

HANDBOOK FOR PRACTICUM/PREDOCTORAL INTERNSHIP

**ASSUMPTION UNIVERSITY
Graduate programs of Counseling Psychology
Graduate School of Human Sciences
Assumption University**

2023

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Introduction

The journey towards becoming a skilled and compassionate counseling psychologist is a remarkable one, filled with both personal and professional growth. In the field of counseling psychology, where the wellbeing of individuals and communities is at the forefront, the impact you can make is immeasurable. This handbook has been meticulously crafted to serve as your invaluable companion as you embark on your journey into the world of counseling training. We are thrilled to be a part of your professional development and look forward to witnessing your growth as counseling psychologists.

As you embark on your practicum and internship experiences, this handbook aims to be your guiding light, providing you with the essential information, tools, and insights needed to navigate this crucial phase of your education. Whether you're a graduate or doctoral student, this resource is designed to help you make the most of your hands-on training.

The journey of a counseling psychology student can be both rewarding and challenging. It is a time of self-discovery, skill-building, and learning the ropes of this noble profession. This handbook is your compass to navigate through the complexities and nuances of counseling practice. It will assist you in understanding the core competencies, ethical standards, and professional conduct expected in the field of counseling psychology.

In this handbook, you will find information on requirements of our programs, setting up your placement, skills, supervision, ethical considerations, and self-care. By adhering to the guidelines and recommendations within this handbook, you will be better prepared to meet the diverse needs of your clients, engage in ethical and professional practice, and take care of your own well-being throughout your journey.

We urge you to use this handbook as a foundation for your success during your practicum and internship experiences. While this handbook provides valuable information, it is not a substitute for the guidance and mentorship provided by your faculty, site supervisors, and peers. Your attendance in practicum and Internship classes are very important. Some policies may also vary depending the practicum sites, so always consult with your course coordinator/ program director for additional guidance.

The counseling psychology profession is an exciting and ever-evolving field, and we hope that your practicum and internship experiences will inspire you to become compassionate, competent, and ethical professionals who make a positive impact on the lives of others.

Embrace the challenges, celebrate the victories, and use this handbook to navigate your journey with confidence and enthusiasm.

Best of luck on your practicum and internship endeavors, and may you find fulfillment and growth in your path as a counseling psychologist.

Warm regards,

Dr Parvathy Varma. S

(Program Director)

Counseling Psychology,

Graduate School of Human Sciences,

Assumption University

Welcome Message

Dear Students,

Welcome to the Practicum and Pre-doctoral Internship. We are delighted to embark on this journey with you as you take the next step in your educational and professional development. Your practicum and pre-doctoral internship experiences are pivotal milestones in your training as counseling psychologists, and we are here to guide and support you every step of the way.

In the field of counseling psychology, the impact you make on the lives of individuals and communities is immeasurable. Throughout your journey, you'll encounter diverse challenges and opportunities for growth. It is essential to remember faculty members of the counseling psychology program, site supervisors, practicum/predoctoral internship supervisors are there are with you to provide guidance, mentorship and support.

This handbook is your roadmap, offering insights into the practical aspects of your training, ethical considerations, and strategies for self-care to ensure your well-being as you support others. Each of you brings unique qualities and experiences to the field of counseling psychology, and we are excited to witness your personal and professional growth during this transformative journey.

We encourage you to embrace your practicum and internship experiences with enthusiasm and a commitment to learning. Use this handbook as a tool to navigate your way through the rewarding challenges and responsibilities that lie ahead.

As you begin this chapter in your academic and professional life, always remember the impact you have on the lives of those you serve. By striving for excellence, upholding ethical standards, and taking care of your own well-being, you will be better prepared to make a profound and positive difference in the lives of others.

We wish you the best of luck on your practicum and internship experiences and look forward to celebrating your achievements and growth along the way. Your journey as a counseling psychologist starts here, and we are here to support you on this exciting path.

Dr Parvathy Varma. S
(Program Director)

Terminologies Used

1. Practicum:
 - A supervised training experience that provides students with the opportunity to apply theoretical knowledge and develop counseling skills in a controlled setting. The requirement for Master of Science in Counseling Psychology that covers 240 hours. (CP6111&CP6112)
2. Pre-Doctoral Internship:
 - A more advanced and extensive supervised training experience, typically occurring in a professional setting, where students gain hands-on experience in counseling and psychological services similar to Practicum but more advanced as a requirement of Doctor of Philosophy in Counseling Psychology that covers 1000 hours(DCP9502)
3. Clinical Competencies:
 - The skills, knowledge, and abilities required to provide effective counseling and psychological services, including assessment, diagnosis, treatment planning, and interventions.
4. Ethical Guidelines:
 - A set of principles and standards that govern the conduct and behavior of counseling psychologists, emphasizing client confidentiality, informed consent, and professional boundaries. These are covered in Professional Ethics course in MSCP and PhD.
5. Informed Consent:
 - The process of ensuring that clients are fully informed about the nature and purpose of counseling, potential risks and benefits, and their rights before starting therapy.
6. Supervision:
 - Ongoing oversight and guidance provided by a qualified supervisor to students during their practicum and internship experiences to ensure the quality of services and professional development.
7. Site Supervisor:
 - An experienced professional at the practicum or internship site who oversees and guides students' clinical work, offering feedback and support.
8. Practicum Supervisor:
 - The Instructor or co-ordinators who oversees and guides students' in getting the placement ,helping you with the formal requirements and paper work and offering feedback and support and who will be in charge of your practicum/Internship
9. Cultural Sensitivity:
 - The awareness, understanding, and respect for the cultural backgrounds, identities, and experiences of clients, with the aim of providing culturally competent care.
10. Client Confidentiality:
 - The ethical obligation to protect the privacy and confidentiality of client information, ensuring that client disclosures are not disclosed without their explicit consent.
11. Dual Relationships:
 - A situation where the counselor has multiple roles with a client, such as being both a therapist and a friend, which can present ethical challenges.
12. Duty to Warn:
 - A legal and ethical obligation to breach confidentiality and warn authorities or potential victims if a client poses a risk of harm to themselves or others.

13. Mandated Reporting:
 - Legal requirements to report suspected child abuse, elder abuse, or harm to vulnerable populations to the appropriate authorities.
14. Crisis Intervention:
 - Strategies and techniques used to provide immediate support and assistance to clients experiencing acute distress or crisis situations.
15. Self-Care:
 - The deliberate and regular practice of activities and behaviors to maintain one's own physical, emotional, and psychological well-being to prevent burnout.
16. Code of Ethics:
 - A set of professional guidelines and standards that outline the expected ethical conduct for counseling psychologists, typically established by professional organizations. (APA guidelines)
17. Direct Hours:
 - Direct hours are "client contact hours" or the hours during which a student counselor or therapist is directly engaged in providing services to clients. This includes face-to-face counseling sessions, group therapy, crisis intervention, assessment, treatment planning, and any other activities in which the counselor is actively working with clients to address their mental health or emotional needs.
18. Indirect Hours:
 - Indirect hours are the hours spent on activities that support the client's care and the efficient operation of a counseling practice or program. This covers a wide range of activities like, case management, time spent supervision, treatment planning etc.

Ethical Guidelines

The American Psychological Association (APA) provides comprehensive ethical guidelines for psychologists in its "Ethical Principles of Psychologists and Code of Conduct." These guidelines are designed to ensure the ethical and professional conduct of psychologists, including those in counseling psychology. Kindly refer to your notes on Professional Ethics Course. Here are some key ethical principles based on the APA Code of Conduct.

1. **Beneficence and Nonmaleficence:**
 - Psychologists strive to benefit those with whom they work and take care to do no harm. They prioritize the well-being of clients, ensuring that their actions and decisions are in the client's best interest.
2. **Fidelity and Responsibility:**
 - Psychologists establish and maintain trustworthiness. They fulfill their professional and ethical responsibilities, including adhering to professional codes of conduct.
3. **Integrity:**
 - Psychologists are honest and truthful in all professional interactions. They are transparent about their qualifications, expertise, and potential conflicts of interest.
4. **Justice:**
 - Psychologists uphold principles of fairness and equity. They ensure that their services are accessible to all individuals and that they do not engage in discrimination or bias.
5. **Respect for People's Rights and Dignity:**
 - Psychologists respect the dignity and worth of all individuals. They protect the rights of clients and take steps to avoid potential harm or exploitation.
6. **Ethical Decision-Making:**
 - Psychologists use a systematic approach to ethical decision-making when facing ethical dilemmas. This involves consulting relevant guidelines, seeking consultation when necessary, and considering the potential impact on clients.
7. **Professional Competence:**
 - Psychologists maintain high standards of competence, continually developing their professional skills and knowledge. They provide services only within their areas of competence and seek supervision or training when necessary.
8. **Human Relations:**
 - Psychologists establish and maintain appropriate professional and personal boundaries with clients, avoiding dual relationships that may compromise the therapeutic relationship.
9. **Privacy and Confidentiality:**
 - Psychologists safeguard the confidentiality of client information and discuss limits of confidentiality with clients at the outset of therapy. They only disclose client information with client consent or as required by law.
10. **Record Keeping and Documentation:**
 - Psychologists maintain accurate and timely records of their professional activities, including client records and progress notes. These records should be stored securely and only accessed by authorized individuals.
11. **Therapy and Assessment:**

- Psychologists use valid and reliable assessment tools and techniques. They provide appropriate informed consent for assessment and therapy, and results are communicated accurately to clients.

12. Teaching and Training:

- Psychologists ensure that their teaching and training programs are informed by the highest ethical standards. They provide honest and accurate information to students about the profession.

13. Research and Publication:

- Psychologists conducting research must obtain informed consent from participants and adhere to ethical standards in the research process, including reporting accurate results and avoiding fabrication or plagiarism.

These ethical principles, outlined by the APA, provide a strong foundation for the ethical practice of psychology and counseling. Counseling psychologists should familiarize themselves with the complete APA Code of Conduct and integrate these principles into their professional work to ensure the highest standard of care for their clients.

ASSUMPTION UNIVERSITY
Graduate School of Human Sciences
Graduate Programs in Counseling Psychology

COURSE OUTLINE PRACTICUM: CP6111

Course Title: Counseling Practicum-1
Course Code: CP 6111
Semester: 2-2023
Instructor: Parvathy Varma, Ph. D.
Class Location: Hua Mark Campus
Contact: 02300 4543 62 Ext.3632
Email: psyamalakumari@au.edu

Course Textbook and other written materials:

The textbook for this course is Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition (Taylor and Frances Group, LLC, 2009) by John Boylan and Judith Scott.

Also recommended is *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students* by Shannon Hodges (Springer Publishing, 2011). In addition, the student will need to have access to the Diagnostic and Statistical Manual, 5th ed..

Course Description and Overview:

This course is specifically designed to support students during their practicum placements. Its primary focus is to provide students with an introductory and practical experience in the field of professional counseling. This course serves as the bridge between theoretical knowledge and its real-world application in working with actual clients.

The primary objectives of this course include:

1. **Practical Application:** All assigned coursework in this course is practical in nature. It allows students to apply the theories and counseling techniques they have studied in a real-world setting.
2. **Teaching Methods:** The course employs various teaching methods to enhance the learning experience. These methods include class discussions, mentoring, in-class activities such as role-plays, assigned readings from the textbook, Handout Packet, and professional journals, as well as both written and oral case presentations by students.
3. **45-Hour Distribution:** The 45 hours of class time will be allocated to help students understand the procedures involved in securing a practicum placement, accumulating required hours, and preparing case reports. Additionally, the course will provide opportunities for seniors to present their cases in class. This allows students to engage in

discussions about therapeutic methods and skills employed by the counselor, facilitating a deeper understanding of practical counseling.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

1. Have an awareness and understanding of working professionally with actual clients.
2. Consider the problems of each client from different theoretical perspectives, and experimenting with using different theories in client sessions
3. Have a sound understanding of diagnosis of client difficulties using the DSM criteria.
4. Apply learning about the therapeutic process and increase awareness of the optimal conditions for clients to change and achieve new insights.
5. Have a productive experience of supervision as an on-going integral part of professional counseling practice.
6. Achieve growing awareness of self-care, continued professional development, and stress management for a career as a mental health professional.

Requirements:

In this course, students are required to complete the following:

1. **Case Presentations:** Each student is expected to make a total of 5 case presentations, with each presentation lasting approximately 30 minutes in class. These presentations should be supported by comprehensive case reports presented in APA format. You can do it during Practicum 1 or Practicum11 class
2. **Case Report Compilation:** Students are to compile their case reports into a document, which should be properly bound, either through spiral binding or standard binding methods and should be submitted at the end of the course, only after which the grades will be released.
3. **Hour Documentation:** Students must submit a document that details the number of hours spent at their practicum placement. This documentation should distinguish between "face to face" hours with clients and administrative hours. A minimum of 140 face-to-face hours and 80 or more hours of administrative tasks is required, totaling 240 hours.
 - "Face to face" hours include activities such as 1:1 counseling, group therapy, workshops, and presentations conducted during the practicum/internship. In specific cases, Skype and phone sessions may be allowed with the approval of the class instructor.
 - Administrative work encompasses all other tasks directly related to the internship site.
4. **Practicum Placement:** The most critical requirement of this course is the successful completion of the practicum. Students must secure their own practicum placement. It is crucial to initiate this process as early as possible. Practicum hours will only be counted once students have officially registered for the course.
5. **Appendix Forms:** Various forms necessary for arranging, managing, and successfully completing the practicum/internship are provided in the appendix (handout packet). Students will also receive a digital copy of this handbook.
6. **Class Hours:** Hours spent in the Practicum class, as they are part of your supervision and learning, can be included in the total required practicum hours.
7. Each student is responsible for finding his or her placement. The School will provide necessary help in finding a site. Acceptance will be based on your merits. It is extremely

important to begin your Practicum **at the earliest**. **The Practicum hours will be counted only after you register the course** .

Instructions regarding log sheets, report forms, evaluations, and other essential details will be thoroughly discussed during class sessions.

HANDOUT PACKET

All students, are required to have a letter sent from the GSH office secretary, signed by the Dean/Program Director, to your Practicum site. This letter introduces you, explains some of your basic qualifications and establishes a contract for your services with the internship site personnel. **This must be done before you start acquiring hours for your Practicum.** In addition, the Handout Packet includes forms for many aspects of this course. You may not need all of them, especially some of the client-related forms. You may also wish to amend or adapt some of the forms for your own use. This is not a problem. If you have any question about any of the material in the Packet, please ask your practicum instructor.

To ensure a smooth and ethical transition into your practicum and internship experiences, please follow these essential steps:

1. **Practicum Contract:** All students are required to sign a contract, indicating their commitment to uphold the ethical principles instructed by the University during their internship.
2. **Introductory Letter from the University:** To initiate your application process with your practicum site, you must prepare an introductory letter on the University's letterhead. This letter should be signed by the Program Director or Dean of our school. You can create the letter and then forward it to the office staff at counseling@au.edu for final approval and signature.
3. **Letter of Practicum Proposal from GSH Office:** A letter of introduction from the GSH (Graduate School of Health) office secretary, signed by the Program Director, should be sent to your practicum site. This letter introduces you, outlines some of your qualifications, and formalizes a contract for your services with the personnel at the internship site. This step is a prerequisite and should be completed before commencing your practicum hours.
4. **Site Contract and Supervisor Arrangement:** The next crucial step involves signing a contract with your practicum site and site supervisor, tailored to the specific program requirements. In cases where the site does not have an appointed supervisor, students have the option to arrange for their own supervisor. This step is imperative and should be finalized before commencing your practicum hours.
5. **Handout Packet Forms:** The Handout Packet includes a variety of forms that are essential for different aspects of this course and your practicum experience. While you may not require every form, especially those related to client interactions, you are encouraged to adapt and utilize the forms that are relevant to your specific needs. If you have any questions or require guidance regarding any material in the packet, please feel free to consult your practicum instructor.

These steps and processes provide a structured and ethical approach to preparing for your practicum and internship experiences. They underscore the significance of ethical commitment, formal introductions, contractual agreements, and the use of essential forms and documents. Students are

encouraged to seek support and clarification from their practicum instructor as needed throughout the process.

There will be NO Mid-Term or Final Examinations in this course.

Instructional Tools:

In addition to the course textbook and the items mentioned above, our instructional tools include regular discussions of clinical case materials. It is essential to emphasize that all clinical or case material is entirely confidential, and client identities will be carefully disguised to protect their privacy. To further safeguard client confidentiality, students must adhere to the strict rule that prohibits discussing clinical case material outside of class or designated study groups. In the interest of maintaining the highest standards of client confidentiality, it is imperative that case presentations do not reveal any identifiable information about the client. This includes refraining from disclosing real names, specific locations, or any details that could potentially lead to the identification of the client, their institution, or their situation.

By adhering to these strict confidentiality guidelines, we ensure that client privacy is upheld and respected, and that our counseling psychology program operates with the utmost professionalism and ethical integrity.

Evaluation:

Attendance + Class Participation	20%
Case Reports (5)	40%
Case Presentations	40%
Total	<hr/> 100%

Procedure:

Upon registering for the course and successfully submitting the required documents to your Practicum Site(s), you are eligible to begin documenting your hours by working with clients and at your internship. During this period, it is essential to treat your participation in the class as a professional commitment, similar to a job. You hold an ethical obligation to provide the best possible care to your clients.

The primary rule to adhere to is that while working with clients, you must be under the supervision of **a Master-level clinical or counseling psychologist, or a psychiatrist with an M.D., or a Master's level clinical or counseling psychologist with at least four years of clinical experience.**

In most cases, your practicum site will provide a qualified supervisor. Please note that while some sites accept students without charging fees, others may provide minimal compensation, and some may require students to pay for placement and supervision. If you secure a placement without a designated supervisor, you have the flexibility to approach a qualified supervisor, regardless of their location, and arrange for supervision. However, it's essential to complete the necessary contracts before beginning supervision.

After completing your first semester by attending classes at the Hua Mak Campus, you may arrange for external supervision from a clinician at your Practicum site. This supervisor should oversee your work at least once a week, review your cases, and sign off on your documentation. These signed

documents are then submitted to the Practicum Instructor for review and record-keeping. For more information about this option, please consult with the course instructor, who will guide you through the process.

As part of ensuring your learning and safety, the course instructor will also verify the qualifications and CV of your site supervisor to guarantee that they possess the necessary expertise to provide adequate supervision.

Best of luck in your practicum experience, and may it prove to be a valuable and enriching learning journey for you.

ASSUMPTION UNIVERSITY
Graduate School of Human Sciences
Graduate Programs in Counseling Psychology

COURSE OUTLINE PRE-DOCTORAL INTERNSHIP: DCP 9502

Course Title: Pre doctoral Internship
Course Code: DCP9502
Semester: 2-2022
Instructor: Parvathy Varma, Ph. D.
Class Location: Start online , Hua Mark Campus
Contact: 02300 4543 62 Ext.3632
Email: psyamalakumari@au.edu

Course Textbook and other written materials:

The textbook for this course is Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy, Fourth Edition (Taylor and Frances Group, LLC, 2009) by John Boylan and Judith Scott.

Also recommended is *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students* by Shannon Hodges (Springer Publishing, 2011). In addition, the student will need to have access to the Diagnostic and Statistical Manual, 5th ed..

Course Description and Overview:

This course is designed to support the student's Internship placement. The primary focus of the course is to allow students an introductory experience of actual professional counseling in the field. This is the place where theories and counseling techniques previously studied can be translated into experience with real clients. All the assigned work in this course will thus be practical in nature. Methods of teaching will include discussion, mentoring and in-class activities role plays, assigned reading in the textbook, Handout Packet, and professional journals (reading materials) as well as written and oral student case presentations.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

1. Have an awareness and understanding of working professionally with actual clients.
2. Consider the problems of each client from different theoretical perspectives, and experiment with using different theories in client sessions
3. Have a sound understanding of the diagnosis of client difficulties using the DSM criteria.
4. Apply learning about the therapeutic process and increase awareness of the optimal conditions for clients to change and achieve new insights.

5. Have a productive experience of supervision as an on-going integral part of professional counseling practice.
6. Achieve growing awareness of self-care, continued professional development, and stress management for a career as a mental health professional.

Requirements:

Students are required to make **10 case presentations** around 30 minutes in the class. They are required to hand over your case reports in APA format. 5 cases should be compiled and bound (spiral binding or normal)

The student is also required to submit a document of hours spent at your placement which highlights “face to face” hours with clients. The students are expected to perform a minimum of 250 direct face-to-face therapy within their 1000 hours requirement

Face to face hours include 1:1 counseling, group therapy, workshops, and presentations you make at your practicum/internship. Skype and phone sessions will be allowed on a case-by-case basis pending on the class instructor’s approval.

Administrative work includes everything else you do at the Internship site, which is directly related to the work. The most critical requirement of the course is the Internship placement. Students will not pass the course without successfully completing the Internship. Each student is responsible for finding his or her placement. It is extremely important to begin your Internship **at the earliest. The Pre doctoral Internship hours will be counted only after you register the course**, but those who continue in the same site after completing their practicum, the hours will be counted

Various forms necessary for the arranging, managing, and completing the Practicum/Internship are added to the appendix (handout packet). You will also receive a soft copy of this handbook. Hours spent in the Internship class, since they are part of your supervision are allowed to be included in the total required internship hours. Instructions regarding log sheets, report forms, evaluations, etc. will be discussed in class.

HANDOUT PACKET

All students, are required to have a letter sent from the GSH office secretary, signed by the Dean/Program Director, to your Internship site. This letter introduces you, explains some of your basic qualifications and establishes a contract for your services with the internship site personnel. **This must be done before you start acquiring hours for your Internship.** In addition, the Handout Packet includes forms for many aspects of this course. You may not need all of them, especially some of the client-related forms. You may also wish to amend or adapt some of the forms for your own use. This is not a problem. If you have any question about any of the material in the Packet, please ask your practicum instructor.

There will be NO Mid-Term or Final Examinations in this course.

Instructional Tools:

Instructional tools used in addition to the text and the other items listed above will also include regular discussion of clinical case materials. Any clinical or case material is totally confidential and client identities will be disguised. Even so, students may NOT discuss clinical case material outside of class or study groups in order to additionally safeguard client confidentiality.

<u>Evaluation:</u>	<u>Term A</u>
Attendance + Class Participation	20%
Case Reports (5) with presentations	80% (16% each X 5 cases)
Total	<hr/> 100%

Procedure:

Once you have registered for the course and you have submitted your documents as described above to your Internship Site(s) you can start to document your hours by seeing clients and working at your internship. You must spend one semester going to the course class and attend class punctually, participate and demonstrate high professional standards. Think of this as your job, and you have an ethical obligation to do a good job for your clients. The main rule here that you must adhere to is that while you are seeing clients **you must be supervised by a Doctoral level clinical or counseling psychologist or a psychiatrist or clinical or counseling psychologist with at more than 5 years of clinical experience.** Generally, the practicum Sites will have a supervisor. Some sites accept students free of cost and some sites pay the intern some minimal charges and some places charge the students for placement and supervision. In case you get a placement and you do not have a supervisor you can approach any supervisor and get supervision. The Supervision is very important.

Once your first semester has been completed by attending classes at the Hua Mak Campus you may get your supervision from an outside clinician at your Internship site. They must supervise you at least once a week and review your cases. Your supervisor must sign and approve your paper and these are then filed with the Internship Instructor. For more details on this option please discuss with the course instructor. For example, Course instructor has to verify the CV of the site supervisor to make sure they are able to adequately supervise you.

Good luck in your Internship experience and may it be a rich and rewarding learning experience.

Self-Assessment

Prior to embarking on your practicum experience in counseling psychology, it is imperative to engage in a comprehensive self-assessment process. This self-assessment enables you to gain clarity on your own abilities, values, and areas of growth. Here's a breakdown of the self-assessment process:

- **Professional Values and Ethics:** Examine your personal values and ethics to ensure alignment with the ethical principles of counseling psychology. Reflect on your commitment to confidentiality, client welfare, and professional boundaries. Reflect the course content from the Professional Ethic course. Professional ethics is pre-requisite for practicum/Pre-doctoral internship
- **Skills Inventory:** Identify your current counseling skills and areas where you need improvement. Assess your ability to actively listen, empathize, and communicate effectively. Basic Skills Course is also a prerequisite for practicum and Pre-doctoral internship
- **Biases and Prejudices:** Reflect on any biases or prejudices you may hold and explore strategies to manage them. Recognizing your own biases is crucial to providing unbiased, culturally sensitive care. Peer discussion, reflection and supervision will help you to overcome this. If you think you require counseling for yourself, you might take counseling sessions for yourself.
- **Interpersonal Style:** Analyze your interpersonal style and how it may impact your interactions with clients. Be open to feedback and willing to adapt your style to meet the needs of diverse clients.

Developing Goals and Learning Objectives:

- **Skill Enhancement:** Define specific skills you aim to enhance during your placement. These might include assessment, therapeutic planning, group therapy, or intervention. Try to watch videos of therapy, read case analysis and engage in discussion, roleplay with your peer group
- **Knowledge Acquisition:** Identify areas of theoretical knowledge that can be used in your practice. You might be aware of a particular theoretical orientation, but during this period try out other theoretical orientations in therapy with supervision. Try to research and apply various counseling theories and evidence-based practices in your session and bring your questions in class for discussion.
- **Professional Growth:** Establish goals related to your professional development. This could involve enhancing your ability to work in a team, taking on leadership roles, or becoming proficient in record-keeping and documentation, learning about the latest trends in counseling approaches.
- **Client Population:** Specify the client population you are most interested in working with. Determine if you prefer working with children, adolescents, adults, or specific demographics like women or the elderly. This can be done by trying out in more than one practicum sites.

Orientation and Paperwork:

- **Site Orientation:** Attend your placement site's orientation sessions to gain a comprehensive understanding of their policies, procedures, and expectations. This may include information on emergency protocols, security measures, and administrative procedures. Research more about the site or ask for information from the site supervisor to have a good understanding about your requirements at the site.
- **Documentation:** Ensure that you complete all required documentation accurately and promptly. This typically includes informed consent forms, confidentiality agreements, and

any site-specific paperwork. Apart from the forms given from the school, if there are other requirements at the site, kindly follow their documentation clearly. If there are specific forms given by the site you might use them instead of the ones provided by us. But you may consult with your instructor.

- **Supervision Agreements:** If not already provided by the site, create and sign a supervision agreement with your site supervisor. The supervision fees need to be met by the student. Clearly outline the scope of your supervision, expectations, and how you will receive feedback and support. The form given in the appendix can be adapted according to the requirements of the particular site.

Setting Up Your Work Environment:

- **Client Privacy:** Create a private, confidential space for counseling sessions. This includes ensuring that client records and notes are stored securely and access is restricted to authorized personnel only. If you are taking a client through AU counseling center, make sure you hand over the documents only to the practicum coordinators (Instructors)
- **Resource Accessibility:** Make sure you have access to the necessary resources, including assessment tools, therapeutic materials, and a reliable internet connection online sessions if applicable.
- **Client Comfort:** Design a welcoming, comfortable environment that promotes the well-being of your clients. Pay attention to factors like lighting, seating arrangements, and the overall ambiance of your counseling space. Try to maintain a Neutral décor.

Cultural Sensitivity and Diversity Awareness:

- **Cultural Competency Training:** Participate in cultural competency training to better understand the cultural backgrounds and needs of diverse client populations. Learn about cultural traditions, values, and potential sources of cultural conflict. Attending the case presentations by seniors from culturally diverse clients and participating in discussion and enhance your cultural competency. This can be enhanced by Self reflection, examining your own cultural identity, beliefs, values, and biases. Reflect on your own cultural background and how it may influence your perceptions and interactions with clients. Explore your own implicit biases and work on strategies to minimize their impact on your counseling interactions. Continuous self-awareness and education are essential for providing culturally sensitive care. Cultivate an attitude of respect and empathy toward clients from various backgrounds. Actively listen, validate their experiences, and demonstrate an open and nonjudgmental attitude. Adopt a mindset of cultural humility, which involves recognizing that you can never fully understand or know every aspect of a client's culture. Approach each client with an open, non-judgmental attitude and a willingness to learn. Read books, watch documentaries, or attend cultural events that expose you to different cultures and worldviews. Learning about various cultural traditions and histories can deepen your understanding. Seek supervision and peer support. Discuss cases and challenges with colleagues who have experience working with diverse populations. Supervisors and peers can offer guidance and feedback. If working with clients who speak languages other than your own, consider learning some basic phrases in their language. Also, be aware of non-verbal communication norms in different cultures.

Supervision

"Supervision and Mentorship" play a crucial role in the development and success of counseling psychology students during their practicum or internship experiences. Here's a detailed breakdown of key aspects related to supervision and mentorship:

A. Role of the Site Supervisor:

- **Guidance and Support:** The site supervisor serves as a guide and a source of support for students during their practicum or internship. They provide valuable insights, offer guidance on cases, and assist in navigating the complexities of client care.
- **Monitoring and Assessment:** The site supervisor is responsible for monitoring the progress and performance of students. They conduct evaluations, offer constructive feedback, and ensure that ethical and professional standards are met.
- **Educational Facilitation:** Site supervisors facilitate the educational aspect of the practicum or internship. They help students apply theoretical knowledge to real-world cases, offer opportunities for skill development, and encourage critical thinking.
- **Resource and Network:** Supervisors can connect students with valuable resources and professional networks. They can provide access to relevant research, organizations, and continuing education opportunities.

B. Importance of Regular Supervision:

- **Clinical Development:** Regular supervision is essential for the clinical development of students. It helps them gain insights into their counseling skills, understand the intricacies of client cases, and learn how to apply therapeutic techniques effectively.
- **Ethical Practice:** Supervision ensures that students adhere to ethical and professional guidelines. Regular discussions with supervisors help students navigate ethical dilemmas, maintain client confidentiality, and make ethical decisions.
- **Feedback and Improvement:** Ongoing supervision provides a platform for feedback and improvement. Students receive constructive feedback on their performance and are guided on how to enhance their clinical competencies.
- **Client Welfare:** Supervision ultimately benefits clients by ensuring that students are well-prepared, competent, and focused on their well-being. Regular supervision helps prevent potential harm and ensures the best possible care for clients.

C. Building a Strong Mentor-Mentee Relationship:

- **Open Communication:** Effective mentorship relies on open and transparent communication between the mentor and mentee. Students should feel comfortable sharing their experiences, concerns, and questions.
- **Active Engagement:** Both mentors and mentees should actively engage in the relationship. Students should be eager to learn and implement feedback, while mentors should be committed to providing guidance and support.

- **Respect and Empathy:** Respect and empathy are fundamental in any mentor-mentee relationship. Mentors should respect the unique perspectives and backgrounds of students, and students should likewise respect the experience and knowledge of their mentors.
- **Goal Alignment:** Ensure that both mentor and mentee have clear goals and expectations. Discuss the desired outcomes of the mentorship relationship and align these with the student's educational and professional objectives.

D. Feedback and Professional Growth:

- **Constructive Feedback:** Mentorship involves the exchange of constructive feedback. Mentors provide specific feedback on a student's strengths and areas for improvement, guiding them toward continuous growth.
- **Self-Reflection:** Students should use feedback from mentors as an opportunity for self-reflection and self-improvement. They should actively work on addressing identified areas of development.
- **Goal Achievement:** Mentorship should contribute to a student's professional growth and goal achievement. Students should set goals for their learning and seek guidance from mentors to accomplish them.
- **Continuing Education:** Mentorship can extend beyond the practicum or internship period. Many mentor-mentee relationships continue as students progress in their careers, providing ongoing support and guidance.

Supervision and mentorship are invaluable components of the counseling psychology education process, promoting professional development, ethical practice, and quality client care. Building strong relationships with supervisors and mentors is key to a successful practicum or internship experience and long-term professional growth.

Self-care and Wellness

"Self-Care and Wellness" are critical aspects of maintaining the well-being and effectiveness of professionals in counseling psychology. Here's a detailed exploration of the components related to self-care and wellness:

A. The Importance of Self-Care:

- **Preventing Burnout:** Self-care is vital for preventing burnout, a state of emotional, mental, and physical exhaustion that can result from prolonged exposure to stress and challenging client situations. Initially try to arrange your schedule in such a way that you do not stress yourself too much. Maintain a healthy work-life balance by setting clear boundaries. Avoid excessive overtime or work-related activities that interfere with your personal life. Take regular breaks during your workday to rest and recharge. Short breaks can help clear your mind and reduce stress. Efficiently manage your time to ensure that your workload is manageable and realistic. Prioritize tasks and delegate when possible. Consider seeking your

own therapy or counseling to address and process the emotional and psychological aspects of your work. Talking to a professional can help you cope with stress and prevent burnout. Maintain a strong social support system. Spend time with friends and loved ones who provide emotional support and offer a sense of balance. Join support groups or networks of counselors where you can discuss challenges, share experiences, and offer mutual support. Being part of a community of professionals can be a source of validation and inspiration. If you don't find a group, create one. Be kind and compassionate toward yourself. Acknowledge that you, too, are vulnerable and may experience challenges. Self-compassion can alleviate self-criticism.

- **Enhancing Well-Being:** Engaging in self-care practices promotes overall well-being, leading to better mental and emotional health. It enables you to be more present and effective in your professional role. Establish a regular self-care routine that includes activities you enjoy and that promote relaxation and happiness. Embrace the principles of positive psychology by focusing on your strengths and cultivating positive emotions. Engage in activities that boost your sense of well-being and life satisfaction. Keep a gratitude journal to regularly record things you are thankful for. Expressing gratitude can promote a positive outlook and enhance your overall well-being. Prioritize your physical health by maintaining a balanced diet, engaging in regular physical activity, and getting sufficient sleep. A healthy body supports a healthy mind. Dedicate time for rest and relaxation. Ensure you get enough sleep and engage in activities that help you unwind and de-stress. Engage in hobbies and interests that bring you joy and a sense of fulfillment. These activities can serve as a source of happiness and relaxation. Practice mindfulness and meditation to stay present in the moment, reduce stress, and enhance emotional well-being. Invest in ongoing professional development to enhance your skills and confidence. Expanding your knowledge can contribute to a sense of well-being. Cultivate positive and supportive relationships with colleagues, mentors, and supervisors. A positive work environment can enhance satisfaction.
- **Sustaining Empathy:** Self-care helps you maintain empathy and compassion for your clients. By managing your own stress, you can continue to provide compassionate care without becoming emotionally depleted.
- **Improving Resilience:** Practicing self-care builds resilience, allowing you to bounce back from difficult client cases and maintain a strong sense of self in the face of adversity. Improving resilience is essential for professionals in counseling psychology to effectively cope with challenging situations, recover from setbacks, and continue to provide support to clients. Prioritize self-care activities that promote physical, emotional, and mental well-being. Regular self-care helps build the emotional strength necessary for resilience. Cultivate a positive and growth-oriented mindset. Focus on strengths, solutions, and opportunities rather than dwelling on problems. Develop psychological flexibility, which allows you to adapt to different situations and accept change. Flexibility reduces resistance and stress. Enhance your problem-solving skills to address challenges effectively. Break complex issues

into manageable steps and seek solutions collaboratively. Set achievable and realistic goals, both personally and professionally. Celebrate your successes, no matter how small, to build confidence. Develop emotional regulation skills to manage intense emotions. Practice deep breathing, grounding techniques, and mindfulness to stay calm under pressure. Prepare for crisis situations by having a clear plan and resources in place. Knowing how to respond in emergencies can boost your resilience. View failures and setbacks as opportunities for learning and growth. Embrace the lessons that can be gained from challenging experiences. Do not get disappointed when you do not see progress in a client.

Appendix

Form 1: STUDENT PRACTICUM/ INTERNSHIP AGREEMENT

Directions: Student is to complete three copies of this form, keeping one signed copy and giving the other signed copies to the Practicum/ Internship Instructor and the Internship site supervisor.

1. I agree that I will practice my counseling in accordance with the standards of best professional practice as outlined by the American Psychological Association, the British Association of Counseling and Psychotherapy, or a similar body from another country.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the internship site.
3. I understand that my responsibilities include keeping my internship supervisor(s) informed regarding my internship experiences.
4. I understand that I will not be issued a passing grade in the Internship course unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

Signature _____

Date _____

Form 2: LETTER OF INTRODUCTION

Date:

[Recipient's Name][Recipient's Title]

[Institution's Name][Institution's Address]

Subject: Recommendation Letter for Practicum/Internship

Dear [Recipient's Name],

I am honored to write this letter of recommendation for [Student's Full Name], who is seeking an internship opportunity at your institution. [Student's Name] has been a dedicated student in our Ph.D./MS in Counseling Psychology program at ABAC for the past [number of years]. [Student's Name] is a talented and determined individual who consistently demonstrates a strong work ethic. [He/She] is a hardworking, enthusiastic, and proactive student who consistently puts forth their best efforts. [His/Her] exceptional time management skills ensure that [his/her] projects are consistently completed on time and to a high standard. One of [Student's Last Name]'s remarkable qualities is [his/her] ability to effectively manage [his/her] time, resulting in the successful completion of assignments and projects. [He/She] consistently meets deadlines and delivers work that is of exceptional quality. I take great pride in recommending [Student's t Name] for an internship at your institution. [He/She] possesses the qualities and skills that are essential for an intern—productivity, reliability, and a strong commitment to professional growth. I wholeheartedly encourage you to consider [Student's Name] for the practicum or internship opportunity at your institution. I am confident that [he/she] will be a valuable and trustworthy addition to your team. Thank you for considering this recommendation.

Should you require further information or have any questions, please do not hesitate to contact me.

Sincerely

Dr. Parvathy Varma.S

Program Director, Counseling Psychology

Graduate School of Human Sciences

Email: psyamalakumari@au.edu

Please replace the placeholders with the specific details, such as the student's name, the duration of their enrollment, and any other personalized information. you may adapt the letter based on your skills and my send it to the office and the program director will edit it and will print in the university letter head and sign for you.

Form 3: PRACTICUM/INTERNSHIP PROPOSAL

[Date] [
Site Address]

Subject: Internship Proposal for Ms./Mr. [Student's Name] - ID Number

Dear [Recipient's Name],

This proposal aims to establish a formal agreement between [Your Institution Name] and the Graduate School of Human Sciences Program in Counseling Psychology at Assumption University of Thailand to facilitate the placement of a counseling psychology student in an internship program under the supervision of a practicing professional. We are pleased to inform you that Ms./Mr. [Student's Name] is seeking to pursue an internship as part of [his/her] Ph.D. (Doctor of Philosophy) in Counseling Psychology and has expressed interest in your [Internship Site Name].

Below are the details to outline the internship plan.

Statement of Objectives:

- To provide Ms./Mr. [Student's Name] with a valuable and educational environment in which to acquire practical skills related to [his/her] field of interest, including the implementation of counseling programs and procedures, supervised counseling under a professional counselor, and other responsibilities deemed appropriate by both the intern and [Internship Site Name].
- To enable Ms./Mr. [Student's Name] to consult, collaborate, and contribute to the medical and counseling team at [Internship Site Name].
- To offer Ms./Mr. [Student's Name] a foundation for professional development in counseling and hands-on practical experience. Courses and Skills Relevant to this Position:

Relevant to this Position:

- [Student's Name] has completed relevant courses at Assumption University, including "Theories of Counseling," "Psychological Tests and Measurement," a minimum of 60 hours of "Professional Development Experience" workshops, "Multicultural Counseling," and "Basic and Advanced Counseling Skills."
- [Student's Name] is known for [his/her] intrinsic motivation, self-discipline, and excellent time management skills.
- [He/She] has received training in both Basic and Advanced Counseling Skills, and [his/her] transcripts are available upon request. Internship Approach (Hours and Description):
- [Student's Name] aims to fulfill the academic requirements by completing 1,000 hours /240 hours of internship under the supervision of [Supervisor's Name] at [Internship Site Name].
- [His/Her] responsibilities will include achieving the previously mentioned objectives, assisting [his/her] supervisor in administrative tasks, sharing a reasonable workload, and undertaking any other tasks that contribute to the organization and supervisor's work.
- [Student's Name] is open to

training, projects, and assignments assigned by [Supervisor's Name], which may encompass supervised counseling and attendance at staff meetings as permitted by the supervisor and administrative staff.

Supervision: • [Supervisor's Name] will be responsible for guiding [Student's Name] within the workplace, providing insights into opportunities and limitations [he/she] may encounter. • The internship will conclude with a comprehensive assessment of [Student's Name]'s overall performance and evaluation, with all required paperwork provided.

Prospects Post Internship:

- Foster mutually beneficial relations and collaborations between [Internship Site Name] and the Graduate Programs in Counseling Psychology at Assumption University of Thailand.
- Assist [Internship Site Name] in managing their workload, responsibilities, and tasks effectively.
- Enable [Student's Name] to acquire the necessary knowledge and skills for a real-world counseling environment through this internship. We anticipate that Ms./Mr. [Student's Name] will gain valuable insights into counseling by addressing real-life issues and scenarios during this internship. The internship provides numerous opportunities for [him/her] to apply existing skills and develop new ones, guided by the example of experienced professionals. The internship will be characterized by regular communication, ongoing assessment, and a final summary and evaluation. We appreciate your consideration of this proposal and look forward to your support for Ms./Mr. [Student's Name]'s work at [Internship Site Name].

Please feel free to contact me if you have any questions regarding the specifics of the practicum outlined in this proposal.

Regards,

Dr. Parvathy Varma S

Program Director,

Counseling Psychology,

Graduate School of Human Sciences

Email: psyamalakumari@au.edu

(Please customize the letter with specific details such as the student's name, institution details, and any other relevant information.)

Form 4: PRACTICUM/INTERNSHIP AGREEMENT

This agreement is entered into on [Date] by and between [Internship Site Name] and the Graduate School of Human Sciences Program in Counseling Psychology at Assumption University of Thailand. This agreement will be effective from [Start Date] to [End Date].

Purpose:

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

Assumption University Graduate Programs of Counseling Psychology agrees:

1. To provide the internship site with a profile of the student named above before placement.
2. To inform the student that [he/she] must comply with the administrative policies, rules, standards, schedules, and practices of the site.
3. To make the faculty supervisor available for consultation with both site supervisors and students and to be contacted immediately should any issues or changes related to the student, site, or university arise.
4. That the faculty supervisor is responsible for assigning a grade at the end of the course based on internship evaluations.

The Internship site agrees:

1. To assign a supervisor who possesses the appropriate credentials, time, and interest for training the internship student.(if the site doesn't have a supervisor, allow the student counselor have their own qualified supervisor)
2. To provide the intern with an overall orientation to the agency's specific services necessary for the implementation of the internship experience.
3. To offer opportunities for the student to engage in a variety of counseling activities under supervision and to evaluate the student (suggested counseling experiences included in the "Internship Activities" section).
4. To provide the student with adequate workspace, a telephone, office supplies, and staff support for conducting professional activities.
5. To facilitate supervisory contact, including the examination of student work using audio/visual tapes, observation, and/or live supervision.
6. To provide a written evaluation of the student based on forms provided and criteria established by Assumption University Graduate Programs of Counseling Psychology.

During the specified time frame, [Site Supervisor's Name] will be the primary internship site supervisor. The training activities provided to the student will allow for an adequate evaluation of the student's competence in each activity.

Dr. Parvathy Varma S is the Internship Faculty Supervisor and will serve as the faculty liaison for communication regarding progress, problems, and performance evaluations between the student and internship site supervisor.

Internship Activities (Any of the activities that the Internship site can provide):

1. Individual counseling/psychotherapy (Personal/social nature, Occupational/educational nature)
2. Group counseling/psychotherapy (Co-leading, Leading)
3. Intake interviewing (Taking social history information)
4. Testing (Administration, Analysis, Interpretation of results)
5. Report writing (Recordkeeping, Treatment plans, Treatment)
6. Consultation/Referrals/Professional team collaboration
7. Psychoeducational activities
8. Individual supervision
9. Case conferences or staff meetings
10. Other related activities

Termination:

It is understood and agreed that the Internship site supervisor has the right to terminate the internship contract of any student whose behavior or health status is detrimental to the services provided to clients of the internship site. Such action will not be taken until the grievance against any intern has been explored and processed with the intern and with the Internship faculty supervisor. At all times, the intern's right to fair treatment will be observed by all parties.

Name and Sign of Internship site supervisorDate

Name and Sign of Student Date

Name and Sign of Internship faculty supervisor:Date

(Please fill in the specific details and dates as needed in the agreement.)

Form 5: Self-Assessment of Counseling Performance Skills

Purposes: To provide the Counseling trainee with an opportunity to review levels of competency in the performance skill areas of basic helping skills and professional procedural skills.

To provide the trainee with a basis for identifying areas of focus for supervision.

Directions: Circle a number next to each item to indicate your perceived level of competence.

<i>Basic and Advanced Helping Skills</i>	<i>Poor</i>	<i>Average</i>			<i>Good</i>
1. Ability to demonstrate active attending behavior	1	2	3	4	5
2. Ability to listen to and understand nonverbal behavior	1	2	3	4	5
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
4. Ability to understand accurately the client's point of view	1	2	3	4	5
5. Ability to identify themes in client's story	1	2	3	4	5
6. Ability to identify inconsistencies between client's story and reality	1	2	3	4	5
7. Ability to respond with accurate empathy	1	2	3	4	5
8. Ability to ask open-ended questions	1	2	3	4	5
9. Ability to help clients clarify and focus	1	2	3	4	5
10. Ability to balance empathic response, clarification, and probing	1	2	3	4	5
11. Ability to assess accurately severity of client's problems	1	2	3	4	5
12. Ability to establish a collaborative working relationship with client	1	2	3	4	5
13. Ability to assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. Ability to identify and challenge unhealthy or distorted thinking or behaving	1	2	3	4	5
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions	1	2	3	4	5
16. Ability to explore the counselor–client relationship	1	2	3	4	5
17. Ability to share constructively some of own experiences, behaviors, and feelings with client	1	2	3	4	5
18. Ability to summarize	1	2	3	4	5
19. Ability to share information appropriately	1	2	3	4	5
20. Ability to understand and facilitate decision making	1	2	3	4	5
21. Ability to help clients set goals and move toward action in problem solving	1	2	3	4	5
22. Ability to recognize and manage client reluctance and resistance	1	2	3	4	5
23. Ability to help clients explore consequences of the goals they set	1	2	3	4	5
24. Ability to help clients sustain actions in direction of goals	1	2	3	4	5
25. Ability to help clients review and revise or recommit to goals based on new experiences	1	2	3	4	5

<i>Procedural and Professional Skills</i>	<i>Poor</i>	<i>Average</i>			<i>Good</i>
26. Ability to open the session smoothly	1	2	3	4	5
27. Ability to collaborate with client to identify important concerns for the session	1	2	3	4	5
28. Ability to establish continuity from session to session	1	2	3	4	5
29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. Ability to keep appropriate records related to counseling process		2	3	4	5
31. Ability to end the session smoothly	1	2	3	4	5
32. Ability to recognize and address ethical issues	1	2	3	4	5
33. Ability to integrate privacy practices and informed consent into initial session	1	2	3	4	5

Trainee's signature _____

Supervisor's signature _____

Date _____

Form 6: Self-Awareness/Multicultural Awareness Rating Scale

KEY 1 = low—lack competence in this practice

2 = low average—some competence in this practice but need to improve

3 = average—adequate competence in this practice

4 = high average—competence level is more than adequate in this practice

5 = high—perform extremely well in this practice

Directions: Read each of the statements below and indicate the extent to which this applies to your counseling practice using the 1 through 5 key above.

- 1. I explore how my personal attitudes can impact my clients.
- 2. I understand how my family background impacts my activities and relationships.
- 3. I understand how my early family experiences may trigger a reaction to my client's concerns.
- 4. I am aware of and can avoid imposing my own needs on clients.
- 5. I reflect on my own dynamics following a counseling session, particularly when I have strong emotional reactions or am uncomfortable with my client's emotional reactions.
- 6. I reflect on my own dynamics following a counseling session, particularly when I have a strong negative judgment about my client's thoughts, feelings, and behaviors.
- 7. I understand countertransference and am aware of how my unresolved personal issues and conflicts can be projected onto my clients.
- 8. I am aware of my own biases and prejudices. This includes issues of gender, sexual orientation, poverty, privilege, and authority relationships.
- 9. I pay attention to the worldview of my client and how it may be different from mine.
- 10. I understand and am aware of how my own culture may impact my counseling relationships.
- 11. I understand how my religious values, political values, and family values impact my counseling relationships.
- 12. I can broach cultural issues with my client and discuss issues of diversity.
- 13. I am involved with cultures of people different from me.
- 14. I help clients make decisions that are congruent with their own worldview.
- 15. I help clients define goals that are consistent with their life experiences and cultural values.

Review your ratings on the above items. Pay particular attention to items rated 1 or 2 as they may indicate areas of focus needed in this skill area.

Directed Reflection Exercise on Supervision

Respond to the following questions or directives using one or two sentences.

1. Describe your anxiety level about being supervised.
2. What are your concerns about being evaluated?
3. What is your internal dialogue about your counseling practice (i.e., I'm really bad at this; I need a lot of back-up; I'll never be good enough; I'm very self-conscious)?
4. Describe your current level of confidence as a counselor.
5. What kind of structure and support do you hope for in supervision (a great deal, a moderate amount, a back-up)?
6. Describe the extent to which you feel dependent on your supervisor.
7. Describe what you need from your supervisor in the teacher role? The counselor role? The consultant role?
8. What areas of your counseling practice may need the most focus initially?
9. What is your comfort level for self-disclosing personal history as it relates to your work with clients?
10. How difficult would it be for you to give feedback to your supervisor about the supervisor-supervisee relationship?

Review your answers to the question and directives. You may want to discuss some of these questions with your peers in group supervision. Perhaps your peers could add additional questions to the list? Reviewing your answers can help you clarify your goals related to your developmental level in the supervision process.

Form 7: SITE SUPERVISOR'S EVALUATION OF STUDENT COUNSELOR'S PERFORMANCE

Many factors influence the effectiveness of a counselor. Listed below are several which have been identified as being particularly important. This form is designed to help site supervisors evaluate and provide feedback about the performance of the student. At the end of Practicum, please evaluate the student in as many areas as have applied to his/her actual experience. Your comments are of particular value. Please make a review of this evaluation an important part of your supervision.

Name of Student: _____ Name of the Site Supervisor: _____

Internship Site: _____

Directions: Circle a number that best evaluates the student counselor on each performance at that point in time.

General Supervision Comments		Poor	Adequate	Good
1. Demonstrates a personal commitment in developing professional competencies	1	2	3	4 5 6
2. Invests time and energy in becoming a counselor	1	2	3	4 5 6
3. Accepts and uses constructive criticism to enhance self-development and counseling skills	1	2	3	4 5 6
4. Engages in open, comfortable, and clear communication with peer and supervisors	1	2	3	4 5 6
5. Recognizes own competencies and skills and shares these with peers and supervisors	1	2	3	4 5 6
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors	1	2	3	4 5 6
7. Completes case reports and records punctually and conscientiously	1	2	3	4 5 6
The Counseling Process				
8. Researches the referral prior to the first interview	1	2	3	4 5 6
9. Keeps appointments on time	1	2	3	4 5 6
10. Begins the interview smoothly	1	2	3	4 5 6
11. Explains the nature and objectives of counseling when appropriate	1	2	3	4 5 6
12. Is relaxed and comfortable in the interview	1	2	3	4 5 6
13. Communicates interest in and acceptance of the client	1	2	3	4 5 6
14. Facilitates client expression of concerns and feelings	1	2	3	4 5 6
15. Focuses on the content of the client's problem	1	2	3	4 5 6
16. Recognizes and resists manipulation by the client	1	2	3	4 5 6
17. Recognizes and deals with positive affect of the client	1	2	3	4 5 6
18. Recognizes and deals with negative affect of the client	1	2	3	4 5 6
19. Is spontaneous in the interview	1	2	3	4 5 6

	Poor	Adequate	Good						
20. Uses silence effectively in the interview	1	2	3	4	5	6			
21. Is aware of own feelings in the counseling session	1	2	3	4	5	6			
22. Communicates own feelings to the client when appropriate	1	2	3	4	5	6			
23. Recognizes and skillfully interprets the client's covert messages	1	2	3	4	5	6			
24. Facilitates realistic goal setting with the client	1	2	3	4	5	6			
25. Encourages appropriate action-step planning with the client	1	2	3	4	5	6			
26. Employs judgment in the timing and use of different techniques	1	2	3	4	5	6			
27. Initiates periodic evaluation of goals, action-steps, and process during counseling	1	2	3	4	5	6			
28. Explains, administers, and interprets tests correctly	1	2	3	4	5	6			
29. Terminates the interview smoothly	1	2	3	4	5	6			
The Conceptualization Process									
30. Focuses on the specific behaviors and their consequences, implications, and contingencies	1	2	3	4	5	6			
31. Recognizes and pursues discrepancies and meaning of inconsistent information	1	2	3	4	5	6			
32. Uses relevant case data in planning both immediate and long-range goals	1	2	3	4	5	6			
33. Uses relevant case data in considering various strategies and their implications	1	2	3	4	5	6			
34. Bases decisions on a theoretically sound and consistent rationale of human behavior	1	2	3	4	5	6			
35. Is perceptive in evaluating the effects of own counseling techniques	1	2	3	4	5	6			
36. Demonstrates ethical behavior in the counseling activity and case management	1	2	3	4	5	6			

Additional comments and/or suggestions:

Date: ___ Signature of Site Supervisor: ___

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

Date: ___ Signature of Student Counselor: _____

Form 8: Supervisee Evaluation of Site Supervisor

Directions: This evaluation is to provide feedback for improving supervision and should be completed at the end of the semester. Circle the number that best represents how you, the supervisee, feel about the supervision received.

Name of Practicum/Internship Site Supervisor: _____

Semester _____

	Poor				Good	
1. Give time and energy in observations, tape processing, and case conferences.	1	2	3	4	5	6
2. Accepts and respects me as a person.	1	2	3	4	5	6
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6
4. Gives me useful feedback when I do something well.	1	2	3	4	5	6
5. Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5	6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1	2	3	4	5	6
7. Provides suggestions for developing my counseling skills.	1	2	3	4	5	6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
10. Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6
11. Helps me define and achieve specific concrete goals for myself during my practicum/ Internship experience.	1	2	3	4	5	6
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
13. Allows me to discuss problems I encounter in my practicum/internship setting.	1	2	3	4	5	6
14. Pays appropriate amount of attention to both me and my students.	1	2	3	4	5	6
15. Focuses on both verbal and nonverbal behavior in me and in my students.	1	2	3	4	5	6
16. Helps me define and maintain ethical behavior in counseling and case management.	1	2	3	4	5	6
17. Encourages me to engage in professional behavior.	1	2	3	4	5	6
18. Maintains confidentiality in material discussed in supervisory sessions.	1	2	3	4	5	6
19. Deals with both content and affect when supervising.	1	2	3	4	5	6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6

21. Helps me organize relevant case data in planning goals and strategies with my students.	1	2	3	4	5	6
22. Helps me to formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
23. Offers resource information when I request or need it.	1	2	3	4	5	6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.		2	3	4	5	6
25. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
26. Explains his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
	1	2	3	4	5	6

Additional comments and suggestions

Printed by permission from Dr. Harold Hackney, Assistant Professor, Purdue University. This form was designed by two graduate supervisees based upon material drawn from *Counseling Strategies and Objectives* by H. Hackney and S. Nye, Prentice-Hall, Englewood Cliffs, NJ, 1973. This form originally was printed in Chapter 10 of the *Practicum Manual for Counseling and Psychotherapy* by K. Dimick and F. Krause. Accelerated Development, Muncie, IN 1980.

Form 9: SITE EVALUATION FORM

STUDENT & SITE INFORMATION

Supervisee:	Supervisor:
Placement Site:	Date of Field Placement:

Supervisee completes this form at the end of the field experience. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Relevance of experience to career goals
3. _____ Exposure to and communication of site goals
4. _____ Exposure to and communication of site policies/regulations/procedures
5. _____ Exposure to professional roles and functions within the setting
6. _____ Exposure to information about community resources
7. _____ Administrative support for the site counseling program
8. _____ Appropriate supervisee office space and working conditions
9. _____ Appropriate support by site of the supervisee

Using the same scale as above, rate all applicable experiences that you had at your site. Leave a blank space for experiences you did not have. Feel free to comment about specific experiences.

- _____ Report writing/record keeping/counseling notes
- _____ Intake interviewing
- _____ Programming/planning activities
- _____ Staff presentations/case conferences /staff development workshops
- _____ Individual counseling
- _____ Group counseling
- _____ Family/couple counseling
- _____ Support team, collaboration with other professionals
- _____ Career counseling
- _____ Program evaluation
- _____ Other _____
- _____ Other _____

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

Based on your practicum/internship experience, select one of the following statements:

I wholeheartedly recommend this site for future students.

I recommend this site for future students.

I recommend this site, with reservations, for future students. I do not recommend this site for future students.

Explain your statement:

Form 10: Case Presentation Outline Guide

(Adapted from *Your Supervised Practicum and Internship* by Lori Russell-Chapin & Allen IveyBrooks/Cole Thompson Learning, Singapore, 2005, p.125).

- I. Introduction
 - a. Name of Client
 - b. Age
 - c. Gender
 - d. Presenting Problem(s) using client's words in quotes
 - e. Present signs and symptoms
 - f. Multicultural domain issues

- II. History
 - a. Present Problems
- III. Past History of Psychiatric Illness
- IV. Contributing Medical Illness
- V. Brief Family History
- VI. Social History
- VII. Hopes and Goals for the Future
- VIII. Wellness Focus)
 - a. Physical
 - b. Spiritual
 - c. Occupational
 - d. Social
 - e. Emotional
 - f. Intellectual

- IX. Prognosis
- X. Treatment Goals in Specific and Measurable Terms
 - a. What are the clients goals for counseling?
 - b. Number of sessions with the Client
 - c. What is your approach in working with this Client?
 - d. What signs of progress have you observed?
 - e. Complicating factors (including barriers to growth)

- XI. Feedback for the counselor Growth
 - a. What difficulties are you having with this client?
 - b. Follow up sessions(what do you plan to do in subsequent sessions? Consultation with others regarding the client's needs)
 - c. What would be most helpful for you(the counselor-in- training) today?
- XII. Supervision Needs and Wants
NOTE: Do not use the client's name in the case report; use initials or a fictitious name. Do not write any other identifying information, such as name of school or agency, teacher, doctor, or referring individual

Form 11: INFORMED CONSENT

ASSUMPTION UNIVERSITY AU COUNSELING CENTER

INFORMED CONSENT FOR ASSESSMENT AND COUNSELING/COACHING

Name _____

Date _____

ID# _____

Date of Birth _____

I understand that as a student, staff or faculty at Assumption University I am eligible to receive counseling, consultation or coaching at no cost to me at the AU Counseling Center. The type and extent of services that I will receive will be determined following an initial assessment and thorough discussion with me. The goal of the assessment process is to determine the best course of treatment for me. Typically, counseling or coaching is provided over the course of several weeks. **Please make your appointment in a timely fashion. If you have to cancel please try to do so 24 hours in advance.**

I understand that all information shared with the counselors at the AU Counseling Center is confidential and no information will be released without my consent. During the course of counseling or coaching, it will be necessary for my counselor or coach to communicate with supervisors at the AU Counseling Center. In all other circumstances, consent to release information is given through written authorization. Verbal consent for limited release of information may be necessary in special circumstances. I further understand that there are specific and limited exceptions to this confidentiality which include the following:

- A. When there is risk of imminent danger to myself or to another person, the counselor is ethically bound to take necessary steps to prevent such danger.
- B. When there is suspicion that a child or elder is being sexually or physically abused or is at risk of such abuse, the counselor may take steps to protect the child, and to inform the proper authorities.

I understand that a range of counseling professionals, some of whom are in training, provides the AU Counseling Center services. All professionals-in-training are supervised by Doctorate level counseling professionals.

While most of the time counseling provides understanding and support, I understand that there is a small chance that I could feel upset following the discussion of my issues of the past and present. I understand that the AU Counseling Center has the capacity to observe or videotape counseling sessions and that I will be informed of either case at the start of the session. I understand that such recording(s) will be used only for educational purposes and that the professionals involved will respect and protect the confidential nature of the sessions. I understand that the tapes will be the property of the AU Counseling Center. I also understand that if I object to be videotaped, it will in no way jeopardize my relationship with the University Counseling Center.

If I have any questions regarding this consent form or about the services offered at the AU Counseling Center, I may discuss them with my counselor or coach. I have read and understand the above. I consent to participate in

the evaluation and treatment offered to me by the AU Counseling Center. I understand that I may stop treatment at any time.

Please see other side of this form if referred by a Member of the AU Faculty/Staff.

Signature

Date

-2-

This Box is For Use ONLY If You Were Referred by a Member of the Assumption University Faculty/Staff:

May we notify the person who referred you to Counseling Services that you followed through with the referral? If so, sign below to grant us permission to inform this person that you attended an initial appointment at Counseling Services. *Please note the following:* 1) you may choose *not* to sign and this will in no way influence any treatment which you might receive here, and 2) other than a letter confirming that you attended an initial appointment, **no** additional information will be shared without your consent. **Complete the area below ONLY if you agree to provide us with consent to inform the faculty/staff member who referred you; be sure to fill in both the contact information and to sign your name.**

Name of Faculty/Staff Member: _____

Department: _____ Phones Number _____

I have read the above and agree to release this information to the person named here.

_____ **YES** Your Signature: _____

OPTIONAL: Age Male Female

ETHNICITY: (Check all that apply)

<input type="checkbox"/> Thai	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Hispanic/Latino
<input type="checkbox"/> Filipino	<input type="checkbox"/> Middle Eastern	<input type="checkbox"/> African
<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Burmese	
<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Other <input type="text"/>	

Please provide any feedback that you feel would help us improve our services.

Form 14: AU Counseling Center/MSME counseling Procedure for seeing Clients

So, the regulations to seeing individual clients at the counseling center are:

1. When the client is referred to you, communicate with the client and make an appointment.(Generally Line/ email or phone numbers are used to communicate)
2. Once the appointment is made, book the counseling room in advance with the staff. Make sure you come 15 minutes before make the place ready for the client
3. Use the Informed consent and intake form and send the copy of the for to your supervisor of AU Counseling Center and MSME Counseling Center
4. Ms. Em and the filing cabinet in the counseling center room has copies of the Informed consent, Intake form and survey that you give end of every session.
5. Remember to take progress notes. You may use any format you like such as a general note, DAP (data, assessment, plan), DIR (data, assessment, intervention), SOAP (subjective, objective, assessment, plan).
6. You can and should store all of this in the filing cabinet in the AU Counseling Center room. Create a separate file for each client with the informed consent, progress notes from each session and satisfaction survey conducted after every session.
7. Remember to start every progress note with the date and time and end with your signature. Do not leave any extra spaces in your notes or between notes. If you do, cross them out with a single line. Also, if you make an error, cross it out with one line from your pen, do not black it out or white it out. Beside the error in tiny writing write “error, JB” but with your initials.
8. The Staff can get you into the counseling room but remember she leaves at 5pm. So if it is after 5pm you will have to make arrangements to open the counseling center for you by a formal request and the Janitor can open the door for you
9. Inform the client it is free session, confidential unless there is imminent harm to themselves or someone else, including child abuse and that you're being supervised by the person who teaches practicum/pre-doctoral internship. Keep the session to less than 60 minutes unless the circumstances are dire or an emergency.
10. Always call the supervisor (course instructor) if there is an emergency
11. If you run into someone who is suicidal (has more than ideation, has intent and plan and perhaps means), please call the above number at once. We want to talk to the person and stay with them until help arrives such as the police. We can also recommend that they go to the nearest emergency room at a hospital. Manoram hospital is a private psychiatric hospital where they will be safe. Their number is 0-2725-9595, 0-2399-2822.

Form 15: Parent/Guardian Consent Form

Your permission is requested for your child, _____ to participate in counseling at the _____ with the counseling psychologist intern.

Because counseling is based on a trusting relationship between counselor and client, the counselor will keep information shared by the client confidential except in certain situations in which an ethical responsibility limits confidentiality. You will be notified under the following circumstances:

1. The student reveals information about hurting himself/herself or another person.
2. The student or another person may be in physical danger.

As a parent(s), it is your right to supervise your child. Thus, there may be particular concern(s) that you have about your child. You may request to be given information that your child discloses about these concern(s). Your child will be informed that you have made this request. If you do have a particular concern(s) that you request information be given to you, please explain here. If your explanation needs to be longer, please explain on the reverse side of this form:

By signing this form, I give my informed consent for my child to participate in individual or group counseling. I understand that anything that my child shares will be kept confidential except in the above-mentioned cases. This consent will be on file throughout the time that your child attends the Regent's International College. You may revoke this consent at any time.

Parent/Guardian (Name & Sign) _____

Date _____

