessons.
- Video / audio taping of live sessions or live observation of session for supervision and development of professional and conceptualization skills.
- Increased opportunity to experience, understand, and contribute to the duties associated with the professional counseling environment.

This experience is structured to meet the CACREP 2024 standards outlined in Section 5.H. Students are expected to follow all regulations and guidelines established and practiced by the school where they are completing Internship.

Clinical Mental Health Counseling Internship

The clinical mental health counseling internship (COUN 691) is a supervised experience in clinical mental health, including related specific concentration areas that provide opportunities for on-site client counseling and testing experiences. In internships, faculty supervise students (candidates) who provide individual, large group, couple / marital, small group, and family counseling, as well as testing individuals at an approved site, under an approved on-site supervisor. An internship provides candidates with extensive opportunities to move beyond being students of the profession to becoming clinical mental health counselors who put their acquired knowledge into practice in a specific setting.

Students completing their clinical experiences are expected to abide by the university Student Code of Conduct and the Counseling Program expectations for academic, personal, and professional integrity whether on campus or not (See the [Counseling Program Student Handbook](#)).

Counseling Internship

COUN 691 – total of 6 credit hours.

Catalog Description

The current Catalog Description for COUN 691 Internship in Clinical Mental Health Counseling, along with necessary pre-requisites, can be found by going to Marshall University's Graduate Counseling Program's webpage's [Plan of Study](#) section. For more information, students are encouraged to read through the counseling program by accessing the [Marshall University Catalog](#).

COUN 691 Course Objectives

- 1) Training for intake interviews.
- 2) Problem identification process.
- 3) Supervision of on-going therapeutic relationships.
- 4) Training in effective use of supervision sessions.
- 5) Experience with individuals, small groups, and large groups.
- 6) Training toward refinement of individual skills and therapeutic interventions.
- 7) Experience in the practical application of ethical and professional guidelines for therapeutic counseling.
- 8) An understanding of how contemporary counseling theories and interventions relate to clients who represent various cultural, racial, and to others with diverse backgrounds.
- 9) Experiencing the application of ethical guidelines.
- 10) Acquiring knowledge of effective methods of establishing relationships with the client.
- 11) A review of use of computers and confidentiality issues in counseling, especially career development.

Learner Objectives

- 1) After successful completion of the practicum, students must complete a minimum of 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (CACREP Standard 4.U).
- 2) Internship students complete at least 240 clock hours of direct service (CACREP Standard Section 4.V).
- 3) Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard Section 4.W).
- 4) Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard Section 4.X).
- 5) Receive formal and informal evaluations throughout the internship experience, including evaluations that result from faculty and onsite supervisor consultations.

*** The minimum hour requirement for both practicum and internship is required by CACREP.*

Overview of School Counseling Internship

The school counseling internship (COUN 698) is a supervised experience in school counseling, including related specific concentration areas that provide opportunities for on-site student counseling experiences. In internship, faculty supervise students (candidates) who provide individual, developmental guidance, small group, and consultation at an approved site, under an approved on-site supervisor. An internship provides candidates with extensive opportunities to move beyond being students of the profession to becoming professional school counselors who put their acquired knowledge into practice in a specific setting.

Students completing their clinical experiences are expected to abide by the university Student Code of Conduct and the Counseling Program expectations for academic, personal, and professional integrity whether on campus or not (See the [Counseling Program Student Handbook](#)).

School Counseling Internship

COUN 698 – total of 6 credit hours

Catalog Description

The current Catalog Description for COUN 698 Internship in School Counseling, along with necessary pre-requisites, can be found by going to Marshall University's Graduate Counseling Program's webpage's [Plan of Study](#) section. For more information, students are encouraged to read through the counseling program by accessing the [Marshall University Catalog](#).

COUN 698 – Internship in School Counseling Course Objectives

- 1) Students will demonstrate knowledge of school counselor roles as leaders, advocates, and systems change agents in P-12 schools.
- 2) Students will demonstrate knowledge integration of school counselor roles in consultation with families, school personnel, and community agencies.
- 3) Students will participate in school leadership and multidisciplinary teams.
- 4) Students will demonstrate knowledge related to design and evaluation of school counseling programs.
- 5) Students will demonstrate ability and knowledge related to techniques of personal/social counseling in school settings.
- 6) Students will demonstrate ability to implement approaches to increase promotion and graduation rates.
- 7) Students will demonstrate ability to foster collaboration and teamwork within schools.

Learner Objectives

- 1) After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (CACREP Standard Section 4.U).
- 2) Internship students complete at least 240 clock hours of direct service (CACREP Standard Section 4.V).
- 3) Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard Section 4.W).
- 4) Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard Section 4.X).
- 5) Receive formal and informal evaluations throughout the internship experience, including evaluations that result from faculty and onsite supervisor consultations.

*** The minimum hour requirement for both practicum and internship is required by CACREP.*

School Counseling “Levels”

The West Virginia Department of Education through state law and state board policies requires two programmatic levels to be completed to be certified as a school counselor in West Virginia. The instructional levels approved are PreK (100 hours only), Elementary, Middle, Secondary, and Adult (100 hours only). School counseling students, at any level, must be working with a school counseling program to count for internship hours.

Elementary is required at least 100 hours. Middle or High is also required at the 100-hour level. Students may choose to do a third level but need to discuss with the Clinical Placement Coordinator.

Practicum may count as one of the programmatic / instructional levels above but does not remove the 600 hours required for internship. Therefore, when a student graduates, they will have completed 700 clinical hours in total.

The number of hours at each site can vary depending on your focus and placement. It is important to start thinking early about how you want to complete your hours and at what levels.

Students outside of the state of West Virginia must have documentation from their state board of education that specific requirements regarding levels are not required. This document will be uploaded to FieldX.

Praxis and WVDE Forms 7 and 24

West Virginia and Non-West Virginia School Counseling Students: Please refer to important school counseling specific requirements found [HERE](#) in this Handbook.



Handbook Appendices

Appendix A: Policy Statements

Student Dismissed from a Site. If a student is dismissed from a site, the course instructor of record will notify the lead, core faculty and an automatic referral to the R&R committee is made. The instructor of record and / or the lead faculty will follow up with the site to ensure site concerns are relayed to the department, and the relationship with the site is strengthened. Once the follow-up has occurred and the issue is resolved with the site, the course instructor of record and / or the lead faculty will submit a brief overview, in writing, of that meeting with the R&R committee and the Clinical Placement Coordinator.

Students Dropping a Practicum or Internship Site. If a student drops a practicum or internship site, the Clinical Placement Coordinator will notify the instructor of record and lead course faculty of the student leaving / dropping the course and a R&R referral will be made. The course instructor will connect with the site for site relations.

Internship Threshold. In general, students should plan to complete internship in two terms (3/3); in general, students should register for number of hours they anticipate being able to complete (1 credit hour equates to about 100 clock hours of internship, of which 40 is direct); if the student does not complete the minimum hours for that credit hour, they will be assigned a PR as long as all other requirements are met and need to continue to register for at least 1 credit hour the following term and complete all other requirements to finish their internship. Completing in one term may be possible if in a setting with ample clients like residential, hospital, school, etc. but still not recommended; registering for too many hours may result in requiring registering for additional hours above the required 6 to complete at own cost. Should a student see that they are going to be short due to reasons beyond their control, they should meet with the instructor and discuss options realizing that a possible shortage may not keep them from moving to the next section of internship as the total is 600 hours (240 direct).

Appendix B: Registering and Using *FieldX*

Obtaining and Registering Your *FieldX* Account

Students are asked to go to <https://app.simcare.ai/sign-in> and click on “Continue with SSO” using their Marshall University email address. All Practicum and Internship tasks are accessed by hovering the cursor over the left-hand side of the screen and then clicking on Field Experience.

There are plenty of videos for you to watch to acclimate the program. It can’t be stressed enough. If you are having issues or have questions regarding *FieldX*, you are to **use the HELP link** on the main page to contact *FieldX*. They can help you answer any question about the program, how to use it, what to do next, etc. If they believe it is more of a Marshall program issue, they will have you contact your Clinical Placement Coordinator, Dr. Jerry Dooley.

FieldX is student-based and student driven. This means that you are responsible for initiating evaluations, getting logs signed, assignments, placements, etc. Therefore, it is very important to watch the tutorials. When you first log on to your account, you will see four distinct areas: Welcome Student, Assignments, Timesheets, and Site Placements.

Appendix C: Clinical Training Affiliation Agreement

Clinical Training Affiliation Agreement Marshall University's Department of Counseling

This Affiliation Agreement is made and entered into by and between Marshall University College of Education and Professional Development on behalf of its Department of Counseling, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and (Insert Name of Facility / School System), hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755: and

WHEREAS, the FACILITY is principally located at _____ has the facilities, equipment, personnel, and services to provide experiential experiences; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from (dates) through (dates). Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2

RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- i. Allow the use of its facilities for the education and training of counseling students who will be under the supervision of (name of supervisor) who possess valid licenses issued by the Board of in the state where they practice the profession of , if applicable.

- ii. As may be necessary, provide access for the faculty and students to patients and their medical/psychological records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- iii. As applicable, cooperate with the UNIVERSITY for the development of rotations and the components.
- iv. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- v. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by Facility and/or provided by the University to Facility is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, Facility agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the University and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. Facility also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, University hereby designates Facility as an University official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by Facility to carry out the Program.

If Facility receives a court order, subpoena, or similar request for Student Information, Facility shall, to the extent permitted by law, notify the University within two (2) business days of its receipt thereof, and reasonably cooperate with the University in meeting the University's and/or Facility's FERPA obligations in complying with or responding to such request, subpoena, and/or court order.

- vi. May request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such request must be in writing and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of counseling services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a statement of the reason or reasons why FACILITY removed the student. The UNIVERSITY may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. The UNIVERSITY will notify the FACILITY if such action is required.

- vii. Maintain professional liability insurance for its employees who will precept students from the UNIVERSITY and for University Faculty and students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence and an aggregate in the amount of Three Million Dollars (\$3,000,000).
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on a claims-made basis and an aggregate in the amount of Three Million Dollars (\$3,000,000).
- viii. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
- ix. Maintain authority and responsibility for care given to FACILITY's patients.
- x. Not be required to provide student with transportation.
- xi. The FACILITY will not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law.
- xii. Unless otherwise agreed between the FACILITY and the Student, not compensate students for their time or activities while participating in any educational activities.
- xiii. Appoint a member of FACILITY's staff as the primary contact person to work with the UNIVERSITY in performance of this Agreement.
- xiv. Encourage its staff to participate in the educational activities of the UNIVERSITY.
- xv. Participate, if requested by either party, in any annual program review activities of the UNIVERSITY, which are directed toward continuing improvement of experiential education.
- xvi. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
- xvii. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.
- xviii. FACILITY agrees to follow and adhere to all mandates and best practices guidelines in the use of Personal Protective Equipment (PPE) and social distancing as required by local, state or county health officials and/or by the Center for Disease Control (CDC), as applicable.

The UNIVERSITY will:

- i. Identify students that have completed academics appropriate to the level of training prior to assignment to the supervised experience. The Distance Internship Coordinator/course instructor for the department shall oversee the assignment of its students with mutual agreement of and advance notice to the FACILITY. Provided that, placement shall be limited to ten students from an individual academic program placed simultaneously at FACILITY.
- ii. Inform the student and faculty of the requirement to comply with the FACILITY's policies and procedures while in attendance at the FACILITY.
- iii. Prepare the student through the faculty and curriculum in order that they are able to benefit from their placement in the FACILITY.
- iv. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- v. Maintain for faculty and students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on an occurrence basis.
- vi. UNIVERSITY will be responsible for planning and execution of educational program and curriculum.
- vii. Nothing herein is intended to create an employment relationship between the UNIVERSITY student, faculty, or instructor with the FACILITY.
- viii. Each student will be responsible for his/her room and board fees, travel expenses; transportation costs; and all other necessary living expenses.

ARTICLE 3 LICENSURE AND CERTIFICATION

The UNIVERSITY will provide proof of current counseling licensure and certification of the faculty that have a relationship with the FACILITY upon request.

ARTICLE 4 VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of West Virginia without regard to choice of law principles. The exclusive venue for disputes between the parties arising from or related to this Agreement shall be those courts of the State of West Virginia located in Cabell County, West Virginia.

ARTICLE 5 ASSIGNMENT

This Agreement and the rights and obligations hereunder may not be assigned by either party without the written consent of the other.

**ARTICLE 6
SEVERABILITY**

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supersede all prior agreements.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Facility/School System Signatures

Supervised Student Printed Name (as listed with Marshall University)

Supervised Student Authorized Signature

Date

Site Supervisor Printed Name

Site Supervisor Authorized Signature

Date

Facility/School System Representative Printed Name

Facility/School System Representative Authorized Signature

Date

University Signatures:

Clinical Placement Coordinator, Dr. Jerry Dooley

Date

Marshall University College of Education & Professional Development

Chair, Dr. Eric Beeson Authorized Signature
Marshall University College of Education & Professional Development

Date

Dr. Diane Helfers Petrella, Provost and Senior Vice President for Academic Affairs Date
Marshall University Office of Academic Affairs

Appendix D: Clinical Affiliation Agreement Sample

Clinical Training Affiliation Agreement - SAMPLE
Marshall University's Department of Counseling

This Affiliation Agreement is made and entered into by and between Marshall University College of Education and Professional Development on behalf of its Department of Counseling, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and (Specific name of your Site Facility or School), hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755: and

WHEREAS, the FACILITY is principally located at Physical location has the facilities, equipment, personnel, and services to provide experiential experiences; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from (First day of semester) through (one week past last day of semester).

Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2

RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- xix. Allow the use of its facilities for the education and training of counseling students who will be under the supervision of (name of supervisor) who possess valid licenses issued by the Board of state or entity in the state where they practice the profession of state, if applicable.

- xx. As may be necessary, provide access for the faculty and students to patients and their medical/psychological records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- xxi. As applicable, cooperate with the UNIVERSITY for the development of rotations and the components.
- xxii. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- xxiii. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by Facility and/or provided by the University to Facility is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, Facility agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the University and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. Facility also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, University hereby designates Facility as an University official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by Facility to carry out the Program.

If Facility receives a court order, subpoena, or similar request for Student Information, Facility shall, to the extent permitted by law, notify the University within two (2) business days of its receipt thereof, and reasonably cooperate with the University in meeting the University's and/or Facility's FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
- xxiv. May request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such request must be in writing and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of counseling services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a statement of the reason or reasons why FACILITY removed the student. The UNIVERSITY may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. The UNIVERSITY will notify the FACILITY if such action is required.

- xxv. Maintain professional liability insurance for its employees who will precept students from the UNIVERSITY and for University Faculty and students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence and an aggregate in the amount of Three Million Dollars (\$3,000,000).
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on a claims-made basis and an aggregate in the amount of Three Million Dollars (\$3,000,000).
- xxvi. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
- xxvii. Maintain authority and responsibility for care given to FACILITY's patients.
- xxviii. Not be required to provide student with transportation.
- xxix. The FACILITY will not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law.
- xxx. Unless otherwise agreed between the FACILITY and the Student, not compensate students for their time or activities while participating in any educational activities.
- xxxi. Appoint a member of FACILITY's staff as the primary contact person to work with the UNIVERSITY in performance of this Agreement.
- xxxii. Encourage its staff to participate in the educational activities of the UNIVERSITY.
- xxxiii. Participate, if requested by either party, in any annual program review activities of the UNIVERSITY, which are directed toward continuing improvement of experiential education.
- xxxiv. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
- xxxv. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.
- xxxvi. FACILITY agrees to follow and adhere to all mandates and best practices guidelines in the use of Personal Protective Equipment (PPE) and social distancing as required by local, state or county health officials and/or by the Center for Disease Control (CDC), as applicable.

The UNIVERSITY will:

- ix. Identify students that have completed academics appropriate to the level of training prior to assignment to the supervised experience. The Distance Internship Coordinator/course instructor for the department shall oversee the assignment of its students with mutual agreement of and advance notice to the FACILITY. Provided that, placement shall be limited to ten students from an individual academic program placed simultaneously at FACILITY.
- x. Inform the student and faculty of the requirement to comply with the FACILITY's policies and procedures while in attendance at the FACILITY.
- xi. Prepare the student through the faculty and curriculum in order that they are able to benefit from their placement in the FACILITY.
- xii. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- xiii. Maintain for faculty and students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on an occurrence basis.
- xiv. UNIVERSITY will be responsible for planning and execution of educational program and curriculum.
- xv. Nothing herein is intended to create an employment relationship between the UNIVERSITY student, faculty, or instructor with the FACILITY.
- xvi. Each student will be responsible for his/her room and board fees, travel expenses; transportation costs; and all other necessary living expenses.

ARTICLE 3 LICENSURE AND CERTIFICATION

The UNIVERSITY will provide proof of current counseling licensure and certification of the faculty that have a relationship with the FACILITY upon request.

ARTICLE 4 VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of West Virginia without regard to choice of law principles. The exclusive venue for disputes between the parties arising from or related to this Agreement shall be those courts of the State of West Virginia located in Cabell County, West Virginia.

ARTICLE 5 ASSIGNMENT

This Agreement and the rights and obligations hereunder may not be assigned by either party without the written consent of the other.

**ARTICLE 6
SEVERABILITY**

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supersede all prior agreements.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Facility/School System Signatures

Supervised Student Printed Name (as listed with Marshall University)

Supervised Student Authorized Signature

Date

Site Supervisor Printed Name

Site Supervisor Authorized Signature

Date

person at your site who approves you being there

Facility/School System Representative Printed Name

Facility/School System Representative Authorized Signature

Date

University Signatures:

Clinical Placement Coordinator, Dr. Jerry Dooley

Date

Marshall University College of Education & Professional Development

Chair, Dr. Eric Beeson

Authorized Signature

Date

Marshall University College of Education & Professional Development

Dr. Diane Helfers Petrella, Provost and Senior Vice President for Academic Affairs Marshall University Office of Academic Affairs	Date
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Appendix E: Informed Consent / Disclosure Sample

Informed Consent/Professional Disclosure Statement - EXAMPLE

INFORMED CONSENT or PROFESSIONAL DISCLOSURE STATEMENT

_____ (Student Name)
Supervised Counseling Practicum, Marshall University
(304) 746-0000

This document is designed to provide you with information about your counselor and to ensure that you understand the professional relationship of counselor and client.

FORMAL PROFESSIONAL EDUCATION

I am a counseling student in the master's degree program at Marshall University. I have a M.A. in -- (20??) from (name of university) _____ .

AREAS OF COMPETENCE

As a graduate student in the counseling program, my areas of competence include individual counseling, group counseling, career counseling, marriage and family counseling (and play therapy). My education in counseling as a counselor began at (---institution name) in January, ????.

I believe clients have the capacity to resolve their own problems and make their own decisions with my assistance as a facilitator. Clients include persons who experience difficulty resolving interpersonal and personal problems, making decisions when conflicting objectives or benefits are issues, and who are seeking ways to reduce the stresses encountered in daily living.

Your self-awareness, self-esteem, mental health, and independence are counseling goals. Some clients need only a few counseling sessions to achieve these goals, while others require months or even years of counseling. As a client you maintain control of yourself and you may end our counseling relationship at any point. I will be supportive of that position. If you are dissatisfied with my work, I will help you find another counselor with whom you might be able to work with more effectively. If counseling is successful, you should feel you are able to face life's challenges without the support or intervention of a counselor and you should feel a sense of success in satisfactorily resolving your problem(s).

TECHNIQUES

My counseling techniques include person-centered and systemic techniques supplemented with solution-focused therapy, a way of solving problems which utilizes what clients have to meet their own needs. Occasionally other approaches including role-playing will be used when deemed appropriate for the client(s).

PROFESSIONAL RELATIONSHIP

While our sessions might be very intimate psychologically, it is important for you to understand

that we have a professional relationship rather than a social relationship. Our contacts, other than chance meetings, will be limited to appointments you arrange with me. I will not attend your social gatherings, accept gifts from you, or relate to you in any other way than in the professional context of our counseling sessions. You will be best served if our relationship remains strictly professional and our sessions concentrate exclusively on your concerns. While you might learn much about me as we work together, it is important for you to remember that you are experiencing my professional role.

CONFIDENTIALITY

I will keep confident the things you tell me, with the following exceptions: (a) you direct me to tell someone else, and I agree to do so, (b) I decide you are a danger to yourself or others, (c) I am ordered by court to disclosure information, (d) you disclose abuse of a child or elderly person, (e) in a previous therapeutic relationship, your counselor sexually exploited you, (f) other reasons as specified in laws of this state. A written record of our counseling sessions will be maintained by me.

OTHER

It is my intention to render my services in a professional manner consistent with accepted standards pf practice. Our sessions will be 45 minutes in duration for individual counseling and (1 1/2) hours in duration for group counseling. It is impossible for any counselor to guarantee any specific results regarding your counseling goals. However, together we will work to achieve the best possible results for you.

There is no fee for counseling services because this is a training facility. Your participation is your contribution. I am receiving supervision from (professor's) in collaboration with my site supervisor (name) . He/she is an approved LPC (and LMFT) supervisor. If you have any or concerns, you may call my site supervisor at (304) ----- and or my professor (professor's name) at (304) _____. If you have any questions regarding any of this information, please feel free to ask. Sign and date both copies of this form if you agree to the terms stated herein.

Have you received counseling or related services in the past or are you currently receiving any counseling, psychological, psychiatric, or similar services from anyone else?

Yes No (Circle Correct Response)

Related Counseling Services Yes No (Circle Correct Response)

If "yes", you will need to complete a release of information form so that I can contact your current or former counselor in the event the information is deemed useful to current counseling. I will need to discuss with you the issue of concurrent therapy.

Counselor's signature

Client's signature

Date

Appendix F: Student Evaluation of Placement Site Example

Candidate Evaluation of Placement Sites (SAMPLE – STUDENTS COMPLETE ON *FieldX*)

Please complete the following evaluation on your placement site during practicum or internship. These items relate to your site, your site supervisor and your faculty supervisor. Your opinion and evaluation of your experience is important to the continuing quality and success of our clinical training program.

Candidate Name (First and Last Name):

Year

Semester:

Fall (1)

Spring (2)

Summer (3)

Course:

Practicum (1)

School Counseling Internship (2)

Clinical Mental Health Internship (3)

Name of Placement Site:

Site Supervisor Name (First and Last Name):

Please enter a preferred emailed that you would like to be contacted at once you graduate. This email could be used for possible job postings or surveys needed by Marshall University.

Site Placement Experience: Please use the following key for completing the survey. 1 = Not Met 2 = Met 3 = Exceeds N/A = Not applicable

My site supervisor was skilled in the art of clinical supervision.

1 (1)

2 (2)

3 (3)

N/A (4)

My site supervisor offered helpful suggestions regarding techniques to use with my clients/students.

1 (1)

2 (2)

3 (3)

N/A (4)

My site supervisor was available for consultation when needed.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

My orientation to the site was excellent and contributed to my understanding of counseling in an agency/school setting.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

I clearly understood the mission and organization of the site upon completion of my experience.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

I was made to feel comfortable by administrators, counselors, staff and other employees at the site.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

The site created a therapeutic environment or a safe climate.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

I would recommend this site to other students.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Site Experiences Using the same scale, rate all applicable experiences that you were able to develop proficiencies in while completing your hours at the site. 1 = Not Met 2 = Met 3 = Exceeds N/A = Not Applicable

Report writing/record keeping / writing progress notes

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Programming/planning individual and group activities

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Administration and interpretation of tests

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Intake Interviewing

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Support team, collaboration with other professionals

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Individual Counseling

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Small Group Counseling (between 4 and 10 participants)

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Large Group Counseling or Developmental Guidance (10 or more participants)

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Family/Couple Counseling

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Treatment planning/goal setting

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Psycho-educational activities

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Consultation

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Career Counseling

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Program Planning and evaluation

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

Other activities provided at your site:

Faculty Supervisor: Using the same key, evaluate the faculty supervisor, the counseling program and the course. 1 = Not Met 2 = Met 3 = Exceeds N/A = Not Applicable

My faculty supervisor was available for consultation when needed.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

My faculty supervisor provided me with helpful information when needed.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

My faculty supervisor provided helpful feedback on the development of my clinical skills.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

My faculty supervisor was skilled in the art of supervision.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

The counseling program prepared me for this experience.

- 1 (1)
- 2 (2)
- 3 (3)
- N/A (4)

If 1 Is Selected, Then Skip to Explanation for question 34.

Explanation for question 34.

Overall, the experience was excellent.

1 (1)

2 (2)

3 (3)

N/A (4)

Please provide any additional information on the site or your clinical experience here.

Appendix G: Evaluation by Site and Faculty Supervisors Example

Evaluation by Site Supervisors and Faculty Supervisors (SAMPLE: STUDENTS COMPLETE ONLINE SURVEY)

This is to be completed by the site supervisor after half of the hours are accomplished by the candidate at each site placement. This form serves as the mid-evaluation and the final evaluation form. In addition, this form will be used by the Faculty Supervisor during on-site visits.

Which evaluation are you completing?

- ☐ Mid-evaluation (1)
- ☐ Final evaluation (2)
- ☐ Faculty supervisor evaluation (3)

What is the year?

What is the semester?

- ☐ Fall (1)
- ☐ Spring (2)
- ☐ Summer (3)

What is the specialization of the student candidate?

- ☐ School Counseling (1)
- ☐ Clinical Mental Health (2)

What is the course?

- ☐ Practicum 608 (1)
- ☐ School Counseling Internship 698 (2)
- ☐ Clinical Mental Health 691 (3)

Student Candidate Full Name:

Name of Placement Site:

Marshall University Faculty Supervisor Name:

Site Supervisor Information

Full Name (1)

School/Agency (2)

Address (3)

Address 2 (4)

City/Town (5)

State/Province (XX) (6)

Zip Code (7)

Email address (8)

Phone Number (9)

Practice of Counseling Please rate the candidate on the following items. Your opinion and evaluation of the student candidate is important to the continuing quality and success of the practicum/internship. 1 = not met 2 = met 3 = exceeds n/a = not applicable

ORGANIZATION: Evidence of personal organization; proficiency in organization and administration at the school or agency to promote a positive environment.

☐ 1 (1)

☐

○

REFERRALS: Assisting with referrals; acting upon referrals from other organizations; utilizing community resources/agencies to provide services; promoting use of resources.

- 1 (1)
- 2 (2)
- 3 (3)
- n/a (4)

ACADEMIC ADVISING: Assisting in academic & job placement; counseling about appropriate course/activity placement; assisting with grouping for instruction; and coordinating activities to provide assistance for job placement.

- 1 (1)
- 2 (2)
- 3 (3)
- n/a (4)

CONSULTING: Consulting with students, parents, teachers, administrators, and/or other mental health professionals; working with family situations which affect performance; and working with others to apply strategies for improving learning or functioning

- 1 (1)
- 2 (2)
- 3 (3)
- n/a (4)

COORDINATION: Coordination program evaluations related to the school or agency; conducting follow-up; evaluation of existing counseling program; making recommendations for productive changes.

- 1 (1)
- 2 (2)
- 3 (3)
- n/a (4)

PROFESSIONALISM: Demonstrating professionalism; using correct oral and written communication; demonstrating general knowledge of agency policies; adhering to professional ethical standards (ACA and ASCA).

- 1 (1)
- 2 (2)
- 3 (3)
- n/a (4)

Candidate Effectiveness Please rate the candidate on the following items related to their effectiveness. Your opinion and evaluation of the student candidate is important to the continuing quality and success of the practicum/internship. 1 = not met 2 = met 3 = exceeds n/a = not applicable

Develops appropriate interventions and achieves successful resolutions of students'/clients' problems

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Identifies his/her own professional and personal strengths and weaknesses.

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Accepts supervisor's feedback

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Maintains confidentiality and respects privacy

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Maintains appropriate case notes

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Performs additional duties in an acceptable and professional manner

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Sensitivity to diversity and multiculturalism

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Practices social sensitivity and empathy towards others

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Appearance is appropriate for setting (dress, hygiene, etc.)

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Positive in demeanor and temperament

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Advocacy for people, communities and organizations

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Seeks continuing education & self-development

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Did the candidate work with clients or students that have mental, physical or other disabilities?

- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ n/a (4)

Did the candidate work with at-risk populations?

- ☐ Yes (1)
- ☐ No (2)

Did the candidate work with a diverse student population as it relates to culture, ethnicity, gender, socioeconomic level?

- ☐ Yes (1)
- ☐ No (2)

Would you recommend this candidate for professional employment?

- Yes (1)
- No (2)

Comments about candidate's overall effectiveness. Please discuss areas where the candidate was effective or had strengths:

Comments about candidate's areas for further development. Please discuss areas where the candidate is in need of improvement or further training:

Before assigning a grade to the trainee, please consider the following criterion for A, B, C, or D.

Letter grades will be given on the following considerations.

- Attendance at the site and at required site meetings.
- Professional enthusiasm and demeanor.
- Completion of the required number of clock hours.
- Evaluation of skills and performance during the Internship period.

A = Indicates that in addition to completing all course requirements in a timely and professional manner, the candidate, demonstrates excellent counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the profession of mental health counseling.

B = Indicates that in addition to completing all course requirements in a timely and professional manner, the candidate demonstrates strong counseling skills, average standards of professional and personal behavior, a continued willingness to learn and a commitment to the profession of mental health counseling.

C = Indicates that the candidate did not complete all course requirements in a timely and professional manner, needs to improve counseling skills, may need to examine personal and/or professional standards, appears to be unwilling to learn or is lacking in commitment to the profession of mental health counseling.

D = Indicates that the candidate did not fulfill requirements and should reconsider career goals. A letter of "D" will lead to a re-evaluation of the candidate's participation in the mental health counseling program by his or her faculty advisor and on-site supervisor. What grade would you give the candidate?

- A (1)
- B (2)
- C (3)
- D (4)

Appendix H: Permission to Audio / Video Record



Marshall University
Counseling and Human Services
PERMISSION TO AUDIO OR VIDEO TAPE
COUNSELING INTERVIEWS

I hereby give permission to _____, a counselor-in-training at Marshall University who is completing clinical requirements at _____, to make audio and/or video tape recordings of our counseling interviews. I understand that these tapes will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Marshall University or in the student's clinical placement. Any person involved in providing or receiving clinical supervision is bound to the same ethical principle of confidentiality as professionals providing counseling. All tapes of counseling sessions will be erased no later than the end of the present academic semester. Any exception to this last statement would require an additional permission form to be signed by the client and counselor.

SIGNATURE OF CLIENT DATE
DATE

SIGNATURE OF WITNESS

IF THE CLIENT IS A MINOR (UNDER 18 YEARS), HIS/HER PARENT OR LEGAL GUARDIAN MUST ALSO SIGN THIS AGREEMENT.

PARENT/LEGAL GUARDIAN SIGNATURE

(DATE)

Appendix I: Mid and Final Counseling Student Disposition Assessment

Counseling Student Disposition Assessment (CSDA)

To be completed: Mid and Final 600, 607, 608, and 691/698 by the instructors of the course Site supervisors in 608, 691/698

Counselor education programs are required to assess students' knowledge, skills, and dispositions at multiple points using multiple methods across the curriculum. Miller et al. (2019) defines counselor dispositions as:

“... aspects of personal and professional functioning that subsume intellectual factors, personality characteristics, relational proficiencies, and values orientations accounted for by nine correlated, but independent, factors: cognitive, ethical/legal, interpersonal, personal wellness, personal–professional boundaries, professionalism, responsiveness, self-control, and suitability for the profession. Counselor dispositions influence and are influenced by cognitive, affective, and behavioral development in a manner consistent with the advancement of clinical proficiency. As such, dispositions are both critical prerequisites to and predictors of professional competence” (Miller et al., 2019, p. 11)

Instructions: When completing this assessment, please consider all interactions you have had with the student as well as your observations of their interactions with their peers, students, clients, staff, etc.

It is OK to rate students low or to indicate if you have had no opportunity to observe each factor; this helps us support their growth and development as well as our own curriculum development.

For each item below, please rate them using the following scale to measure how frequently they demonstrate each disposition:

- **No opportunity to observe (selection box will be added)**
- **1 = Rarely or Never** (Less than 25% of the time)
- **2 = Sometimes** (About 26–50% of the time)
- **3 = Often** (About 51–75% of the time)
- **4 = Consistently** (More than 76% of the time)

If you would like, you can use the optional text boxes to share more detail about your rating.

Marshall University Email:

Marshall University ID:

Factor	N/A	1	2	3	4
1. Openness to new ideas The student demonstrates curiosity, actively listens, has a learner attitude, seeks to understand, asks relevant questions, explores alternative viewpoints, and incorporates new information into discussions or assignments.	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4
Comments:					
2. Flexibility and adaptability The student modifies their approach when given new instructions, feedback, or unexpected challenges.	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4
Comments:					
3. Cooperativeness with others The student participates in groups by contributing ideas, listening to others, and completing assigned tasks collaboratively.	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4

Comments:					
4. Willingness to accept and use feedback The student seeks and acknowledges feedback from others, reflects on its meaning, and applies it in subsequent work or behavior.					
☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4	
Comments:					
5. Awareness of own impact on others The student demonstrates awareness of how their positionality, statements, and actions affect others by adjusting their communication or behavior when necessary.					
☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4	
Comments:					
6. Ability to deal with conflict The student addresses conflicts calmly, engages directly (rather than going to a 3rd party), owns their part of the conflict, listens to different perspectives, and seeks appropriate resolutions.					
☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4	
Comments:					

7. Ability to accept personal responsibility The student acknowledges mistakes, owns their part, takes corrective action, and follows through on commitments without shifting blame.	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4
Comments:					
8. Effective and appropriate expression of Feelings The student regulates and expresses emotions and opinions using professional language and tone in verbal and written communication.	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4
9. Attention to ethical and legal considerations The student follows ethical and legal guidelines by adhering to academic integrity policies, confidentiality rules, department policies, university requirements, and professional standards.					
	☐ N/A	☐ 1	☐ 2	☐ 3	☐ 4

Comments:

10. Initiative and motivation The student takes initiative by beginning tasks					
---	--	--	--	--	--

independently, staying engaged, seeking new opportunities, and following through without needing reminders.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

11. Orientation to multiculturalism and social justice advocacy

The student includes diverse perspectives, demonstrates cultural responsiveness, and applies principles of social justice in discussions or work.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

12. Professional wellness and self-care

The student engages in self-care strategies (e.g., managing workload, seeking support, setting boundaries) and addresses potential impairment risks to maintain well-being.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

13. Humility

The student acknowledges limitations in knowledge, skills, and dispositions and seeks

guidance or additional learning when needed.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

14. Professionalism

The student meets deadlines, follows professional norms (e.g., dress code, punctuality), and communicates respectfully in academic and professional settings.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

15. Willingness to seek help

The student proactively seeks assistance from natural and formal supports, instructors, supervisors, or peers when encountering challenges.

☐ N/A ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

If you believe remediation is needed in any of these areas, please list those here:

If you believe the student has demonstrated exceptional strengths in any of these areas, please note those here:

Signatures:

Site Supervisor Signature: Date

Student Signature: Date

Marshall University's Graduate Department of Counseling Staff and Faculty

Administrative Assistants of the COEPD

- Kelly Sowards
- Hayley Woodall
- Laura Padgett

Faculty

The Department of Counseling currently consists of twelve (13) full-time core faculty. These faculty members include Dr. Eric Beeson (Department Chair), Dr. Kailey Bradley, Dr. Andrew Burck, Dr. Shelley Coleman, Dr. Darlene Daneker, Dr. Andrew Burck, Dr. Jeff Garrett, Dr. Breanna Ellington, Dr. Jill Minor, Dr. Jerica Wesley, Dr. Jonathan Lent, and Dr. Jerry Dooley.

Clinical Mental Health Faculty



Dr. Eric Beeson
Department Chair



Dr. Kailey Bradley



Dr. Andrew Burck



Dr. Shelley Coleman

Dr. Darlene Daneker



Dr. Jeff Garrett
CMH Coordinator



Dr. Kari Mika-Lude
VoLT Coordinator



Dr. Sean Ridge

School Counseling Faculty



Dr. Jonathan Lent



Dr. Jill Minor

Dr. Breanna Ellington
SC Coordinator



Dr. Jerica Wesley
CACREP Coordinator



Dr. Jerry Dooley
*Clinical Placement
Coordinator*

