



PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION
TO MAKE A POSITIVE IMPACT
ON THIS GENERATION AND THE NEXT

Practicum and Internship Handbook
Professional Counseling
2026 CACREP Standards Update

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Table of Contents

Program Faculty.....5

Introduction and Welcome6

What is Practicum.....6

 Step by Step Guide for the Practicum.....7

 Getting Started7

 Practicum Site Selection Criteria7

 Record Keeping8

Responsibilities During Practicum9

 Student Responsibilities:.....9

 Faculty Supervisor Responsibilities:.....9

 Site Supervisors:10

Internship.....10

 School Counseling Internship.....11

 SITE SELECTION CRITERIA.....11

 School Counseling Internship Licensure Requirements12

 Student Responsibilities:12

 Faculty Supervisor Responsibilities:13

 Site-Supervisor Responsibilities:13

 Clinical Mental Health Counseling Internship14

 Mental Health Counseling Licensure14

 Student Responsibilities:15

 Faculty Supervisor Responsibilities:15

Site-Supervisor Responsibilities:15

Step by Step Guide for the Internship.....	16
Getting Started.....	16
Record Keeping.....	16
Documentation.....	17
Appendix A: School & Mental Health Practicum Application	18
Appendix B: Practicum Supervision Agreement School & Mental Health Counseling	21
Appendix C: School and Mental Health Counseling Ethical Statement.....	23
Appendix D: Release to Record School and Mental Health Counseling.....	24
Appendix E: School and Mental Health Weekly Supervision Form	24
Appendix F: School and Mental Health Counseling Tape Evaluation Form.....	27
Appendix G: School and Mental Health Tape Review Form.....	28
Appendix H: School and Mental Health Supervision Instrument.....	29
Appendix I: Site Supervisor Evaluation of Counselor Trainee School & Mental Health Counseling.....	30
Appendix J: Evaluation of Practicum Site by Counselor Trainee	32
School and Mental Health Counseling	32
School Counseling Practicum Specific Documents	33
Appendix K: School Counseling Daily Tracking Form	33
Appendix L: School Counseling Weekly and Monthly Tracking Form.....	34
Appendix M: School Counseling Summary of Practicum Hours.....	35
Mental Health Counseling Practicum Specific Documents.....	36
Appendix N: Mental Health Practicum Daily Time Log.....	36
Appendix O: Mental Health Counseling Weekly and Monthly Tracking Form.....	37
Appendix P: Mental Health Practicum Summary of Hours	38
Appendix Q: School & Mental Health Counseling Internship Documents	39

Internship Application/Contract.....	39
Appendix R: School and Mental Health Counseling Internship Supervision Agreement.....	40
Appendix S: School and Mental Health Counseling Ethical Statement.....	42
Appendix U: School and Mental Health Counseling Tape Evaluation Form	44
Appendix V: School and Mental Health Tape Review Form.....	45
Appendix W: Release to Record School and Mental Health Counseling.....	46
Appendix X: School and Mental Health Counseling Weekly Supervision Form	47
Appendix Y: School and Mental Health Evaluation of Internship Site by Student.....	48
Appendix Z: School Counseling Internship Supervisor Evaluation Form	49
Section 1: Educator (Counselor) Disposition Assessment.....	49
Appendix AA: School Counseling Internship Daily Time Log.....	55
Appendix BB: School Counseling Weekly and Monthly Tracking Form	56
Appendix CC: School Counseling Summary of Internship Hours.....	57
Mental Health Counseling Internship Specific Documents.....	58
Appendix DD Mental Health Counseling Internship Daily Time Log.....	58
Appendix EE: Mental Health Counseling Weekly and Monthly Tracking Form.....	59
Appendix FF: Mental Health Counseling Summary of Internship Hours	60
Appendix GG: Mental Health Site Supervisor Evaluation Form.....	61
Appendix HH: Mental Health Summary of Internship Hours.....	66

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Introduction and Welcome

Congratulations on getting to this point in your preparation for a career in professional counseling! Your academic coursework to this point has provided you with the beginnings of a foundation in your professional preparation. The practicum experience represents a blending of theory and practice in a field-based learning format where you will be exposed to the work of successful practitioners in the counseling profession. This Handbook for Practicum and Internship will serve as your guide through the experience by providing explanations of the role and responsibilities of the various participants and the process for evaluating counselors in training. As a student in this course, you are asked to make a copy of this document for your site supervisor and go over the contents prior to developing your plan for the semester and executing the contract between LMU and your host site.

What is Practicum?

2024 CACREP Standards and 2026 Fieldwork Requirements

The LMU Professional Counseling Practicum and Internship Handbook is designed to meet the current CACREP requirements for entry-level professional practice. The 2024 CACREP Standards apply to practicum and internship as supervised professional practice experiences in which students apply theory, develop counseling skills, and counsel diverse clients. The requirements below are incorporated throughout this handbook and should be read together with the LMU counseling program handbook, course syllabi, site agreements, and applicable university and site policies.

2024 CACREP Section 4: Professional Practice

4.A–4.M: Program and Fieldwork Requirements

- 4.A — LMU provides ongoing support in identifying fieldwork sites that provide sufficient quality, quantity, variety, and specialized-practice experiences.
- 4.B — Students must maintain individual professional counseling liability insurance throughout practicum and internship.
- 4.C — Supervision includes secure audio/video recordings and/or live supervision of client interactions, consistent with institutional, state, federal, and international privacy requirements.
- 4.D — Students have opportunities to engage in varied professional activities and resources, including technology.
- 4.E — During either practicum or internship, students must lead or co-lead a counseling or psychoeducational group. LMU may require additional group experience as a program expectation.
- 4.F — Formative and summative evaluations assess counseling performance and the ability to integrate and apply knowledge.
- 4.G — This handbook is provided to students and fieldwork site supervisors and includes CACREP standards/definitions, supervision agreements, evaluation procedures, and retention/remediation/dismissal policies.
- 4.H — Written supervision agreements define roles and responsibilities, include emergency procedures, and specify

consultation format/frequency between LMU and the site.

- 4.I — LMU provides orientation to fieldwork site supervisors regarding program requirements and expectations.
- 4.J — LMU consults with fieldwork site supervisors throughout practicum/internship to monitor student learning and performance.
- 4.K — LMU provides professional development opportunities for fieldwork site supervisors.
- 4.L — Students have opportunities to evaluate their practicum/internship placement process.
- 4.M — Students have regular, systematic opportunities to evaluate fieldwork sites and site supervisors.

Supervisor Qualifications: 4.N–4.P

- 4.N — LMU core/affiliate faculty serving as practicum/internship supervisors must have relevant certification/licensure and relevant training for in-person and/or distance supervision and supervision technology.
- 4.O — Doctoral student supervisors must have completed entry-level counseling degree requirements, completed or be receiving supervision preparation, and receive regular supervision averaging one hour per week from qualified core/affiliate faculty.
- 4.P — Fieldwork site supervisors must have: (1) at least a master's degree, preferably in counseling or a related profession; (2) active certification/licensure in the placement geographic location, preferably in counseling or a related profession; (3) at least two years of post-master's professional experience relevant to the student's CACREP specialized practice area; (4) relevant training for in-person and/or distance counseling supervision; (5) relevant training in supervision technology; and (6) knowledge of LMU's fieldwork expectations, requirements, and evaluation procedures.

Practicum: 4.Q–4.T

- 4.Q — Students complete a minimum of 100 supervised practicum hours over a full academic term of at least eight weeks, consistent with the LMU academic calendar.
- 4.R — At least 40 practicum hours must be direct service with actual clients and contribute to development of counseling skills.
- 4.S — Students receive individual and/or triadic supervision on a regular schedule averaging one hour per week. Supervision may be provided by qualified program faculty, a properly supervised doctoral student, or a fieldwork site supervisor working in regular consultation with program faculty as specified in the supervision agreement.
- 4.T — Students receive group supervision on a regular schedule averaging 1½ hours per week from qualified program faculty or a properly supervised doctoral student.

Internship: 4.U–4.X

- 4.U — After successful completion of practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to the student's CACREP specialized practice area.
- 4.V — At least 240 internship hours must be direct service with actual clients.
- 4.W — Students receive individual and/or triadic supervision on a regular schedule averaging one hour per week from qualified program faculty, a properly supervised doctoral student, or a fieldwork site supervisor working in regular consultation with program faculty.
- 4.X — Students receive group supervision on a regular schedule averaging 1½ hours per week from qualified program faculty or a properly supervised doctoral student.

Course Loads and Supervision Ratios: 4.Y–4.BB

- 4.Y — When individual/triadic supervision is provided by program faculty or a doctoral student under supervision, the practicum/internship course should not exceed a 1:6 faculty-to-student ratio.
- 4.Z — When individual/triadic supervision is provided solely by the fieldwork site supervisor and program faculty/doctoral supervisor provides only group supervision, the course should not exceed a 1:12 faculty-to-student ratio.
- 4.AA — Practicum and internship students are not combined for group supervision.
- 4.BB — Group supervision should not exceed 12 students per group.

2026 CACREP Policy Update: In-Person Skills and Professional Disposition Assessment

Beginning July 1, 2026, CACREP Policy A.2.e requires programs to provide an in-person, synchronous experience to observe and assess counseling skills and professional dispositions at least twice during a student's program of study,

with one of those points occurring prior to practicum. This requirement applies to students entering the counselor education program on or after July 1, 2026. LMU will document these observations/assessments through program-approved activities and assessment records. Completion of the required pre-practicum observation is a prerequisite for beginning practicum when applicable.

Fieldwork Definitions

Practicum is a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship. Internship is a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student-development knowledge and skills and integrates professional knowledge and skills.

Important LMU Program Note

LMU may establish requirements that exceed CACREP minimums when they are educationally or professionally appropriate. Students must meet both CACREP minimums and all LMU course/program/site requirements. If a state licensing board or host-site requirement is more restrictive than a CACREP minimum, the more restrictive applicable requirement must be followed unless the program formally determines otherwise.

Retention, Remediation, and Dismissal in Fieldwork

Because practicum and internship involve direct work with clients, students must demonstrate appropriate professional conduct, ethical judgment, counseling skills, responsiveness to supervision, and compliance with site and university policies. When concerns arise, the faculty supervisor will consult with the student and site supervisor, document the concern, and determine whether additional supervision, remediation, a formal improvement plan, reassignment of duties, or removal from the site is appropriate. Serious concerns involving client safety, ethical violations, confidentiality, impairment, dishonesty, harassment, or violation of university/site policies may require immediate restriction or removal from clinical duties. Final retention, dismissal, and academic decisions remain subject to applicable LMU policies and procedures.

Emergency Procedures and Communication

Before beginning fieldwork, each student and site supervisor must review the site's emergency and crisis procedures, including procedures for imminent risk, medical emergencies, mandated reporting, client safety, technology failures, and after-hours concerns. The supervision agreement must identify how and when the student will contact the site supervisor and LMU faculty supervisor during an emergency. Students should never manage an emergency beyond their level of training or outside site policy; they should immediately follow site procedures and consult their site supervisor and LMU faculty supervisor as required.

Site Supervisor Orientation and Professional Development

LMU provides site supervisors with orientation to program expectations, student responsibilities, supervision requirements, evaluation procedures, and communication expectations. LMU also provides or facilitates professional development opportunities for site supervisors. Site supervisors are encouraged to participate in LMU training and to communicate regularly with the faculty supervisor regarding student learning and performance.

Lincoln Memorial University offers two areas of concentration in the field of professional counseling, School Counseling and Mental Health Counseling. As these two programs represent an academic path toward licensure, it is critical that student fully understand the expectations and seriousness of the practicum course requirements. It should be emphasized that the preparation for licensure is a skills-based process, where you will be expected to demonstrate both

knowledge and skill in the delivery of counseling services. Practicum is a 100-clock hour experience in either a school or clinical setting. This is dependent upon your current area of focus in the professional counseling M.Ed. program. Your practicum experience should include the following:

1. 100 clock hours of supervised counseling practicum over the full academic term (CACREP 2024 4.Q). Hours include direct and non-direct fieldwork experiences.

2. At least 40 hours must be direct service with actual clients and contribute to counseling skill development (CACREP 2024 4.R). LMU additionally requires group counseling/psychoeducational group experience as specified by the program; this may be completed in practicum or internship.
3. Individual/triadic supervision averages at least one hour per week throughout practicum (CACREP 2024 4.S).
4. Participating with regular attendance in group supervision averaging 1½ hours per week (CACREP 2024 4.T).
5. Site Supervisor Evaluation of student.
6. Additional items as stated in course syllabus.

Step by Step Guide for the Practicum

Getting Started

- A. The student should begin planning their practicum experience at least two semesters prior to registering for the course. The student should also begin to make a list of preferred sites. It should be understood by the student that we are guests in a host site and that our first choice in a placement might not be available.
- B. The student should contact the faculty supervisor as soon as possible via email and inform him/her of their intent to register as well as a list of their preferred sites.
- C. The student should initiate a telephone conference with the faculty supervisor for the purpose of discussing options, expectations, special accommodations, and goals regarding the practicum experience. During this conference the student should collaborate with the faculty member on a plan to contact the requested site.
- D. The student OR faculty member will contact the site for the purpose of making the request. (This depends on institutional policies and past practice as to whether the student or faculty member makes the initial contact.)
- E. The student will present the proposed contract to the site supervisor and give the proposed supervisor contact information for the faculty supervisor.

Practicum Site Selection Criteria

- A. It is agreed that the student and on-site supervisor will receive no remuneration for services provided during the Counseling Practicum from Lincoln Memorial University. If a particular site and its administrative personnel contract with the graduate student to provide services, under appropriate supervision, then that contract will be a part of this agreement (attach a copy of contract).
- B. It is agreed and understood that Lincoln Memorial University and the school assume no liability for injury or death to the student incurred when providing services during this field placement. Exceptions may result from gross negligence as determined in a court of

law.

- C. It is agreed and understood that Lincoln Memorial University and/or the School/Agency Site may suspend/terminate student's placement for failure to comply with regulations, policies, and procedures, including the confidentiality of records of the school/agency.
- D. It is agreed and understood that the student's practicum will be professional in nature and include requisite experiences as outlined Counseling Practicum Plan.
- E. The student will serve a total of 100 clock hours of practicum of which 40 hours will be in direct services to students/clients.
- F. **Students will be expected to attend the Practicum Seminar, through face-to-face and/or virtual sessions as scheduled.**
- G. Students will be expected to develop and maintain a portfolio of materials, lessons, tapes, tests, etc. used during the practicum. Students will need to select a practicum site which allows making audio and/or video tapes of counseling sessions.

Record Keeping

Record keeping is an integral component of professional counseling and good habits should be developed in the practicum experience.

The student should appropriate Appendices for use in record keeping during the practicum. In addition, the student should assist the site supervisor in the development of appropriate and accurate records that are the design of the district or agency.

All client records must always be treated with the highest standard regarding legal and ethical concerns. This includes the generation, maintenance, sharing, transfer, and destruction of counseling records.

Throughout the semester students will turn in the following documents, as outlined in the Practicum Syllabus, in Via:

1. Student Information Sheet
2. Copy of LMU/Host Site Application/Contract
3. Statement of ACA Ethical Compliance
4. Proof of Liability Insurance
5. Summative Sheet for Hours
6. Weekly Logs signed by Site-Supervisor
7. Evaluation of Student by Site-Supervisor
8. Evaluation of Placement by Student
9. Counselor Formative Evaluation Form
10. Summary of Supervisor Interview
11. Release to Tape Clients
12. Tape Critique Forms

Responsibilities During Practicum

Student Responsibilities:

- A. Complete Application for Practicum
- B. Obtain and maintain liability insurance during practicum experience. LMU counseling faculty recommend that students obtain \$1,000,000 liability insurance that comes with a student membership in a professional counseling organization such as the ACA, AMHCA, or ASCA. A student must have active professional liability insurance to engage in any placement while in the LMU Counseling Program.
- C. Obtain Parental Consent prior to recording any counseling session.
- D. Prepare recordings of counseling sessions as described in the syllabus.
- E. Log a minimum of 75 hours in any semester in order to receive a continuing grade of IP. LMU understands that students working and going to school may sometimes have to extend the practicum experience into two semesters due to work schedule conflicts; however, the 75 hour per semester requirement is the minimal number possible in order to progress in the program.
- F. Maintain accurate and legible logs of practicum hours.
- G. Complete the Placement Evaluation.
- H. Complete and turn in the Practicum Contract.
- I. Conduct all duties in accordance with the ACA or ASCA Code of Ethics.
- J. Follow the Dress Code and all Human Resource Policies of the hosting site.
- K. Report any absences to both the site supervisor and faculty member for seminar.
- L. Complete other assignments assigned by the instructor or in the syllabus.

Faculty Supervisor Responsibilities:

- A. Work with students on site selection and approval.
- B. Meet in seminar weekly for new content and to review student progress/development. (All practicum students will attend the seminar each week for group supervision and meet with faculty each week for either individual or triadic supervision throughout the practicum experience.)
- C. Be available for consultation with Site-Supervisors.
- D. Visit Sites
- E. Promote effective communication between LMU and the Site.

F. Maintain Records on the student.

G. Provide or arrange for individual and/or triadic supervision with students.

Site Supervisors:

- A. LMU is appreciative of the efforts of partnering site supervisors as they serve the profession of professional counseling as mentors to those in training. Site-Supervisors are encouraged to contact the faculty supervisor for collaboration and support in the supervision of counselors in training.
- B. Site-Supervisors make the distinction between administrative and clinical supervision and convey that distinction to students as issues and opportunities arise.
- C. LMU Counseling faculty will provide training in supervision to counselors not having such training provided they are willing to serve as site supervisors for counselor trainees. Please contact the LMU faculty supervisor for practicum if you are interested. The training is ongoing and scheduled in the fall and spring semesters.

Internship

The Internship is designed to be a capstone experience in the LMU Counseling Program, offering the student opportunities to use knowledge and skills learned in prior coursework in a field placement that is closely mentored by an experienced site supervisor. The counseling intern will be exposed to a wide variety of professional roles and responsibilities to prepare them for entrance into the field as a professional counselor upon graduation. As both programs represent an academic path toward licensure, it is critical that the student fully understand the expectations and seriousness of the internship course requirements and expectations. Furthermore, it should be emphasized that the preparation for licensure is a skills-based process, where you will be expected to demonstrate both knowledge and skill in the delivery of counseling services.

School Counseling Internship

The school counseling internship is 600-clock hour experience in school counseling, which may be completed in one or two semesters. It is recommended that students complete the school counseling internship in one semester to allow you to be immersed in the school climate. Your internship experience should include the following:

1. 600 clock hours of direct and/or indirect services under the supervision of your site supervisor. Your hours must consist of 240 direct hours, or 40% of time in internship, with clients. Students must register for a total of 6 credit hours of internship.
2. Weekly interaction at a minimum with a program faculty member or site supervisor with individual or triadic supervision of at least one hour average per week.
3. Participating with regular attendance in the scheduled group supervision/seminar component of the class for at least 1 ½ hours per week with the assigned faculty member.
4. Preparation and execution of ASCA standards-based lesson.
5. A minimum of 10 group leadership hours (unless completed in Practicum).
6. Regular review of recordings with clients. Internship student must submit at least one or these audio/video recordings of a individual session.
7. Site Supervisor Evaluation of student.
8. Additional items as stated in course syllabus.

SITE SELECTION CRITERIA

It is agreed that the student and site supervisor will receive no remuneration for services provided during the Counseling Internship from Lincoln Memorial University. If a site and its administrative personnel contract with the graduate student to provide services, under appropriate supervision, then that contract will be a part of this agreement (attach a copy of contract).

- A. It is agreed and understood that Lincoln Memorial University and the school assume no liability for injury or death to the student incurred when providing services during this field placement. Exceptions may result from gross negligence as determined in a court of

law.

- B. It is agreed and understood that Lincoln Memorial University and/or the School Site may suspend/terminate student's placement for failure to comply with regulations, policies, and procedures, including the confidentiality of records of the school.
- C. It is agreed and understood that the student's internship will be professional in nature and include requisite experiences as outlined in the Counseling Internship Plan.
- D. Students will serve a total of 600 clock hours, with 40% in direct service.
- E. Students will be expected to attend internship seminar sessions as scheduled.
Students will be expected to develop and maintain a portfolio of materials, lessons, tapes, tests, etc. used during the internship.

School Counseling Internship Licensure Requirements

- A. As the school counseling major represents the path to licensure by the state department of education, it is the student's responsibility to be knowledgeable of the licensure requirements of the state in which they are pursuing licensure. LMU students have historically represented TN, VA, KY, NC and GA. Individual states reserve the right to define the terms and criteria for licensure as a professional school counselor.
- B. School counseling majors will complete supervised hours in Pre-K-12 settings in accordance with licensure requirements.
- C. School counseling majors will conduct one interview with a school counselor concerning the role of the school counselor.
- D. School counselors will become familiar with and align their internship experiences with the pillars in the ASCA National Model for School Counseling.
- E. School counseling majors will plan their practicum and internship experiences in a manner that satisfies the requirements for licensure by their respective state department of education.
- F. School counseling majors will develop skills in multicultural approaches including the provision of services to students with disabilities.

Responsibilities

Student Responsibilities:

- A. Complete Application/Contract for the Internship.
- B. Obtain and maintain liability insurance during internship experience. LMU counseling faculty recommend that students obtain \$1,000,000 liability insurance that

comes with a student membership in a professional counseling organization such as the ACA, AMHCA, or ASCA. A student must have active professional liability insurance to engage in any placement while in the LMU Counseling Program.

- C. Obtain Parental Consent prior to recording any counseling session.
- D. Prepare recordings of counseling sessions as described in the syllabus.
- E. Log a minimum of 150 hours in any semester in order to receive a continuing grade of IP. LMU understands that students working and going to school may sometimes have to extend the internship experience into two semesters due to work schedule conflicts; however, the 150 hour per semester requirement is the minimal number possible in order to progress in the program.
- F. Maintain accurate and legible logs of internship hours.
- G. Complete the Placement Evaluation.
- H. Complete and turn in the Internship Contract.
- I. Conduct all duties in accordance with the ACA and ASCA Code of Ethics.
- J. Follow the Dress Code and all Human Resource Policies of the hosting site.
- K. Report any absences to both the site supervisor and faculty member for seminar.
- L. Complete other assignments assigned by the instructor or in the syllabus.

Faculty Supervisor Responsibilities:

- A. Work with students on site selection and approval.
- B. Meet in seminar weekly and review student progress/development.
- C. Be available for consultation with Site-Supervisors.
- D. Promote effective communication between LMU and the Site.
- E. Maintain Records on the student.
- F. **Lead group supervision and seminar on a weekly basis through face-to-face and/or virtual formats.**
- G. **Ensuring that virtual formats and procedures for class session will meet HIPAA and FERPA requirements. This includes utilizing HIPAA and FERPA compliant meeting rooms. The faculty supervisor controls the host privileges of link creation, meeting invitation, room admittance, extension of screen sharing and other host privileges as needed.**

Site-Supervisor Responsibilities:

- A. Collaborate with students to develop plans and approve internship contract.

(Appendix A).

- B. Share expectations with students.
- C. Monitor student development and provide appropriate feedback, including one hour of direct weekly supervision throughout the internship experience.
- D. Engage with students regularly regarding professional development.
- E. Provide opportunities students to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- F. Complete Evaluation of students.

Clinical Mental Health Counseling Internship

The mental health counseling internship is a 6-credit hour, 600-hour experience in mental health counseling, which takes place over 2 academic semesters. Your internship experience should include the following:

1. 600 clock hours of direct and/or indirect services under the supervision of your site supervisor. (40% Direct Services)
2. Weekly group supervision averaging 1½ hours throughout internship (CACREP 2024 4.X).
3. Individual/triadic supervision averaging one hour per week throughout internship (CACREP 2024 4.W).
4. Minimum of 10 group hours if you did not complete this during practicum.
5. Turn in a minimum of one audio recording to review during class.
6. Participating with regular attendance in the scheduled group supervision/seminar component of the class for at least 1 ½ hours per week with the assigned faculty member.
7. Site Supervisor Evaluation of student.
8. Additional items as stated in course syllabus.

Mental Health Counseling Licensure

- A. Mental health counseling majors will download and become familiar with all requirements for licensure as an LPC, LPC/MHSP or LMHC in their respective states, including any required post-master's supervision hours, currently 3000 hours in the state of Tennessee.
- B. Mental health counseling majors will begin to prepare for the NCE, Jurisprudence exam, and National Mental Health Clinical Exam for licensure.

- C. Mental health counseling majors will demonstrate knowledge and skill with HIPPA regulations regarding the provision of mental health services including issues such as informed consent, confidentiality and the limits of confidentiality.

Responsibilities

Student Responsibilities:

- A. Complete Application/Contract for the Internship.
- B. Obtain and maintain liability insurance during internship experience. LMU counseling faculty recommend that students obtain \$1,000,000 liability insurance that comes with a student membership in a professional counseling organization such as the ACA, AMHCA, or ASCA. A student must have active professional liability insurance to engage in any placement while in the LMU Counseling Program.
- C. Obtain necessary Client or Parental Consent prior to recording any counseling session.
- D. Prepare recordings of counseling sessions as described in the syllabus.
- E. Log a minimum of 150 hours in any semester in order to receive a continuing grade of IP. LMU understands that students working and going to school may sometimes have to extend the practicum experience into two semesters due to work schedule conflicts; however, the 150 hour per semester requirement is the minimal number possible in order to progress in the program.
- F. Maintain accurate and legible logs of internship hours.
- G. Complete the Placement Evaluation.
- H. Complete and turn in the Internship Contract.
- I. Conduct all duties in accordance with the ACA Code of Ethics.
- J. Follow the Dress Code and all Human Resource Policies of the hosting site.
- K. Report any absences to both the site supervisor and faculty member for seminar.
- L. Complete other assignments assigned by the instructor or in the syllabus.

Faculty Supervisor Responsibilities:

- A. Work with students on site selection and approval.
- B. Meet in seminar weekly and review student progress/development.
- C. Be available for consultation with Site-Supervisors.
- D. Promote effective communication between LMU and the Site.
- E. Maintain Records on the student.

- F. Lead group supervision and seminar on a weekly basis **through face-to-face and/or virtual formats.**
- G. **Ensuring that virtual formats and procedures for class session will meet HIPAA and FERPA requirements. This includes utilizing HIPAA and FERPA compliant meeting rooms. The faculty supervisor controls the host privileges of link creation, meeting invitation, room admittance, extension of screen sharing and other host privileges as needed.**

Site-Supervisor Responsibilities:

- A. Collaborate with student to develop plan and approve internship contract.
- B. Share expectations with student.
- C. Monitor student development and provide appropriate feedback, including one hour of direct weekly supervision throughout the internship experience.
- D. Engage with student regularly regarding professional development.
- E. Provide opportunities for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- F. Complete Evaluation of student.

Step by Step Guide for the Internship

Getting Started

1. The student should begin planning their internship experience at least two semesters prior to registering for the course. The student should also begin to make a list of preferred sites.
2. The student should contact the faculty supervisor as soon as possible and inform him/her of their intent to register as well as a list of their preferred sites.
3. The student should initiate a telephone conference with the faculty supervisor for the purpose of discussing options, expectations, special accommodations and goals regarding the internship experience. During this conference the student should collaborate with the faculty member on a plan to contact the requested site.
4. The student OR faculty member will contact the site for the purpose of making the request. (This depends on institutional policies and past practice as to whether the student or faculty member makes the initial contact.)
5. The student will present the proposed contract to the site supervisor and give the proposed supervisor contact information for the faculty supervisor.

Record Keeping

- Record keeping is an integral component of professional counseling and good habits should be developed in the internship experience.
- The student should copy Appendices appropriate for use in record keeping during the internship. In addition, the student should assist the site supervisor in the development of appropriate and accurate records that are the design of the district or agency.
- All client records must always be treated with the highest standard regarding legal and ethical concerns. This includes the generation, maintenance, sharing, transfer and destruction of counseling records.

Documentation

The following appendices contain the documentation students are required to keep throughout practicum and internship. A sample of the practicum and internship applications are provided in the handbook for convenience. However, to be eligible for placement the forms must be completed online by May 1 for fall practicum placement and by October 1 for internship placement. Students are responsible for meeting these deadlines and may not be eligible for placement until the following academic year if they do not submit the practicum and internship applications by the deadlines.

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In LMU Counseling Program, generally, students arrange a Field Placement site. Students are encouraged to work with Faculty Advisors or the Practicum and Internship Coordinator in this process. **For all Practicum Placement Sites, a site supervisor must be identified who has:**

- Master's Degree in Counseling or the equivalent
- Two years of experience and appropriate licensure in the setting in which you will be serving.
- Willingness to provide face-to-face, individual supervision each week.

Please provide the following information about the proposed site-supervisor.

Supervisor's Name: _____

Agency or School: _____

Address: _____

Telephone Number: _____

E-mail: _____

In the space below, list the graduate-level Counseling courses you have taken at LMU (including any that you are registered to complete in the Summer). A minimum of 18 hours of Graduate Counseling Coursework must be completed prior to beginning Practicum.

Course Number and Name	Semester Taken	Grade Earned

In what state do you plan to be licensed as a counselor? _____

When do you anticipate receiving Master's degree? _____

When do you plan to take Comprehensive Exams? _____

How will this Practicum site facilitate your gaining experience with diverse individuals? In answering this question, please consider the totality of the definition of diversity as follows:

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

(Provide answer here in no less than 300 words.)

Thank you for completing your application. Counseling Program Faculty will review all applications in the month of May. You will receive an email informing the status of your application by noon on the first Saturday in June.

*Dr. Carletta Smelcer, Ed.D, LPC-MHSP
Counseling Program Practicum and Internship Coordinator*

Appendix B: Practicum Supervision Agreement School & Mental Health Counseling



PRACTICUM SUPERVISION AGREEMENT

UNIVERSITY/PLACEMENTSCHOOL/AGENCY AGREEMENT

- I. We, the undersigned, hereby agree to the following arrangements between Lincoln Memorial University and _____
(School/Agency) to provide an appropriately supervised Counseling Practicum for _____ during the _____ semester or _____ academic year.
- II. The Placement School/Agency agrees to:
 - A. Consider for acceptance a student of the University who is eligible for the Counseling Practicum and has expressed interest in this School/Agency. The Practicum consists of 100 clock hour placement in the School/Agency with a required on-campus seminar. *(Note: Virginia requires a 200-clock hour school Practicum).*
 - B. Appoint a professional staff member to serve as Site Supervisor and provide adequate time for him/her to perform the responsibilities of the Site Supervisor.
 - C. Provide the University with a brief credential profile of the appointed Site Supervisor. The Site Supervisor must meet CACREP 2024 Standard 4.P: minimum master's degree (preferably counseling/related profession), active certification/licensure in the placement location, minimum two years post-master's relevant experience, relevant supervision training, relevant technology training, and knowledge of LMU expectations and evaluation procedures.
- III. The Placement Site Supervisor agrees to:
 - A. Coordinate the activities of the Student and create opportunities for a variety of learning experiences as defined in the Counseling Practicum Plan.
 - B. Familiarize the Student with the Placement School's/Agency's regulations, policies, and procedures, including the confidentiality of records of the school or agency.
 - C. Provide the University Field Supervisor with a written evaluation of the Student's strengths, weaknesses, and overall performance at the end of the Practicum.

- IV. Lincoln Memorial University agrees to:
- A. Appointing a University Faculty Supervisor to be the primary liaison between the University and the Placement Site.
- V. The University Faculty Supervisor agrees to:
- A. Act as primary liaison between the University and the Placement Site.
 - B. Plan with the Student and the Site Supervisor ways and means of meeting competencies as stated in the Counseling Practicum Plan.
 - C. Submit the final letter grade assigned for the Practicum to the Student, and the University Registrar.
- VI. The Counselor Trainee/LMU Student agrees to:
- A. Students are covered by individual profession counseling liability insurance policy while enrolled in practicum and internship.
 - B. Become familiar with and abide by all rules and policies of the Practicum placement site.
 - C. Meet weekly in both Group Supervision and Individual/Triadic Supervision with Faculty Supervisor.
 - D. Follow all Professional and Ethical Guidelines of the American Counseling Association or American School Counselor Association.
 - E. Keep open lines of communication and discuss any issues of concern with site supervisor and university supervisor.

Student

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Appendix C: School and Mental Health Counseling Ethical Statement



Counselor Trainee Name _____

Date _____ Semester _____

Course Name & Number _____

Counseling Major (Check One) _____ School _____ Mental Health

I, (Name) _____ have read the current Code of Ethics in their entirety from the American Counseling Association and/or American School Counselor Association and agree to follow the Code in all of my practicum/internship experiences, as well as in any learning activity in my preparation as a professional counselor at Lincoln Memorial University.

Counselor Trainee Signature Date

Faculty Signature Date

Appendix D: Release to Record School and Mental Health Counseling



Practicum and Internship Audio/Video Consent Form for Adults
Master of Education in Counseling Program
Lincoln Memorial University

The Master of Education in Counseling Program at Lincoln Memorial University requires all students to participate in a field placement. As part of this placement, students are required to record and submit audio recordings and/or videotapes of their counseling sessions. ***All audio recordings/videotapes will be kept confidential.*** However, these audio recordings/videotapes will be reviewed by the student's supervisors to evaluate their progress. In addition, recorded sessions may occasionally be used to demonstrate progress and provide feedback from peers. After the student has completed their placement, all recordings will be destroyed.

We appreciate your willingness to participate in this aspect of your counselor's development. I give my consent for _____ (student name) to record and submit my audio recordings and/or videotaped counseling sessions as part of the requirements for Practicum/Internship in the Master of Education in Counseling Program at Lincoln Memorial University. I understand that the audio recording/videotapes will be reviewed by the program supervisor and other counselors-in-training enrolled in the current course. All recordings will be destroyed by the counselor upon completion of their field placement. If you have any questions, please ask your counselor. If you would like to contact the counselor's supervisor, please obtain contact information from your counselor.

_____ Client Signature	_____ Date
_____ Counselor Signature	_____ Date
_____ Supervisor Signature	_____ Date



Practicum and Internship Audio/Video Consent Form for Minors
Master of Education in Counseling Program
Lincoln Memorial University

The Master of Education in Counseling Program at Lincoln Memorial University requires all students to participate in a field placement. As part of this placement, students are required to record and submit audio recordings and/or videotapes of their counseling sessions. ***All audio recordings/videotapes will be kept confidential.*** However, these audio recordings/videotapes will be reviewed by the student's supervisors to evaluate their progress. In addition, recorded sessions may occasionally be used to demonstrate progress and provide feedback from peers. After the student has completed their placement, all recordings will be destroyed.

We appreciate your willingness to participate in this aspect of your counselor's development. I give my consent for _____ (student name) to record and submit audio recording/videotaped counseling sessions with my child as part of the requirements for Practicum/Internship in the Master of Education in Counseling Program at Lincoln Memorial University. I understand that the audio recordings/videotapes will be reviewed by program supervisors and other counselors-in-training enrolled in the current course. All recordings will be destroyed by the counselor upon completion of their field placement. If you have any questions, please ask your child's counselor. If you would like to contact the counselor's supervisor, please obtain contact information from your child's counselor.

_____ Parent/Guardian Signature	_____ Date
_____ Counselor Signature	_____ Date
_____ Supervisor Signature	_____ Date

Appendix E: School and Mental Health Weekly Supervision Form

Complete this form for every week of your practicum experience. Submit this form to Dr. Carletta Smelcer, or co-instructor, at the beginning of each triadic. Be brief in your responses. Estimated time to complete this form is no more than 15 minutes. The form is to be typed

Total number of hours logged this week: _____

Goal for the week:

Rate your progress toward that goal:

0 1 2 3 4 5 6 7 8 9 10

Activity/situation that was most positive:

Activity/situation that was most negative:

What would I do differently in the negative situation, if I had the chance.

Specific concerns regarding clients/situations:

Questions for Professor:

Signature of practicum student:

**Appendix F: School and Mental Health Counseling Tape Evaluation Form
Completed by Instructor**

Student: _____ Mental Health _____ School Counseling _____

Recording Number: _____

- | | | |
|--|---|---|
| 1. Was recording audible? | Y | N |
| 2. Was the recording critique completed and turned in on time? | Y | N |

Recordings have been evaluated based on the following criteria, on a 1-5 scale (1=poor/unsatisfactory; 2=weak/needs improvement; 3=average/satisfactory; 4=good; 5=excellent)

	1	2	3	4	5	NA
Opening of session was structured, friendly, has good rapport with client						
Accurately reflects feelings of client						
Communication between counselor/client was meaningful						
Demonstrates active listening skills (verbal and nonverbal)						
Confronts appropriately when necessary						
Uses appropriate goal setting skills						
Responds empathically to client						
Uses open-ended questions appropriately to encourage clients to express themselves						
Summarizes session appropriately by pulling together important elements of the session						

Intern's Conceptualization of case was appropriate	Y	N
--	---	---

Intern utilized appropriate theories and techniques	Y	N
---	---	---

Feedback:

Overall Rating of Session _____

Appendix G: School and Mental Health Tape Review Form

Completed by student

Please use the following format as a guide for the Audio/Video Tape Write-up. **Use the session you play in class. Responses should be in paragraph form and typed. Counselor-in-Training is to provide a three-minute transcript of counseling session along with the session write up guidelines below.**

1. Brief background of client (Record any family, medical, academic, social, emotional, cultural, gender, or other related factors pertinent to the context of this session)
2. Major issues addressed in this session:
3. Selected theoretical orientation, treatment, technique, or intervention plan. Counselor-in-training comment on how this was made developmentally appropriate (CACREP 2024 Standards 3.E.13–3.E.14):
4. What measurable outcomes for client were developed and discussed in session? This might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc. (*CACREP standard 2016.2.F.5.i*):
5. Issues to come back to/unfinished business:
6. Strengths of session/What I learned:
7. Areas for growth of session

Appendix H: School and Mental Health Supervision Instrument

Formative Evaluation

(To be completed by University Supervisor).

Counselor Supervisor: _____

Date: _____ Semester: _____ Setting: _____

Student Counselor: _____ Campus: _____

Theory utilized: _____

1. Issue Presented by Client
2. Observable issues
3. Dynamics of Session
4. Interventions/Techniques
5. Bridge to Next Session

Comments/Suggestions:

Strengths:

Targets for Improvement:

Signatures below indicate only that both parties have discussed the observation. Agreement is not indicated by the signature.

Counselor Educator _____ Date _____

Student Counselor _____ Date _____

Appendix I: Site Supervisor Evaluation of Counselor Trainee School & Mental Health Counseling

2024 CACREP Fieldwork Evaluation Domains

The following domains should inform formative and summative evaluation of practicum and internship students. Site supervisors and LMU faculty may use the existing evaluation instruments in this handbook together with these domains. Ratings should reflect the student's developmental level and the point in the fieldwork experience.

1. Professional Counseling Identity and Ethical Practice — Demonstrates professional conduct, ethical decision-making, knowledge of counseling roles, appropriate boundaries, confidentiality, informed consent, documentation, and responsiveness to supervision (CACREP 2024 Section 3.A; Section 4.F).
2. Self-Awareness, Self-Care, and Professional Dispositions — Demonstrates self-awareness, openness to feedback, self-evaluation, professional responsibility, and sustainable self-care practices (CACREP 2024 3.A.11; 4.F).
3. Social and Cultural Responsiveness — Demonstrates culturally responsive counseling practices and awareness of how social and cultural identities, contexts, and power influence counseling relationships and outcomes (CACREP 2024 Section 3.B; 4.A).
4. Counseling Relationship and Skills — Demonstrates attending, listening, interviewing, relationship-building, culturally responsive counseling, and appropriate counseling interventions (CACREP 2024 Section 3.E).
5. Clinical Practice and Case Management — As applicable to the placement, demonstrates intake, assessment, case conceptualization, treatment planning, measurable outcomes, referral, consultation, caseload management, crisis/safety procedures, and documentation (CACREP 2024 3.E.13–3.E.17; 5.C.4–5.C.9 for CMHC).
6. Professional Collaboration and Advocacy — Demonstrates consultation and collaboration with supervisors, treatment teams, schools/agencies, healthcare professionals, and community resources, and engages in appropriate advocacy (CACREP 2024 3.A.2–3.A.3; 3.E.4; 3.E.17).
7. Research- and Evidence-Informed Practice — Uses relevant professional literature and evidence to inform counseling decisions and reflects on outcomes (CACREP 2024 Section 3.H, as applicable).
8. Technology and Professional Activities — Demonstrates appropriate use of technology, electronic records, telehealth or other site-approved systems, and participation in professional activities consistent with site and privacy requirements (CACREP 2024 4.D).



Student: _____

Site Supervisor: _____

Semester/Year: _____

Date: _____

1. Discuss student strength's and significant progress areas

2. Discuss areas of need and targeted improvement

3. Suggestions for future practicum students or program

4. Please list the specific student assignments, duties and responsibilities performed by the student.

-
5. Would you employ this person to work for you? ☐ Yes ☐ No
6. Additional Comments:

I have discussed this evaluation with this student. ☐ Yes ☐ No

I recommend the following grade for this student's practicum performance:

☐ Pass ☐ Fail

(Note: Practicum is graded as a pass/fail course. Your suggested grade reflects your satisfaction with the practicum student's level of performance. If you have any questions or concerns, please contact Dr. Carletta Smelcer, Practicum and Internship Coordinator)

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

**Appendix J: Evaluation of Practicum Site by Counselor Trainee
School and Mental Health Counseling**

Student_____

Site Supervisor_____

Site Location_____

Course_____Semester/YR_____

Date_____

1. Discuss the positives of this placement

2. How could this placement be more helpful in your development?

3. Recommendations for improvement

Student Signature

Date

School Counseling Practicum Specific Documents

Appendix K: School Counseling Daily Tracking Form

Note if time is: Student Support, Individual Planning, Responsive Services, or Guidance Lessons, Preparation, Professional Development, Supervision (type up)

Day of week/Date	Direct	Indirect
7:00-8:00		
8:00-9:00		
9:00-10:00		
10:00-11:00		
11:00-12:00		
12:00-1:00		
1:00-2:00		
2:00-3:00		
3:00-4:00 4:00-5:00		
5:00-6:00		

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Appendix L: School Counseling Weekly and Monthly Tracking Form

Use this form for Practicum and Internship

Weekly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Monthly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Appendix M: School Counseling Summary of Practicum Hours

Name of Practicum Student _____ Semester (s) _____

Phone _____ Email _____

Site Supervisor Name/Phone/Email: _____

School Counseling Practicum Site: _____

Educational Level of School: Elementary Middle High Other _____

	Direct	Indirect	Total
Guidance Curriculum			
Individual Planning			
Responsive Services			
System Support			
Percent of Total			
Total			

Supervision Hours: Of the above System Support hours, _____ were in 1:1/Triadic Supervision, and _____ were in Practicum Group Seminar

By signing below, I attest that the above totals are an accurate representation of student's Practicum

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Mental Health Counseling Practicum Specific Documents

Appendix N: Mental Health Practicum Daily Time Log

Note if time is individual, group, family, supervision, treatment team, preparation, professional development (type information into form)

Day of week/Date	Direct	Indirect
7:00-8:00		
8:00-9:00		
9:00-10:00		
10:00-11:00		
11:00-12:00		
12:00-1:00		
1:00-2:00		
2:00-3:00		
3:00-4:00 4:00-5:00		
5:00-6:00		

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Appendix O: Mental Health Counseling Weekly and Monthly Tracking Form

Use this form for Practicum and Internship

Weekly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Monthly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Appendix P: Mental Health Practicum Summary of Hours

Name of Practicum Student _____ Semester _____

Phone _____ Email _____

Site Supervisor Name/Phone/Email: _____

Name and description of site: _____

	Direct	Indirect	Total
Individual			
Group and Family Systems			
Supervision			
Treatment Team and Staffing			
Indirect Time and Preparation			
Profess. Development			

Supervision Hours: Of the above Supervision hours, _____ were in 1:1/Triadic Supervision, and _____ were in Practicum Group Seminar

By signing below, I attest that the above totals are an accurate representation of student's Practicum

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Internship Application/Contract

To be completed online

Date received by faculty supervisor: _____

Name: _____

Address: _____

E-mail: _____

(Send an email to Dr. Carletta Smelcer, faculty supervisor, from your LMU email address. The email address is: Marysue.smelcer@lmunet.edu)

Day/Evening Telephone Numbers:

Where would you like to complete your Internship? _____

A site supervisor must be identified who has:

- Master's Degree in Counseling or the equivalent
- Three years of experience and appropriate licensure in the setting in which you will be serving
- Willingness to provide face-to-face, individual supervision one hour per week (or 30 hrs. logged)
- Please provide the following information about the proposed site- supervisor:

Supervisor's Name: _____

School and School District: _____

Address: _____

Telephone Number: _____

E-mail: _____

UNIVERSITY/PLACEMENTSCHOOL/AGENCY AGREEMENT

We, the undersigned, hereby agree to the following arrangements between Lincoln Memorial University and _____ (School/Agency) to provide an appropriately supervised Counseling Internship for _____ during the _____ semester or _____ academic year.

- I. The Placement School/Agency agrees to:
 - A. Consider for acceptance a student of the University who is eligible for the Counseling Practicum and has expressed interest in this School/Agency. The Internship consists of 600 clock hour placement in the School/Agency with a required on-campus seminar.
 - B. Appoint a professional staff member to serve as Site Supervisor and provide adequate time for him/her to perform the responsibilities of the Site Supervisor.
 - C. Provide the University with a brief credential profile of the appointed Site Supervisor. The Site Supervisor must meet CACREP 2024 Standard 4.P: minimum master's degree (preferably counseling/related profession), active certification/licensure in the placement location, minimum two years post-master's relevant experience, relevant supervision training, relevant technology training, and knowledge of LMU expectations and evaluation procedures.
- II. The Placement Site Supervisor agrees to:
 - A. Coordinate the activities of the Student and create opportunities for the student to become familiar with a wide variety of professional activities and resources in addition to direct service (e.g., record keeping, use of technology such as telehealth software, smart board, electronic health records and/or student management system, techniques and interventions for prevention and treatment of a broad range of mental health issues, assessment instruments, supervision, referrals to cooperating agencies, advocacy, in-service and staff meetings).

- B. Familiarize the Student with the Placement School's/Agency's regulations, policies, and procedures, including the confidentiality of records of the school or agency.
- C. Provide the University Field Supervisor with a written evaluation of the Student's strengths, weaknesses, and overall performance at the end of the Internship.

III. The University Faculty Supervisor agrees to:

- A. Act as primary liaison between the University and the Placement Site.
- B. Plan with the Student and the Site Supervisor ways and means of meeting competencies as stated in the Counseling Internship Plan.
- C. Submit the final letter grade assigned for the Internship to the Student, and the University Registrar.

IV. The Counselor Trainee/LMU Student agrees to:

- A. Student is covered by individual profession counseling liability insurance policy while enrolled in practicum and internship.
- B. Become familiar with and abide by all rules and policies of the Internship placement site.
- C. Meet weekly in both Group Supervision and Individual/Triadic Supervision with Faculty Supervisor.
- D. Follow all Professional and Ethical Guidelines of the American Counseling Association and/or American School Counselor Association.
- E. Keep open lines of communication and discuss any issues of concern with site supervisor and faculty supervisor.

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Appendix S: School and Mental Health Counseling Ethical Statement



Counselor Trainee Name _____

Date _____ Semester _____

Course Name & Number _____

Counseling Major (Check One) _____ School _____ Mental Health

I, _(Name)_____ have read the current Code of Ethics in their entirety from the American Counseling Association and/or American School Counselor Association and agree to follow the Code in all of my practicum/internship experiences, as well as in any learning activity in my preparation as a professional counselor at Lincoln Memorial University.

Counselor Trainee Signature

Date

Faculty Signature

Date

Release to Record Counseling Sessions for Practicum/Internship Students

Dear Client/ Parent/Legal Guardian:

My name is _____ and I am a graduate student at LMU majoring in Professional Counseling. A requirement for the practicum and internship experience is that I submit two counseling sessions with students in either a DVD, VHS, or audio format for the purpose of obtaining instructor review and suggestions as I develop my counseling skills and prepare for state licensure. The recordings will not have any student name or personally identifiable information and they will be destroyed at the end of the semester. Other than myself, the only other persons that will see the recording will be my instructor and other counselors in training in this Seminar. I would like to work with your child on this project and your signature below will give me the consent I need to complete this important requirement for the Counseling Program at Lincoln Memorial University. If you have any questions regarding this project, my instructor can be reached at Marysue.smelcer@lmunet.edu. Thank you for your support in this project.

Sincerely,

Graduate Student LMU My telephone number: _____

Yes, I give consent for my child to be recorded in this assignment and I understand that my child's name will not be revealed, and the tape destroyed at the end of the semester.

Parent/Guardian/Client

Date

Child Name

Appendix U: School and Mental Health Counseling Tape Evaluation Form

Completed by Instructor

Student: _____ Mental Health _____ School Counseling _____

Recording Number: _____

- | | | |
|--|---|---|
| 3. Was recording audible? | Y | N |
| 4. Was the recording critique completed and turned in on time? | Y | N |

Recordings have been evaluated based on the following criteria, on a 1-5 scale (1=poor/unsatisfactory; 2=weak/needs improvement; 3=average/satisfactory; 4=good; 5=excellent)

	1	2	3	4	5	NA
Opening of session was structured, friendly, has good rapport with client						
Accurately reflects feelings of client						
Communication between counselor/client was meaningful						
Demonstrates active listening skills (verbal and nonverbal)						
Confronts appropriately when necessary						
Uses appropriate goal setting skills						
Responds empathically to client						
Uses open-ended questions appropriately to encourage clients to express themselves						
Summarizes session appropriately by pulling together important elements of the session						

Intern's Conceptualization of case was appropriate	Y	N
--	---	---

Intern utilized appropriate theories and techniques	Y	N
---	---	---

Feedback:

Overall Rating of Session _____

Appendix V: School and Mental Health Tape Review Form

Completed by student

Please use the following format as a guide for the Audio/Video Tape Write-up. **Use the session you play in class. Responses should be in paragraph form and typed. Counselor-in-Training is to provide a three-minute transcript of counseling session along with the session write up guidelines below.**

8. Brief background of client (Record any family, medical, academic, social, emotional, cultural, gender, or other related factors pertinent to the context of this session)
9. Major issues addressed in this session:
10. Selected theoretical orientation, treatment, technique, or intervention plan. Counselor-in-training comment on how this was made developmentally appropriate (CACREP 2024 Standards 3.E.13–3.E.14):
11. What measurable outcomes for client were developed and discussed in session? This might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc. (*CACREP standard 2016.2.F.5.i*):
12. Issues to come back to/unfinished business:
13. Strengths of session/What I learned:
14. Areas for growth of session

Appendix W: Release to Record School and Mental Health Counseling



Release to Record Counseling Sessions for Practicum/Internship Students

Dear Client/ Parent/Legal Guardian:

My name is _____ and I am a graduate student at LMU majoring in Professional Counseling. A requirement for the practicum and internship experience is that I submit two counseling sessions with students in either a DVD, VHS, or audio format for the purpose of obtaining instructor review and suggestions as I develop my counseling skills and prepare for state licensure. The recordings will not have any student name or personal identifiable information, and they will be destroyed at the end of the semester. Other than myself, the only other people that will see the recording will be my instructor and other counselors in training in this Seminar. I would like to work with your child on this project, and your signature below will give me the consent I need to complete this important requirement for the Counseling Program at Lincoln Memorial University. If you have any questions regarding this project, my instructor can be reached at Marysue.Smelcer@lmunet.edu. Thank you for your support in this project.

Sincerely,

Graduate Student LMU My telephone number: _____

Yes, I give consent for my child to be recorded in this assignment, and I understand that my child's name will not be revealed, and the tape destroyed at the end of the semester.

Parent/Guardian/Client

Date

Child Name

Appendix X: School and Mental Health Counseling Weekly Supervision Form

Complete this form for every week of your internship experience. Submit this form to Dr. Carletta Smelcer at the beginning of each class. Be brief in your responses. Estimated time to complete this form is no more than 15 minutes.

Total number of hours logged this week: _____

Goal for the week:

Rate your progress toward that goal:

0 1 2 3 4 5 6 7 8 9 10

Activity/situation that was most positive:

Activity/situation that was most negative:

What would I do differently in the negative situation, if I had the chance.

Specific concerns regarding clients/situations:

Questions for Carletta Smelcer:

Signature of Internship student:

Appendix Y: School and Mental Health Evaluation of Internship Site by Student

Student_____

Site Supervisor_____

Site Location_____

Course_____Semester/YR_____

Date_____

1. Discuss the positives of this placement_____

2. How could this placement be more helpful in your development?_____

3. Recommendations for improvement_____

Student Signature

Date

Appendix Z: School Counseling Internship Supervisor Evaluation Form

School Counseling Internship Supervisor Evaluation Form

Student Name: _____ Site Name: _____

Site Supervisor Name: _____ Phone Number: _____

Email: _____

License Number: _____ Expiration Date: _____

Site Supervisor: Please complete Sections 1, 2 and 3 of this Evaluation Form, Sign, and review with student.

Section 1: Educator (Counselor) Disposition Assessment – To be Completed by Faculty and Site Supervisor for all Counseling Interns

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells.

3-Meets Expectations: considerable evidence of understanding and commitment to the disposition

2-Developing: some evidence of understanding and commitment to the disposition

1-Needs Improvement: minimal evidence of understanding and commitment to the disposition

<i>Disposition</i>	<i>Indicators</i>		
1. Demonstrates Effective Oral Communication Skills	Meets Expectations 3	Developing 2	Needs Improvement 1
	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice

2. Demonstrates Effective Written Communication Skills	Meets Expectations 3 ☐ Demonstrates precise spelling and grammar	Developing 2 ☐ Demonstrates a few common spelling and grammar mistakes	Needs Improvement 1 ☐ Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Meets Expectations 3 ☐ Maintains professional boundaries of ethical standards of practice and Keeps <i>inappropriate</i> personal life issues out of classroom/workplace	Developing 2 ☐ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum	Needs Improvement 1 ☐ Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Meets Expectations 3 ☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues	Developing 2 ☐ Overlooks opportunities to demonstrate positive affect	Needs Improvement 1 ☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Meets Expectations 3 ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance	Developing 2 ☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	Needs Improvement 1 ☐ Rejects constructive feedback as evidenced by no implementation of feedback
6. Exhibits an	Meets Expectations	Developing	Needs Improvement

appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	3 ☐ Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>	2 ☐ Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>	1 ☐ Demonstrates inequitable embracement of all <i>diversities</i>
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Meets Expectations 3 ☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others	Developing 2 ☐ Maintains a respectful tone in most circumstances but is not consistent	Needs Improvement 1 ☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Meets Expectations 3 ☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support	Developing 2 ☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	Needs Improvement 1 ☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Meets Expectations 3 ☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness	Developing 2 ☐ Demonstrates sensitivity to feelings of others most of the time	Needs Improvement 1 ☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness

Section 2: CACREP 2024 School Counseling Standards

Directions: Please use the scale below to assess Mental Health Intern on the CACREP Mental Health Standards Below.

3 = Above Sufficient. Counseling Intern consistently demonstrates significant competencies in this domain, requires minimal consultation in this area. 2 = Sufficient. Counseling intern meets expected competencies in this area based on the point they are at in internship (midterm or final).

1 = Below Sufficient. Candidate requires ongoing training and development in this area.

Contextual Dimensions

	3 Above Sufficient	2 Sufficient	1 Below Sufficient
Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (CACREP.2016.5.G.n)			
Candidate gained thorough understanding of quality and effective leadership in schools. (CACREP.2016.5.G.j)			
Demonstrates the ability to use procedures for assessing and managing suicide risk (crisis), school emergency management plans. (CACREP.2016.5.G.e)			
Candidate developed understanding of common medications that affect learning, behavior, and mood in children and adolescents. (CACREP.2016.5.G.h)			
Candidate participated in consultation with families, P-12 and postsecondary school personnel and community agencies. (CACREP.2016.5.G.b)			
Identifies and utilizes community and referral resources (e.g., mental health centers, businesses, service groups) to secure assistance for students and families. (CACREP.2016.5.G.k)			
Demonstrates school counselor role in college and career readiness. Examples include assisting with FASFA, helping students identify trade areas of			

interest.(CACREP.2016.5.G.c)			
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Practice

	3 Above Sufficient	2 Sufficient	1 Below Sufficient
Selects developmentally appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (CACREP.2016.5.G.d,e)			
Candidate gains experience in techniques of personal/social counseling in school setting. (CACREP.2016.5.G.f)			
Candidate has skills necessary to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. (CACREP.2016.5.G.h)			
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. Utilizes strategies to promote equity in student achievement and college access. (CACREP.2016.5.G.k)			
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. Utilizes collaborations to increase promotion and graduation rates. (CACREP.2016.5.G.i)			
Implementing and coordinating peer intervention programs. (CACREP.2016.5.G.m)			
Candidate has experience in relation to college and career readiness through participation in college nights, career fairs, career inventories, helping students identify post-secondary			

options that do not include college. Further, student has strategies to facilities school and post-secondary transitions. (CACREP.2016.5.G.g, j)			
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Section 3: Narrative Feedback on General Internship Performance

I see the biggest strengths of the Counselor in Training:

Areas for continued growth that I observed in the Counselor in Training are:

Other Comments on the student's overall performance on Internship:

I, as site supervisor, recommend that _____(name)

_____Pass

_____Not Pass

the internship based on satisfying the above standards and syllabus requirements.

Site Supervisor Signature

Date

I have had the opportunity to discuss this evaluation with my site supervisor.

Student Signature

Date

Appendix AA: School Counseling Internship Daily Time Log

Note if time is: Student Support, Individual Planning, Responsive Services, or Guidance Lessons, Preparation, Professional Development, Supervision

Day of Week	Direct	Indirect
7:00-8:00		
8:00-9:00		
9:00-10:00		
10:00-11:00		
11:00-12:00		
12:00-1:00		
1:00-2:00		
2:00-3:00		
3:00-4:00		
5:00-6:00		

Student Initials: _____

Appendix BB: School Counseling Weekly and Monthly Tracking Form

Use this form for Practicum and Internship

Weekly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Monthly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Appendix CC: School Counseling Summary of Internship Hours

Name of Student _____ Semester (s) _____

Phone _____ Email _____

Site Supervisor Name/Phone/Email _____

School Counseling Practicum Site: _____

School: _____

Educational Level of School: Elementary Middle High Other _____

	Direct	Indirect	Total
Guidance Curriculum			
Individual Planning			
Responsive Services			
System Support			
Total			
Percent of Total			

Supervision Hours: Of the above System Support hours, _____ were in 1:1/Triadic Supervision, and _____ were in Practicum Group Seminar

By signing below, I attest that the above totals are an accurate representation of student's Internship.

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Mental Health Counseling Internship Specific Documents

Appendix DD Mental Health Counseling Internship Daily Time Log

Note if time is: Student Support, Individual Planning, Responsive Services, or Guidance
Lessons, Preparation, Professional Development, Supervision

Day of Week	Direct	Indirect
7:00-8:00		
8:00-9:00		
9:00-10:00		
10:00- 11:00		
11:00- 12:00		
12:00-1:00		
1:00-2:00		
2:00-3:00		
3:00-4:00		
5:00-6:00		

Student Initials: _____

Appendix EE: Mental Health Counseling Weekly and Monthly Tracking Form

Use this form for Practicum and Internship

Weekly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Monthly

Total direct: _____

Total Indirect: _____

Student Signature

Date

Site Supervisor's Signature

Date

Appendix FF: Mental Health Counseling Summary of Internship Hours

Name of Student _____ Semester (s) _____

Phone _____ Email _____

Site Supervisor Name/Phone/Email _____

School Counseling Practicum Site: _____

School: _____

Educational Level of School: Elementary Middle High Other _____

	Direct	Indirect	Total
Guidance Curriculum			
Individual Planning			
Responsive Services			
System Support			
Total			
Percent of Total			

Supervision Hours: Of the above System Support hours, _____ were in 1:1/Triadic Supervision, and _____ were in Practicum Group Seminar

By signing below, I attest that the above totals are an accurate representation of student's Internship.

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date

Appendix GG: Mental Health Site Supervisor Evaluation Form

2024 CACREP Fieldwork Evaluation Domains

The following domains should inform formative and summative evaluation of practicum and internship students. Site supervisors and LMU faculty may use the existing evaluation instruments in this handbook together with these domains. Ratings should reflect the student's developmental level and the point in the fieldwork experience.

1. Professional Counseling Identity and Ethical Practice — Demonstrates professional conduct, ethical decision-making, knowledge of counseling roles, appropriate boundaries, confidentiality, informed consent, documentation, and responsiveness to supervision (CACREP 2024 Section 3.A; Section 4.F).
2. Self-Awareness, Self-Care, and Professional Dispositions — Demonstrates self-awareness, openness to feedback, self-evaluation, professional responsibility, and sustainable self-care practices (CACREP 2024 3.A.11; 4.F).
3. Social and Cultural Responsiveness — Demonstrates culturally responsive counseling practices and awareness of how social and cultural identities, contexts, and power influence counseling relationships and outcomes (CACREP 2024 Section 3.B; 4.A).
4. Counseling Relationship and Skills — Demonstrates attending, listening, interviewing, relationship-building, culturally responsive counseling, and appropriate counseling interventions (CACREP 2024 Section 3.E).
5. Clinical Practice and Case Management — As applicable to the placement, demonstrates intake, assessment, case conceptualization, treatment planning, measurable outcomes, referral, consultation, caseload management, crisis/safety procedures, and documentation (CACREP 2024 3.E.13–3.E.17; 5.C.4–5.C.9 for CMHC).
6. Professional Collaboration and Advocacy — Demonstrates consultation and collaboration with supervisors, treatment teams, schools/agencies, healthcare professionals, and community resources, and engages in appropriate advocacy (CACREP 2024 3.A.2–3.A.3; 3.E.4; 3.E.17).
7. Research- and Evidence-Informed Practice — Uses relevant professional literature and evidence to inform counseling decisions and reflects on outcomes (CACREP 2024 Section 3.H, as applicable).
8. Technology and Professional Activities — Demonstrates appropriate use of technology, electronic records, telehealth or other site-approved systems, and participation in professional activities consistent with site and privacy requirements (CACREP 2024 4.D).

Student Name: _____ Site Name: _____

Site Supervisor Name: _____ Phone Number: _____

Email: _____

License Number: _____ Expiration Date: _____

Site Supervisor: Please complete Sections 1, 2 and 3 of this Evaluation Form, Sign, and review with student.

Section 1: Educator (Counselor) Disposition Assessment

To be Completed by Faculty and Site Supervisor for all Counseling Interns

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells.

3-Meets Expectations: considerable evidence of understanding and commitment to the disposition

2-Developing: some evidence of understanding and commitment to the disposition

1-Needs Improvement: minimal evidence of understanding and commitment to the disposition

<i>Disposition</i>	<i>Indicators</i>		
1. Demonstrates Effective Oral Communication Skills	Meets Expectations 3 ☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	Developing 2 ☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	Needs Improvement 1 ☐ Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice
2. Demonstrates Effective Written Communication Skills	Meets Expectations 3 ☐ Demonstrates precise spelling and grammar	Developing 2 ☐ Demonstrates a few common spelling and	Needs Improvement 1 ☐ Demonstrates <i>major</i> spelling and grammar

		grammar mistakes	errors or demonstrates frequent common mistakes
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Meets Expectations 3 ☐ Maintains professional boundaries of ethical standards of practice and Keeps <i>inappropriate</i> personal life issues out of classroom/workplace	Developing 2 ☐ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum	Needs Improvement 1 ☐ Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Meets Expectations 3 ☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues	Developing 2 ☐ Overlooks opportunities to demonstrate positive affect	Needs Improvement 1 ☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Meets Expectations 3 ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance	Developing 2 ☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	Needs Improvement 1 ☐ Rejects constructive feedback as evidenced by no implementation of feedback
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Meets Expectations 3 ☐ Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>	Developing 2 ☐ Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>	Needs Improvement 1 ☐ Demonstrates inequitable embracement of all <i>diversities</i>
7. Collaborates effectively with stakeholders	Meets Expectations 3	Developing 2	Needs Improvement 1

Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Meets Expectations 3 ☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support	Developing 2 ☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	Needs Improvement 1 ☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Meets Expectations 3 ☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness	Developing 2 ☐ Demonstrates sensitivity to feelings of others most of the time	Needs Improvement 1 ☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness

Section 2: CACREP 2016 Mental Health Counseling Standards

Directions: Please use the scale below to assess Mental Health Intern on the CACREP Mental Health Standards Below.

3 = Above Sufficient. Counseling Intern consistently demonstrates significant competencies in this domain, requires minimal consultation in this area.

2 = Sufficient. Counseling intern meets expected competencies in this area based on the point they are at in internship (midterm or final).

1 = Below Sufficient. Candidate requires ongoing training and development in this area.

Foundations

	3 Above	2 Sufficient	1 Below
	Sufficient		Sufficient
Candidate gains experience psychological tests and assessments specific to clinical mental health counseling (CACREP, 2016, 1. e.)			

Practice

	3 Above Sufficient	2 Sufficient	1 Below Sufficient
Candidate gains experience in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP.2016.3. a)			
Candidate gains experience in techniques and interventions for prevention and treatment of a broad range of mental health issue (CACREP.2016.3.b.)			
Candidate gains experience with strategies to advocate for persons with mental health issues (CACREP, 2016, 3.e.)			

Section 3: Narrative Feedback on General Internship Performance

I see the biggest strengths of the Counselor in Training:

Areas for continued growth that I observed in the Counselor in Training are:

Other Comments on the student's overall performance on Internship:

I, as site supervisor, recommend that _____(name)

_____Pass

_____Not Pass

the internship based on satisfying the above standards and syllabus requirements.

Site Supervisor Signature

Date

I have had the opportunity to discuss this evaluation with my site supervisor.

Student Signature

Date

Appendix HH: Mental Health Summary of Internship Hours

2024 CACREP Fieldwork Compliance Checklist

Before fieldwork begins, LMU verifies:

- ☐ Student has completed required prerequisite coursework and program approvals.
- ☐ Student has active individual professional counseling liability insurance (4.B).
- ☐ Site and supervisor are approved and supervisor credentials meet 4.P.
- ☐ Written supervision agreement is signed and includes roles, emergency procedures, and consultation/communication expectations (4.H).
- ☐ Site supervisor has received program orientation (4.I).
- ☐ Student has been informed of recording/privacy requirements and secure recording/live-supervision procedures (4.C).
- ☐ Student understands site emergency, crisis, mandated-reporting, and after-hours procedures.
- ☐ Student understands evaluation, remediation, retention, and dismissal procedures (4.F, 4.G).

During fieldwork, LMU verifies:

- ☐ Practicum = 100 hours over a full academic term of at least 8 weeks (4.Q).
- ☐ Practicum = at least 40 direct hours with actual clients (4.R).
- ☐ Internship = 600 hours after successful practicum (4.U).
- ☐ Internship = at least 240 direct hours with actual clients (4.V).
- ☐ Individual/triadic supervision averages 1 hour/week (4.S, 4.W).
- ☐ Group supervision averages 1½ hours/week (4.T, 4.X).
- ☐ Practicum and internship students are supervised in separate groups and group supervision does not exceed 12 students (4.AA–4.BB).
- ☐ Student leads/co-leads a counseling or psychoeducational group during practicum or internship (4.E).
- ☐ Formative and summative evaluations are completed (4.F).
- ☐ Student evaluates the placement process and fieldwork site/supervisor (4.L–4.M).
- ☐ LMU consults with the site supervisor to monitor student learning and performance (4.J).

Name of Internship Student _____ Semester (s) _____

Phone _____ Email _____

Internship Site(s): _____

	Direct	Indirect	Total
Individual			
Group & Family Systems			

Supervision			
Treatment Team and Staffing			
Professional Development			
Total			
Percent of Total			

Student Signature

Date

Site Supervisor's Signature

Date

LMU Faculty Supervisor's Signature

Date