

The University of Iowa
The Department of Rehabilitation and Counselor
Education

Clinical Placement and
Orientation to Clinical Experiences
Manual for Students

The Rehabilitation & Clinical Mental Health Program

The School Counseling Program

Fall 2017-Spring 2018

Table of Contents

I.	Introduction to Clinical Training	3
	a. How to use this handbook	
	b. Abiding by the Code of Ethics	
II.	The Role of the Clinical Coordinator	4
III.	Sequence of Clinical Courses	5
IV.	Prerequisites for Practicum and Internship Courses	6
V.	The Clinical Placement Application	8
	a. Clinical Placement Meeting	
	b. Application for Clinical Placement	
	c. Criminal Background Checks	
VI.	Clinical Placement Process	10
VII.	Responsibilities for University, the Training Site, and the Student	12
	a. Practicum/Internship Agreement Form	
	b. Grading the clinical experience	
VIII.	Supervision	17
IX.	Clinical Requirements	18
	a. Student Logs	
	b. Liability Insurance	
	c. Practicum/Internship Disclaimer	
X.	Evaluation of Clinical Experiences	20
XI.	Orientation to your Clinical Site	21

Appendix A: Clinical Placement Application for School Counseling Students

Appendix B: Clinical Placement Application for Rehabilitation & Clinical Mental Health Counseling Students

Appendix C: Release of Authorization for Criminal Background Check

Appendix D: Practicum/Internship Agreement Form

Appendix E: Evaluation of Clinical Skills and Student Dispositional Traits of School Counseling Students

Appendix F: Evaluation of Clinical Skills and Student Dispositional Traits of Rehabilitation & Clinical Mental Health Counseling Students

Appendix G: Evaluation of Clinical Training Site

Appendix H: Evaluation of Site Supervisor

Appendix I: Agreement of Clinical Training form

I. Introduction to Clinical Training

Welcome to the challenges and excitement of your practicum and internship experience. You have successfully completed the required course work and acquired the necessary number of credits making you eligible to begin your clinical field experience.

Your efforts, professional interests, and continued openness to learning will largely determine the quality of your internship experiences. The counseling faculty will assist you through this period of professional and personal growth. The practicum and internship experience bridge the gap between the skills acquired in the classroom and the world of professional practice. Entering into a clinical placement signals that you have attained sufficient competencies in the practice of counseling and are ready to function as a beginning professional under the supervision of faculty and site supervisors.

How to Use this Handbook

All practicum and internship requirements are your responsibility. You want to spend some time acquainting yourself with the expectations and requirements of the clinical experience. If you have questions, please consult your advisor or the clinical coordinator. The handbook contains specific information about clinical placement process and a brief overview of the clinical training portion of the counseling program. This handbook is also used in conjunction with your course syllabi and clinical manuals provided by the faculty member teaching your specific course. Once you have completed reading this handbook please sign and date the Agreement of Clinical Training form found in Appendix I. This form should be turned in with your application to practicum.

The goal of the clinical curricula is to prepare counselors-in-training for professional practice with either k-12 students, individuals with disabilities and mental health disorders. Clinical training is a systematically planned curriculum with an emphasis on blending academic work with supervised clinical experiences. The clinical portion of the sequence is structured in a manner that reflects the belief that counselors-in-training progress through developmental stages of growth and change.

Research indicates that counselors-in-training need the opportunity to combine their didactic learning with actual experience in settings similar to ones in which they seek employment at the conclusion of their program. The clinical component of the program helps the counselor-in-training acquire proficiency and gain confidence by applying their segmented, emerging skills under the supervision of experienced, qualified counselors.

Abiding by Codes of Ethics

Counselors-in-training are required to abide by the American Counseling Association (ACA) and Commission on Rehabilitation Counselor Certification Codes of Ethics. Any misconduct will result in immediate evaluation of the situation and possible removal from the Program. University and Clinical Site Supervisors are required to abide by the ACA Code of Ethics. The Clinical Coordinator is responsible for monitoring supervisors and providing access to the Codes and Standards that should govern their practice.

II. The Role of the Clinical Coordinator

The clinical coordinator is administratively responsible for placing counseling students in their clinical experiences. The clinical coordinator handles matters such as selection and assignment of clinical sites, maintenance and memoranda of site agreements, providing information related to students' required criminal background checks, as well as maintaining contact with these sites for site development and clinical administration issues. Professional communication and maintenance of positive relationships between the clinical site and the University is an important role of the clinical coordinator. Therefore, students should not be contacting sites to attempt to set up their own field experiences without written permission from the clinical coordinator (please see Clinical Placement Process, VI.). The clinical coordinator will take into consideration student preferences for site placements, but it is exceedingly important to note placement decisions are ultimately at the discretion of clinical coordinator. Concerns about certain placements sites should be discussed with your clinical coordinator PRIOR to placement.

The clinical experiences are an important part of your education as a counselor in training. The clinical experience is an assignment within your practicum or internship class. The primary obligation of clinical training is promote your development as a counselor. As such it does require your personal dedication to make this a priority in your education which means the minimum expectation is that you arrange your schedule to accommodate your clinical training.

School Counseling Clinical Coordinator:

Rehabilitation and Clinical Mental Health Clinical Coordinator:

III. Sequence of Clinical Courses

Students are expected to obtain experience in a broad range of skill areas, including: individual counseling; group counseling; psycho-educational groups and/or classroom guidance; parent and/or family counseling; program development, implementation and evaluation; staff development and training; and appropriate administrative functions and processes relative to their clinical placement. A required sequence of clinical training has been constructed to provide an opportunity for students to grow and develop throughout their training. Counselors-in-training develop skills through a sequence of courses.

School Counseling Program: These courses taken prior to clinical placement are: Applied Microcounseling (RCE:5278) and Introduction to Group Counseling (RCE:5202). After successful completion of these courses and other knowledge based curricula students will be eligible to take field based courses. Field based courses all require students to work with children and adolescents in the schools. These courses are: Practicum in School Counseling (RCE:6300), Internship in Elementary School Counseling (RCE:6321) and Internship in Secondary Counseling (RCE:6323). Practicum in school counseling is a 100 hour clinical experience and can be completed working with grades K-12. Internship is a 600 total hour clinical experience occurring over two semesters. One semester at an elementary level and another at a secondary level. This approach allows students to be eligible to work in K-12 settings upon graduation. We define elementary and secondary school placement in the same manner as the Iowa Board of Educational Examiners, who provides licensure for school counselors in the state of Iowa. Elementary level are grades K-8 and Secondary level are grades 5-12. Middle school may substitute for either an elementary or secondary placement but not both placements in a given internship sequence.

Rehabilitation Counseling program: a typical sequence is: Counselors-in-training receive training through counseling and rehabilitation course work, participation in Introduction to Rehabilitation Counseling and Case Management (RCE: 5241) and Pre-Practicum in Rehabilitation Counseling (RCE: 6349) prior to being placed in a community agency. Pre-Practicum is a counseling laboratory which is designed to promote knowledge, skills and awareness of effective and ethical counseling methods in addition to the fundamentals of case management. This experience is followed by Practicum in Rehabilitation Counseling (RCE: 6349). This 12 hour per week practica experience are conducted in community agencies serving individuals with disabilities and mental health disorders under the supervision of agency and University personnel. The practicum experiences are designed to promote personal and professional growth, clinical skill development, ethical decision making, and the application of knowledge by the counselor-in-training. After successful completion of the required course work and more than 600 hours of community based practicum experiences, the counselor-in-training then enrolls in a full time Internship II in Rehabilitation and Mental Health Counseling (RCE:6352) (600 clock hours). The internship allows the counselor-in-training to continue to transfer theoretical knowledge acquired in the classroom into clinically-based practice under supervision.

Mental Health Counseling program: a typical sequence is: Counselors-in-training receive training through counseling course work, participation in Introduction to Mental Health Counseling and Case Management (RCE: 5241) and Pre-Practicum in Mental Health Counseling (RCE: 6349) prior to being placed in a community agency. Pre-Practicum is a counseling laboratory which is designed to promote knowledge, skills and awareness of effective and ethical counseling methods in addition to the fundamentals of case

management. This experience is followed by Practicum in Mental Health Counseling (RCE: 6349) and Advanced Practicum in Mental Health (RCE: 6350). These 12 hour per week practica experiences are conducted in community agencies serving individuals with disabilities and mental health disorders under the supervision of agency and University personnel. The practicum experiences are designed to promote personal and professional growth, clinical skill development, ethical decision making, and the application of knowledge by the counselor-in-training. After successful completion of the required course work and more than 600 hours of community based practicum experiences, the counselor-in-training then enrolls in a full time Internship I Mental Health Counseling (RCE:6352) (600 clock hours). The internship allows the counselor-in-training to continue to transfer theoretical knowledge acquired in the classroom into clinically-based practice under supervision.

IV. Prerequisites for Practicum and Internship Courses

Course work is designed specifically to prepare you as a future counselor. As such certain courses are required to be completed prior to working with clients. This is done in order to ensure the safety of your clients as well as to ensure that you are fully prepared to be successful.

Each program has their own set of required courses prior to practicum and internship. All required courses must be complete prior to beginning clinical training; this includes any incomplete courses. Students should speak with their advisors if they have questions about required course completion.

School Counseling Program: The school counseling program faculty require the following courses to be successfully completed prior to beginning practicum:

- RCE:5200 Professional School Counselor (3 s.h.)
- RCE:5278 Applied Microcounseling (3 s.h.)
- RCE:5221 Theories of Counseling & Human Development Across the Life Span (3 s.h.)
- RCE:5250 Multiculturalism in Helping Professions (3 s.h.)
- RCE:5203 Career Development (3 s.h.)
- RCE:5204 School Culture and Classroom Management for School Counselors (3 s.h.)
- RCE:5222 Counseling Children and Adolescents in Schools (3 s.h.)
- RCE:5202 Introduction to Group Counseling (3 s.h.)
- RCE:5254 Assessment and Appraisal (3 s.h.)

The following course is required for internship:

- RCE:5230 School Counseling Program Leadership and Management (3 s.h.)

The following courses may be taken concurrently with practicum and/or internship:

- EDTU:4940 Characteristics of Disabilities (3 s.h.)
- EPLS:3000 Foundations of Education (non-teachers) (3 s.h.)
- RCE:5280 Topical Seminar Research in Counseling (3 s.h.)
- PSQF:6200 Educational Psychology (3 s.h.)
- EDTL:4900 Foundations of Special Education (3 s.h.)
- RCE:4137 (EXW section) Introduction to Educating Gifted Students* (3 s.h.)

Rehabilitation and Clinical Mental Health Program: The Rehabilitation and Mental Health Counseling Department Require the following to be successfully completed prior to completing practicum:

- RCE:5278 Applied Microcounseling Skills (3 s.h.)

RCE:5241 Introduction to Rehabilitation OR Mental Health Counseling) (3 s.h.)
RCE:5221 Theories of Counseling and Human Development (3 s.h.)
RCE:5247 Medical Aspects of Disability (3 s.h.)
RCE:6348 Prepracticum in Rehabilitation OR Mental Health Counseling)(3 s.h.)
RCE:5250 Multiculturalism in Helping Professions (3 s.h.)

The following course is a prerequisite for Advanced Practicum RCE: 6350 (Mental Health):
RCE: 6349: Mental Health Counseling Practicum (3 s.h)

The following course is a prerequisite for Internship:
Advanced Practicum RCE: 6350 (Mental Health)
Rehabilitation Counseling Practicum RCE: 6349 (Rehabilitation Counseling)

The following courses may be taken concurrently with practicum and/or internship:
RCE :5210 Rehabilitation Client Assessment (3 s.h.)
RCE: 5241 Introduction to Rehab and Mental Health Counseling and Case Management (3 s.h.)
RCE: 5247 Medical Aspects of Disability (3 s.h.)
RCE: 5248 Diagnosis and Treatment Planning for Rehabilitation (3 s.h.)
RCE: 5249 Psychiatric Disorders and Interventions (3 s.h.)
RCE: 6341 Job Development, Placement, and Follow-Up (3 s.h.)
RCE: 6342 Psychosocial and Developmental Aspects (3 s.h.)

V. The Application for Clinical Placement

Clinical Placement Orientation Meeting

The clinical coordinator will organize a clinical placement orientation meeting. This meeting will be held early in the semester before your first clinical placement. During this meeting you will be provided with information about the clinical placement process, application forms, criminal background check information, and details regarding clinical placements. Students are encouraged to ask questions at this meeting.

Application for Clinical Placement

Each student is expected to complete the clinical placement application form. This form may be found in Appendix A for school counseling students and Appendix B for Rehabilitation & Clinical Mental Health Students. The form asks you to provide general contact information, an updated resume, a statement of your learning objectives, and a copy of your criminal background check. All materials will be due at a specified date/time.

The application asks each student to provide their professional learning objectives and what they hope to gain from their clinical experiences. Students are encouraged to begin with the end in mind. You have probably heard this before, but ***the clearer idea you have of your learning objectives, the more likely you are to achieve them.*** To do this takes time, effort, and planning. Talk with your faculty advisor and/or the clinical coordinator. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to her or him about your career interests and goals. This process will help you to clarify your practicum, internship, and career plans, as well as let your faculty advisor serve as a resource person for you.

Clinical placements are not made until after your application and all paperwork are provided to the clinical coordinator. Delays in completing your paperwork may result in the reduced availability of training sites.

Criminal Background Check

All counselors-in-training are required to complete a criminal record background check at their own expense each year. Counselors **MUST** obtain and provide a **HARD** copy to the Clinical Coordinator in order to participate in clinical courses. These checks must have a continuous, valid background check on file the semester **PRIOR** to placement at clinical sites. Criminal Background Checks are valid for one calendar year.

There are two parts to the background check.

1. Counselors-in-training will need to log into the following website: <http://www.backgroundchecks.com/solutions/universityofiowa> Counselors-in-training will fill out forms on-line in this website. Be sure to fill out everything completely for the past 7 years as is requested in the forms. Students must pay for the background check. For those who have lived overseas the cost will be more. You will be sent your background report electronically within 24 hours to 1 week. Those who have lived overseas it will likely take closer to a week.
2. Counselors-in-training must also fill out the document Notification and Authorization for Release of Information for CBC. This document may be found in Appendix B.
3. A copy of the background check along with page 1 & 2 of the Notification and Authorization for Release of Information form needs to be attached. No placements will be made until all paperwork is completed. The background check will be given to the Clinical Coordinator who forwards the background checks and

the completed disclosure statement to the University of Iowa General Counsel's Office. The reports are retained in a secure storage separate from academic and clinical student files and inaccessible to faculty and staff of the College of Education. A copy of the completed disclosure statement is kept in your clinical file as proof of your criminal background check.

VI. Clinical Placement Process

The clinical coordinators are tasked with managing the clinical placement process. Clinical placement is a process that requires professional communication between the student and the clinical coordinator. As such all emails utilized will be your official uiowa.edu emails. You are responsible for routinely checking your university email to ensure timely communication. Students are encouraged to communicate questions about the process to the clinical coordinator. Relying upon student word of mouth is not an effective method of professional communication and it is discouraged since each student's situation is unique.

Students are not allowed to solicit and independently contact sites without the written permission of the clinical coordinator. However, at times students may be in a position to learn about various clinical sites and asked about potential training. Students are encouraged to take these conversations as a compliment. If you wish to work with an individual at a particular site, please discuss this with your clinical coordinator before committing to working with anyone.

The primary consideration in clinical placement is the learning experience the student will receive. On or off campus work schedules cannot be a consideration in the selection of clinical placements, hours of placement, and start/end date. Students are expected to arrange outside activities to meet field experience site availability.

Transportation to and from the site is the responsibility of the student. Restrictions of transportation cannot be considered when providing placements to students. Clinical placements are within a 70-mile radius from Iowa City, IA. Placements outside of this radius will need prior approval by the clinical coordinator.

The clinical placement process begins with the completed application. Once the application is received from the student the clinical process begins.

Step I: Readiness for clinical training

Readiness for clinical training is continually assessed through our ongoing assessment process and through discussions with program faculty. Some of the considerations faculty use in determining readiness for clinical training are outlined below. Since each student is unique faculty reserve the right to use additional metrics consistent with the departments and programs ongoing assessment process.

Readiness for Practicum Clinical Experiences

Once the application for Clinical Placement has been received, the faculty will decide on the readiness of each student for practicum. The decision will be based on:

1. Completion of all required classes
2. Satisfactory academic standing in the Graduate College; and
3. Demonstration of readiness to meet the level of professional service expected in the schools or agency, including but not limited to
 - emotional health and maturity, and
 - ability to learn from feedback.

Readiness for Internship Clinical Experiences

1. Completion of all required classes

2. Successful completion of Practicum. (Note: Students who receive a C+ or lower in the clinical course sequence will result in the student engaging in the departmental review and retention process.)

Step 2: Consultation with student

The student is consulted about their preferences and any questions about placements are clarified by the clinical coordinator. These conversations may be via phone or in-person. These conversations may occur more than once as availability of training sites becomes known.

Step 3: Clinical Coordinator Contacts the Potential Site

The Clinical Coordinator contacts the clinical training site. This step also involves the site determining if they would like to host a student. This conversation involves connecting with a training site and speaking with potential site supervisor. For new sites, this conversation may include determining the eligibility of site supervisors, appropriateness of tasks, articulation agreements with school districts, institutional agreements for clinical sites, and other questions. This step may take some time. At points it has taken up to 6 to 8 weeks from initial contact to confirm a site. Please be patient.

Step 4: Contacting the Student

After confirmation of site and site supervisor the student is contacted with the placement information by email. This email instructs you on important contact information as well as any steps that you will need to take.

School Counseling Students are asked to interview with their site supervisors. This allows you to get to know your site and school a bit before you begin. It is also excellent practice for your interview skills. Failure to contact your potential site supervisor in a timely manner may result in a failed placement and could possibly result in not having a clinical placement secured in time to enroll in practicum/internship. This could potentially result in a delay in your completion of the program.

Rehabilitation & Clinical Mental Health Students are asked to have professional and prompt communication with their site supervisor shortly after the placement recommendation has been made by the clinical coordinator. Depending on the site, students may be required to interview with the site supervisor. Regardless of possibility of an interview, students are asked to provide the site supervisor with a resume and/or cover letter outlining professional experiences, strengths, affiliations and goals.

Step 5: Confirmation of the Placement

Once the interview is conducted, your site supervisor will then confirm your placement. If they deny the placement the clinical coordinator will contact, you and discuss other options.

VII. Responsibilities for University, the Training Site, and the Student

Three semesters of part-time work experience cannot be expected to provide complete specialized training for a career in counseling. What it does do is provide exposure to the field and allows students to apply and test newly acquired knowledge within a clinical setting. It enables students to organize, synthesize, process, and apply their classroom information in a manner combining the cognitive, affective, and behavioral domains of learning. Many learners require a period of time and concrete experience to acquire both knowledge and skills. The clinical experience facilitates that process.

In addition to gaining an understanding of the operation of an agency or school counseling setting, the practicum or internship student should also gain a view of the interrelationship of personnel. Target populations, human service delivery systems, and organizational structure connect many offices. The professional counselor must be aware of such relationships in order to understand the nature of helping systems, as well as the overall counseling field.

Finally, the practicum and internship should serve to generate, develop, and refine skills in counseling, programming, administration, supervision, research and other aspects of professional counseling work. Through actual involvement in the design, implementation, and evaluation of counseling programs and services, students learn such strategies and methodology.

Comments to the Student

You should apply appropriate general principles of counseling in order to insure an optimal clinical experience. Remember that you are a student and are learning. The practicum and internship are an opportunity to blend your knowledge, skills, attitudes, and counseling philosophy and further their development. You should understand the counseling site (agency or school) for which you are working within its organizational context. The "why and how" of a particular counseling site can be more important than the "what", particularly as you develop your own philosophy. As you develop your own philosophy and compare it to the site for which you are working, you may discover that the two philosophies differ. Remember that different counselors work from different counseling philosophical perspectives. Despite emerging or perceived inconsistencies between you and other staff members with whom you are working, it is imperative that your behavior remain professional, ethical, and supportive of the site in which you are working. If you are unsure how to proceed, consult your faculty advisor and your clinical coordinator. Since these guidelines cover your on-site actions as well, check with your site supervisor to make sure that you are acting according to the institution or school policies and procedures. For example, know and follow the procedures for requesting a professional day or taking sick leave. As noted earlier, practicum and internship students, even unpaid ones, must adhere to professional, institutional, and ethical standards.

Students are required to inform their practicum/internship faculty member of each absence from their clinical training site.

The following expectations (following CACREP standards) are meant as guidelines. In order for all individuals to understand their role and responsibilities in your clinical training. The Practicum/Internship Agreement Form (See Appendix D) outlines these basic expectations. The form must be signed and returned during the first week of clinical training and will be kept in your clinical file.

Expectations of the site supervisor

Clinical Manual approved by faculty vote on May 10, 2017.

The cooperating counseling professional who will have direct responsibility for the practicum or internship student at the workplace will be designated as the site supervisor. Although practicum or internship students potentially perform a number of tasks and frequently work with different staff members, for purposes of continuity, overall supervision and final evaluation is done by one site supervisor designated for each student's entire practicum or internship.

Developing the Practicum or Internship Goals

The site supervisor should meet with the practicum or internship student to discuss and complete the practicum/internship agreement form. In addition, each student is expected to work in tandem with their site to develop specific learning goals to be completed during the semester. During this meeting, the student shares with the site supervisor their goals for the clinical experience (i.e. what they want to develop, strengthen, gain, etc.). The supervisor should provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of the clinical experience. It is required that all activities and goals of the clinical experience be written down and provided to your course faculty member.

Orientation

The site supervisor is responsible for providing an orientation to the practicum/internship position. This orientation should include general information about the site, an overview of the administrative structure, and the role of the counseling office within the overall helping community. The site supervisor should also make sure that the practicum or internship student is formally introduced to other staff in the site and individuals in other areas with whom the student will interact.

Supervision

The site supervisor is expected to spend a minimum of one hour a week in direct supervision of the practicum or internship student. Initially, sessions may cover such topics as review of the practicum or internship agreement, goals for the experience, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, this time should be spent reviewing the student's progress in meeting the specific goals, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. This time is designed to provide the practicum or internship student with feedback on his or her performance and clinical skills, and for the practicing professional to share insights and experience with the student.

Role Modeling/Observation

The site supervisor is expected to serve as a professional role model for the practicum or internship student in job performance, personal growth, and professional and ethical behavior. As such, the site supervisor is expected to possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling. Site supervisors are expected to hold at least a master's degree in their field, with appropriate licenses from the state, working knowledge of site operations, interactions with co-workers in the site, and appropriate use of supervision.

Evaluation

Site supervisors are required to conduct a mid-semester evaluation conference with each student and university supervisor. (See Appendix E for a copy of the School Counseling Evaluation and Appendix F for a copy of the Rehabilitation & Clinical Mental health student evaluation form). The university practicum or internship course instructor should also be notified of any concerns the site supervisor may have at this time or at any time during the semester about the student's general performance.

The final evaluation should be completed during the final week of the clinical placement. If there is disagreement over the evaluation, the university practicum or internship course instructor will be responsible for contacting those involved and determining the final resolution of the disagreement.

If the site supervisor or university practicum or internship course instructor identifies deficiencies in a student's performance (professional behavior, skill demonstration, or other expectations of the student) and these are not addressed by the student after appropriate and timely notification, then the student may be asked to leave the placement based on the site supervisor recommendation after consultation with the course instructor and the Clinical Director. At times, if the situation is deemed necessary due to the circumstances, the student can be removed immediately from a site. If this occurs, the student will not be placed at a different site to complete the practicum or internship experience during that academic semester. The program will follow the review and retention process. Generally, a remediation plan will be made to assist the student's growth and will address the problem areas. Upon successful completion of the remediation plan, a placement will be attempted for the next semester in which the course is offered. No adjustments to the practicum or internship requirements will be made to accommodate this remediation process. No adjustments to when a course is offered will be made. In addition, clinical courses (e.g. practicum and/or internship) taken at other universities cannot be transferred into a student's plan of study. All clinical courses must be taken at the University of Iowa. A student repeating the practicum or internship in a subsequent semester will be expected to complete all requirements of the course, with no carry-over of completed hours or assignments from the previous unsuccessful attempt.

Expectations of the student

You are responsible for knowing and following practicum and internship guidelines and the course syllabus. You risk complicating the practicum or internship process, which may affect your progression through the course sequence.

Students are expected to conduct themselves as professionals at all times when at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations. Practicum and internship students are expected to set their daily and semester schedule to coincide with the calendar of their host site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association, American School Counselor Association, or the American Rehabilitation Counseling Association.

Students should carry out the duties and responsibilities of their practicum or internship agreement to the best of their ability and meet with their supervisor to modify any aspect of their clinical training as necessary. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the practicum or internship. Students are held responsible for providing accurate information to their site supervisor and university supervisors about their work, hours, and activities.

Students are expected to inform both the site supervisor and university supervisor of any absences. All absences are expected to be made up and the day of work rescheduled and completed before the end of the semester. Frequent absences from a clinical site may have negative repercussions upon the student and could result in a site asking a student to terminate early. Students who are asked to leave their site as

a result of inconsistent attendance are not guaranteed continuation of their clinical experience during that same semester. In some cases, students may be required to participate in the remediation process.

Students are expected to attend all group supervision sessions, individual supervision sessions, and complete all requirements as outlined in your practicum/internship syllabus. Failure to do so may result in a grade reduction or other potential consequences.

Practicum/Internship: Expectations of the University of Iowa Supervisor:

Supervision and Evaluation:

University supervision is completed in both individual and group supervision formats. Individual supervision will be conducted either by the course faculty member or a Counselor Education and Supervision Ph.D. Student. Group supervision will occur as a required part of your practicum/internship course. Please consult your course syllabus for dates and requirements of these activities.

Students will be formally evaluated at mid-term and during their final several weeks at their site. The student, the site supervisor and the university supervisor will all participate together in providing feedback to ensure growth and continued development. Copies of these evaluations may be found in Appendices E and F, for the School Counseling Program and the Rehabilitation & Clinical Mental Health Program, respectively.

Communication with your Site

The course instructor will have regular communication with your clinical training site. Generally, each site is contacted at the beginning of the semester, at mid-term and during your final weeks of the experience. At addition, regular emails and phone calls are made throughout the semester. This regular communication ensures that students are getting the best possible experience and sites are providing learning opportunities.

Grading the Clinical Experience

The course grade for your clinical experiences will be provided by the course instructor. The course instructor will take into account site supervisor feedback and evaluation, evaluation by doctoral student supervisors, as well as personal observations of the student's work. Every effort is made to evaluate based on multiple perspectives across time. Please refer to the syllabus for specific evaluation and grading criteria used for your course.

Be Mindful:

As a student you will want to be able to obtain a great experience and a letter of recommendation. These first letters of recommendations are crucial in establishing yourself within the profession. Many clinical sites and schools are looking for professionals with strong communication skills. Take time to present yourself in a professional manner and be professional in your correspondence to your site and site supervisor. This includes emails as well. Individuals writing letters of recommendation are routinely asked if an individual is responsible and has a positive work ethic. Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through. Being able to take initiative and lend a hand with work at the site creates a favorable impression. In addition, your attitude toward learning and being accepting of clinical or constructive feedback is important. Meeting evaluations with defensiveness will not be looked upon favorably. Employers are looking for students who are flexible and open to new challenges. One way to express flexibility and

openness is to ask for challenging assignments (with appropriate supervision!). This is the time to dive in and make a difference in the lives of your clients. Be open to new experiences and opportunities as they arise. Be OK with taking risks and figuring things out as you go. You are now in the position of developing your scope of practice . . . let yourself soar.

Unexpected Events statement

Working within an agency or school is at times unpredictable. As such you may find yourself facing unexpected events or crises within the school or agency. Unexpected events that have occurred to practicum/internship student's placement sites have been the unexpected death of a staff member, suicide of a student/client, accidental death of a student/client, a devastating flood or fire at the clinic or school, a weather event, military deployment of clinical staff, etc. These events may occur during the time of your placement. Students are expected to contact their practicum/internship course instructor if such an event occurs. Students are encouraged to learn how to respond to crisis events and to assist in the response to the event under clinical supervision. Generally, students will not be reassigned to a new clinical site.

Practicum/Internship Disclaimer

As a practicum/internship student you will be working with a wide variety of individuals. At times you may be exposed to intense material and challenging beliefs held by clients, students and/or parents. This intensity may vary depending upon the clinical work you will embark upon during your training. You may encounter individuals who may express racism and/or sexism. You may be asked to work with individuals who have committed crimes that you personally find abhorrent. You may hear stories of survivors of abuse that may be challenging to hear. Practicum/Internship students are encouraged to process these reactions in a professional manner with site supervisors, university supervisors and/or in group supervision. Learning to work through emotional reactions within one's clinical experience may be a part of your clinical learning. At times these intense events may provoke unresolved concerns in yourself to manifest. Students are encouraged to engage in self-care strategies which may include seeking professional counseling services. As a University of Iowa Student you are able to access University Counseling Services and Student Health for these needs if they should arise.

Helpful Links

University Counseling Services: <https://counseling.uiowa.edu/>

University Student Health and Wellness: <https://studenthealth.uiowa.edu/>

Women's Resource and Action Center: <http://wrac.uiowa.edu/>

VIII. Supervision

Supervision is a key component of both the practicum and internship. To support your professional development and learning during this time, you will receive at least two kinds of supervision: on-site supervision and university-based supervision. Practicum students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly for on-site individual clinical supervision with a site supervisor. Internship students may meet weekly or bi-monthly for university-based group supervision [peer] and weekly for on-site individual clinical supervision. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional. The counseling program defines **a qualified site supervisor as a person holding a master's degree in a recognized helping profession, preferably counseling, for at least two years prior to being a supervisor.** Related professions with counseling equivalent qualifications such as psychology or social work may qualify with prior approval from the clinical director.

School Trip Chaperone Policy

As a practicum or internship student, you are not an employee of the school system. Students work in a professional training capacity as part of their graduate program. Therefore, it is not acceptable for students to take on the role of chaperone for an off-site activity. Due to not being a school employee, practicum and internship students are not covered by any type of insurance or administrative policies and procedures should anything happen during the event. Therefore, **no** student will assume primary responsibility for a group of clients or students in any type of event or trip. Practicum or internship students may assist or accompany other school or agency officials with events or trips as long as it is understood that the practicum or internship student is not to be placed in a position of primary responsibility for students or clients.

Rehabilitation and Mental Health Counseling Patient Transportation Policy

As a practicum or internship student, you are not an employee of the site or agency. Students work in a professional training capacity as part of their graduate program. Many community sites provide transportation for clients or a variety of needs. Due to not being a site or agency employee, practicum and internship students are not covered by any type of insurance or administrative policies and procedures (through the University or the site). Therefore, **no** student will assume responsibility of transporting a client in their own vehicle or site vehicle without proper procedure and coverage provided by the site. In some cases, a student might need to be enrolled in a volunteer program, and all appropriate steps needs to be completed and documented **by the site** in order to provide the student with appropriate liability insurance coverage.

IX. Clinical Requirements

Student Clinical Hours Log

All students are required to complete hours log of their clinical experiences. These student hours log ensure that each student has received the necessary substantive clinical experiences to prepare you for an entry level counseling position upon graduation.

Hours that are logged are categorized into either direct or indirect hours. Direct hours is the time spent providing individual or group counseling. School counselors may also count classroom guidance activities and consultation activities as direct hours. Indirect hours is the time spent in clinical supervision, group supervision (i.e., Class), and any preparation time for your work as a counselor.

At times you may find that an activity is hard to categorize. You are encouraged to discuss these activities with the course instructor of your class.

Practicum experiences require at least 100 hours of clinical training; 40 of which are direct and 60 indirect hours. This is a minimum number of hours. Faculty and programs may require more hours for the class. Please consult your syllabus for further details.

Internship experiences require at least 600 hours of clinical training; 240 of which are direct and 360 indirect hours. Again this is a minimum number of hours required. Faculty and programs may at times require more. Please consult with your syllabus for further details.

All students are expected to keep their logs up-to-date. Site supervisors will be asked to verify your hours at the end of the semester. Signed hours documentation is required for each student, each semester of clinical placement. **YOU MUST RETAIN A COPY OF THESE LOGS AND KEEP IN YOUR PROFESSIONAL RECORDS.**

Direct Vs. Indirect Hours for Clinical Placements

Direct Service Hours (at least 40%)	Indirect Service Hours (remaining 60%)
<p>Case Consultation Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan (this is NOT supervision).</p> <p>Direct Participation in client-related activities Participating in client activities such as play therapy, art therapy, and associated activities, i.e., engaging in an activity with a family/couple's children while the family/couple receives counseling from another clinician.</p> <p>Intakes/Interviews with clients Completing intakes over the telephone and/or in person. Assisting other clients with the completion of paperwork or forms for the site.</p>	<p>Supervision Regular weekly on-site interaction with an average of one (1) hour per week of individual and/or triadic supervision (no more than two students per supervisor constitutes triadic).</p> <p>Group Supervision Regular weekly group interaction during class time with an average of 1.5 hours per week.</p> <p>Research and preparation for a session with a client Student intern may want to learn more about a particular disorder and review treatment manuals and other technique resources in order to be better prepared to work with a client(s).</p>

<p>Psychoeducational Counseling Psychoeducational groups, i.e., bullying, anger management, conflict resolution, career planning.</p> <p>Individual Counseling Counseling individual clients and/or co-leading sessions with the site supervisor. Also, sitting in on a session or shadowing the site supervisor with a client.</p> <p>Group Counseling Counseling multiple clients with a specific goal and/or support as the focus (i.e., clients dealing with cancer).</p> <p>Family/Couples Counseling Counseling families/couples and/or co-leading sessions with the site supervisor. Also, sitting in on a session or shadowing the site supervisor with a family or couple.</p> <p>Testing/Assessment Conducting suicide risk assessments and/or various other personality and/or risk assessments, i.e., depression inventories, etc. with a client.</p>	<p>Case Notes The intern is to keep updated case notes on clients assigned; which includes progress notes, diagnoses, and obstacles.</p> <p>Case Management The intern will help in the assessing of service needs, care planning, implementation of treatment plans, and scheduling of clients with the site supervisor.</p> <p>Creating activities for clients Creating activities that are original and relevant to the client and finding activities from creditable and relevant sources (i.e., Empirical tested workbooks, treatment manuals).</p> <p>Other activities Other activities may include in-services, trainings offered by the site, staff meetings (not parties); setting up appointments, filing paperwork/forms, making telephone calls/answering telephone, and other clerical duties to provide supportive resources for the site.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Note: Travel time to and from sites is not counted as indirect or direct hours.

Professional Liability Insurance

All counselors-in-training are required to purchase professional liability insurance prior to beginning work at your clinical site. Proof of insurance is required for each student and is required for the entirety of your clinical experiences. Please provide a copy of your liability insurance to your course instructor the first day of class.

Insurance can be purchased through the American Counseling Association (ACA), American School Counseling Association (ASCA) or the American Rehabilitation Counseling Association (ARCA) at student rates. Information is available through the Clinical Coordinator. Students must join either ACA, ASCA, or ARCA to receive liability insurance. It is recommended this be done as soon as possible. Forms are available through ACA website (www.counseling.org), ASCA (www.schoolcounseling.org) or ARCA (<http://www.arcaweb.org>).

X. Evaluation of Clinical Experiences

During practicum you will receive ongoing feedback about the development of your professional readiness and skills from your university supervisor and your field supervisor. If your supervisors have any concerns, you will be made aware of these. Successful completion of practicum is necessary before proceeding to internship.

During internship you will continue to receive ongoing feedback about the development of your professional readiness and skills from your university supervisor and your field supervisor. Typically, you will receive a review at mid-term and if your supervisors have any concerns, you will be made aware of these. A development plan will be created for any concerns noted during your experience. A formal evaluation from the site supervisor will be conducted at the end of the semester. Final evaluations are based on tape recorded and live demonstrations of counseling services, written assignments, oral presentations, and evaluations from field supervisors, doctoral supervisors and your university supervisor. Your course faculty is responsible for providing the student with the grade for the course.

During the final week of the internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. These evaluations will be kept confidential (please see appendix G and H).

XII. Orienting to your clinical site:

Ask questions. People, and your relationships with them, are your greatest resources. When starting your placement, take time to build relationships, ask questions, and learn how the organization operates. The orienting phase is a time for you and the organization to become familiar with each other. Most sites have an orientation period before assigning clients to you.

Read. Most sites have written materials that will prove useful. For example, they most likely have a mission statement informing policies, procedures, and scope of services. Ask for any relevant written materials such as policy and procedures manuals. Be sure to find out the procedures for responding to critical incidences, such as a suicide threat, abuse, or threat of violence.

Observe. You may find it useful to shadow a counselor for a time to see how he or she works through the complexities of professional decision-making and action. This is also the time, early on, to fine-tune your working agreement with the site and your supervisor.

Working. After a period of settling in, you begin the work of practicum or internship. As the routine becomes more familiar, you will likely feel more relaxed, confident, and understand first-hand the scope of experiences available to you. You may wish to discuss with your site supervisor possibilities for taking on new challenges. Some students may begin to work *too* independently as they grow in confidence and experience and supervisors may spend less time supervising and teaching. Periodically, if this should occur, you may wish to discuss the issue with your site supervisor as a check-in for both of you.

Terminating. Terminating the practicum or internship generally signals the start of a new beginning. Completing assignments, transferring clients, and saying good-bye to supervisors and colleagues mark this period. It is a busy time that requires you to stay focused and energized. This is a good time to gather recommendations from supervisors. Begin to finalize all paperwork; case notes, site and supervisor evaluations, client evaluations, etc. Appropriate termination with the site puts you on solid footing for your next career move.

Early Termination. There are rare incidents when a practicum or internship ends early. Early separation may be site or intern initiated, or a combination of both. The goal of an early separation is to make it a positive learning experience for the student and to maintain positive programmatic working relationships with the site. Permission for early separations is granted only after other efforts to address the situation have been unsatisfactory. In the event an early separation is appropriate, it will occur with the mutual consent of all parties (**see policies and guidelines**) and requires active consultation and participation with the Clinical Director. Should problems arise, we strive to maintain positive working environments for the student and a positive working relationship with the site.

A Final Word. Termination is a period of reflection, evaluation, preparation, and action...a complex juxtaposition of activities. In this way, terminating from a practicum or internship is not unlike closure with clients. During this transitional period, you can misplace time for reflection as you move toward new beginnings. The ending of your clinical placement can be an invitation to sort through and find meaning for your feelings, thoughts, and experiences.

Appendix A: Clinical Placement Application for School Counseling Students
School Counseling M.A. Program
REQUEST FOR SCHOOL COUNSELING PRACTICUM/INTERNSHIP PLACEMENTS

Name _____ Mailing address _____

Phone _____ (home) _____ (work)

Email address _____

Prerequisites: *All* the following courses must be completed before entering the Practicum semester.

RCE:5200 Professional School Counseling	RCE:5278 Microcounseling Skills
RCE:5203 Career Development	RCE:5221 Counseling Theory
RCE:5204 School Culture and Classroom Management	RCE:5202 Group Counseling
RCE:5250 Multiculturalism in the Helping Professions	RCE:5221 Counseling Theory
RCE:5222 Counseling Children and Adolescents	
RCE:5254 Assessment and Appraisal	

Practicum experiences are open only to majors enrolled in the school counseling program in the department of rehabilitation and counselor education at the University of Iowa.

ALL APPLICATIONS WILL BE REVIEWED AND APPROVED BY THE FACULTY BEFORE PLACEMENT. Placements are contingent upon criminal background checks and successful completion of previous coursework.

Criminal Background checks will need to be completed by the student at the following site:

<http://www.backgroundchecks.com/solutions/universityofiowa>. Counselors-in-training will fill out forms on-line at this website. Be sure to fill out everything completely for the past 7 years as is requested in the forms. Students must pay for the background check. For those who have lived overseas the cost will be more. You will be sent your background report electronically within 24 hours to 1 week. Those who have lived overseas it will likely take anywhere from 2 weeks to 2 months.

A copy of the background check along with page 1 & 2 of the Notification and Authorization for Release of Information form needs to be attached. No placements will be made until all paperwork is completed. The Clinical Coordinator forwards the background checks and the completed disclosure statement to the University of Iowa General Counsel's Office. The reports are retained in a secure storage separate from academic and clinical student files and inaccessible to faculty and staff of the College of Education. A copy of the completed disclosure statement is kept in your clinical file as proof of your criminal background check.

All practicum/internship students are required to purchase liability insurance as mandated by our CACREP accreditation and ACA ethical codes. Documentation of the liability insurance will be required for the Orientation to Practicum meeting the first week of classes spring semester. Insurance can be purchased through the American Counseling Association or the American School Counselors Association as a student member.

Counselors-in-training are required to abide by the American Counseling Association (ACA) and the American School Counselor Association code of Ethics. Any misconduct will result in immediate evaluation of the situation and possible removal from placement site and potentially the Program. University and Clinical Site Supervisors are required to abide by the ACA Code of Ethics. The Clinical Coordinator is responsible for monitoring supervisors and providing access to the Codes and Standards that should govern their practice.

Clinical Manual approved by faculty vote on May 10, 2017.

Clinical placements for school counseling do require some travel. Placements are made within a 60 mile radius. While every effort is made to provide local sites it is not always possible for every student. Students should be prepared to travel for their placements. Placements are based upon quality of site experience not convenience of location.

The following school districts have given tentative agreement in the past to accepting school counseling practicum students. Rank order your first three preferences. You will be asked to arrange interviews with your potential site supervisor before official placement is complete. PERFERENCES ARE NOT GUARANTEED!! The following list is only reflects availability for practicum.

Williamsburg (4-8) _____	Center Point (9-12) _____	Iowa City (k-12) _____
College Community (K -6)_____	Tipton (1-4; 9-12) _____	Cedar Rapids (k-5; 6-8)_____
Muscatine (6-8; 9-12) _____	Columbus Junction (k - 12) ____	Quad City Area (K-12)_____
West Liberty (K-12)_____	Highland (7-12) _____	Washington (6-8) _____
Springville (7-12) _____		

If you are requesting another school, please name the school on the blank. _____

I would like to complete my practicum at the Elementary Level, Middle School, or High School Level (circle one).

Attach a letter explaining your three semester sequence of placement, i.e., practicum, elementary internship and secondary internship. Middle school can be used as either an elementary placement or a high school placement. Please be as specific as you can about the level you wish to work at for your practicum placement.

If you are requesting a Specific Site Placement in the school district in which you are employed (speak with your advisor and attach a letter). Please specify any conditions the administration may have for your placement.

Please attach a current resume outlining your previous work and volunteer experiences.

Once all materials have been submitted, please regularly check your university email for the placement email. The placement email will provide contact information about your practicum site and then instruct you to contact your potential site supervisor for an interview. Failure to make an initial contact or to show for a scheduled interview appointment may result in a failed placement, a potential delay in your graduation and/or program completion date, and may result in a referral to departments review and retention process.

Student's Signature _____ Date: _____
 Adviser's Signature _____ Date: _____

Please return the following materials in hard copy to Dr. Smith, The Department of Rehabilitation and Counselor Education, N356 LC, The University of Iowa, Iowa City, IA 52242-1529 on or before _____.

- Request for Placement
- Resume
- Letter of placement
- Criminal Background Check
- Authorization for Release
- Agreement of Clinical Training

Appendix B Clinical Placement Application for Rehabilitation & Clinical Mental Health Counseling Students

**Mental Health and Rehabilitation Counseling
REQUEST FOR PRACTICUM/INTERNSHIP PLACEMENTS**

Name _____ email address _____

Phone _____ (home) _____ (work)

Mailing address _____

Prerequisites: *All* the following courses must be completed before entering the Practicum semester.

RCE:5278 Applied Microcounseling Skills
 RCE:5241 Introduction to Rehabilitation & Mental Health Counseling
 RCE:5221 Theories of Counseling and Human Development
 RCE:5247 Medical Aspects of Disability
 RCE:6348 Prepracticum in Rehabilitation & Mental Health Counseling
 RCE:5250 Multiculturalism in Helping Professions

Practicum experiences are open only to majors enrolled in the Rehabilitation and Mental Health Counseling Program in the department of rehabilitation and counselor education at the University of Iowa.

ALL APPLICATIONS WILL BE REVIEWED AND APPROVED BY THE FACULTY BEFORE PLACEMENT. Placements are contingent upon criminal background checks and successful completion of previous coursework.

Criminal Background checks will need to be completed by the student at the following site: <http://www.backgroundchecks.com/solutions/universityofiowa>. Counselors-in-training will fill out forms on-line at this website. Be sure to fill out everything completely for the past 7 years as is requested in the forms. Students must pay for the background check. For those who have lived overseas the cost will be more. You will be sent your background report electronically within 24 hours to 1 week. Those who have lived overseas it will likely take closer to a week.

A copy of the background check along with page 1 & 2 of the Notification and Authorization for Release of Information form needs to be attached. No placements will be made until all paperwork is completed. The Clinical Coordinator forwards the background checks and the completed disclosure statement to the University of Iowa General Counsel's Office. The reports are retained in a secure storage separate from academic and clinical student files and inaccessible to faculty and staff of the College of Education. A copy of the completed disclosure statement is kept in your clinical file as proof of your criminal background check.

All practicum/internship students are required to purchase liability insurance as mandated by our CACREP accreditation and ACA ethical codes. Documentation of the liability insurance will be required for the Orientation to Practicum meeting the first week of classes each semester. Insurance can be purchased through the American Counseling Association or the American Rehabilitation Counseling Association as a student member.

Counselors-in-training are required to abide by the American Counseling Association (ACA) and the American School Counselor Association code of Ethics. Any misconduct will result in immediate evaluation of the situation and possible removal from placement site and potentially the Program. University and Clinical Site Supervisors are required to abide by the ACA Code of Ethics. The Clinical Coordinator is responsible for monitoring supervisors and providing access to the Codes and Standards that should govern their practice.

Clinical placements for RMHC do require some travel. Placements are made within a 60 mile radius. While every effort is made to provide local sites it is not always possible. Students should be prepared to travel for their placements.

Please write below your ranked preferences for placement in practicum and/or internship (please choose 3) Or describe the types of populations with which you are interested in working. The availability of sites is always changing and can depend on the semester or who is available for site supervision. You will be asked to arrange interviews with your potential site supervisor before official placement is complete. PERFERENCES ARE NOT GUARANTEED!!

Attach a letter explaining your current course sequencing, your area of interest, and any previous relevant helping experience.

Please attach a current resume outlining your previous work and volunteer experiences.

Once all materials have been submitted, **please regularly check your university email for the placement email.** The placement email will provide contact information about your practicum site and then instruct you to contact your potential site supervisor for an interview. **Failure to make an initial contact or to show for a scheduled interview appointment may result in a failed placement** and referral to department's review and retention process.

Student's Signature _____ Date: _____

Adviser's Signature _____ Date: _____

Please return the following materials in hard copy to Emily Santi, The Department of Rehabilitation and Counselor Education, N362 LC, The University of Iowa, Iowa City, IA 52242-1529 on or before _____.

Request for Placement
Resume
Letter of placement
Criminal Background Check
Authorization for Release
Agreement of Clinical Training

Clinical Manual approved by faculty vote on May 10, 2017.

Appendix C

Release for Criminal Background Check



Disclosure

The University of Iowa will obtain one or more consumer reports about you for the purposes of volunteering or for your academic program. We will obtain these reports through a consumer reporting agency. Our consumer reporting agency is General Information Services, Inc. GIS's address is P.O. Box 353, Chapin, SC 29036. GIS's telephone number is (866) 265-4917. GIS's website is at www.geninfo.com.

To prepare the reports, GIS may investigate your address history, social security number validity, criminal record, driving record, and any other information with public information sources.

You may inspect GIS's files about you (in person, by mail, or by phone) by providing identification to GIS. If you do, GIS will provide you help to understand the files, including trained personnel and an explanation of any codes. Another person may accompany you by providing identification.

If GIS obtains any information by interview, you have the right to obtain a complete and accurate disclosure of the scope and nature of the investigation performed.

Please sign below to acknowledge your receipt of this disclosure.

Signature

Date

Printed Name

Last Updated March 2014

Copyright The University of Iowa 2014. All rights reserved.

Notification and Authorization for Release of Information for Criminal Background Check

-

Authorization: By signing below, you authorize: (a) backgroundchecks.com (“BGC”) to request information about you from any public or private information source; (b) anyone to provide information about you to BGC; (c) BGC or applicant to provide us (THE UNIVERSITY OF IOWA) one or more reports based on that information; and (d) us to share those reports with others for legitimate business purposes related to your employment/volunteer position. BGC may investigate your address history, social security number validity, criminal record, driving record, and any other information with public or private information sources. You acknowledge that a fax, image, or copy of this authorization is as valid as the original. You make this authorization to be valid for as long as you are an applicant or volunteer, employee, or student with us.

The Consumer Financial Protection Bureau’s “Summary of Your Rights under the Fair Credit Reporting Act” is attached to this authorization. If you are a New York applicant, a copy of New York’s law on the use of criminal records is attached. By signing below, you acknowledge receipt of these documents.

Personal Information: Please print the information requested below to identify yourself for BGC.

Printed name:

First Middle (none) Last

Other names used:

Current and former addresses:

	current		
from Mo/Yr	to Mo/Yr	Street	City, State & Zip
from Mo/Yr	to Mo/Yr	Street	City, State & Zip
from Mo/Yr	to Mo/Yr	Street	City, State & Zip

Some government agencies and other information sources require the following information when checking for records. BGC will not use it for any other purposes.

Date of birth

Social security number

Driver’s license number & state

Name as it appears on license

Report Copy: If you are applying for a job or live in California, Minnesota, or Oklahoma, you may request a copy of the report by checking this box: .

Signature

Date

Para información en español, visite www.consumerfinance.gov/learnmore o escribe a la Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

A Summary of Your rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA.

For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-567-8688.
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS:	CONTACT:
1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates.	a. Bureau of Consumer Financial Protection 1700 G Street NW Washington, DC 20552
b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the Bureau:	b. Federal Trade Commission: Consumer Response Center – FCRA Washington, DC 20580 (877) 382-4357
2. To the extent not included in item 1 above:	

a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks	a. Office of the Comptroller of the Currency Customer Assistance Group 1301 McKinney Street, Suite 3450 Houston, TX 77010-9050
b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and insured state branches of foreign banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act	b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480
c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations	c. FDIC Consumer Response Center 1100 Walnut Street, Box #11 Kansas City, MO 64106
d. Federal Credit Unions	d. National Credit Union Administration Office of Consumer Protection (OCP) Division of Consumer Compliance and Outreach (DCCO) 1775 Duke Street Alexandria, VA 22314
3. Air carriers	Asst. General Counsel for Aviation Enforcement & Proceedings Department of Transportation 400 Seventh Street SW Washington, DC 20590
4. Creditors Subject to Surface Transportation Board	Office of Proceedings, Surface Transportation Board Department of Transportation 1925 K Street NW Washington, DC 20423
5. Creditors Subject to Packers and Stockyards Act	Nearest Packers and Stockyards Administration area supervisor
6. Small Business Investment Companies	Associate Deputy Administrator for Capital Access United States Small Business Administration 406 Third Street, SW, 8th Floor Washington, DC 20416
7. Brokers and Dealers	Securities and Exchange Commission 100 F St NE Washington, DC 20549
8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations	Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090
9. Retailers, Finance Companies, and All Other Creditors Not Listed Above	FTC Regional Office for region in which the creditor operates or Federal Trade Commission: Consumer Response Center – FCRA Washington, DC 20580 (877) 382-4357

Additional Information about the Fair Credit Reporting Act

The Summary of Your Rights provided above does not reflect certain amendments contained in the Consumer Reporting Employment Clarification Act of 1998. The following additional information may be important for you:

- Records of convictions of crimes can be reported regardless of when they occurred.
- If you apply for a job that is covered by the Department of Transportation's authority to establish qualifications and the maximum hours for that job and you apply by mail, telephone, computer, or other similar means, your consent to a consumer report may validly be obtained orally, in writing, or electronically. If an adverse action is taken against you because of a consumer report for which you gave your consent over the telephone, computer, or similar means, you may be informed of the adverse action and the name, address and phone number of the consumer reporting agency, orally, in writing, or electronically.

ARTICLE 23-A

LICENSURE AND EMPLOYMENT OF PERSONS PREVIOUSLY CONVICTED OF ONE OR MORE CRIMINAL OFFENSES

Section 750. Definitions.

Section 751. Applicability.

Section 752. Unfair discrimination against persons previously convicted of one or more criminal offenses prohibited.

Section 753. Factors to be considered concerning a previous criminal conviction; presumption.

Section 754. Written statement upon denial of license or employment.

Section 755. Enforcement.

Clinical Manual approved by faculty vote on May 10, 2017.

§ 750. Definitions. For the purposes of this article, the following terms shall have the following meanings:

- (1) "Public agency" means the state or any local subdivision thereof, or any state or local department, agency, board or commission.
- (2) "Private employer" means any person, company, corporation, labor organization or association which employs ten or more persons.
- (3) "Direct relationship" means that the nature of criminal conduct for which the person was convicted has a direct bearing on his fitness or ability to perform one or more of the duties or responsibilities necessarily related to the license, opportunity, or job in question.
- (4) "License" means any certificate, license, permit or grant of permission required by the laws of this state, its political subdivisions or instrumentalities as a condition for the lawful practice of any occupation, employment, trade, vocation, business, or profession. Provided, however, that "license" shall not, for the purposes of this article, include any license or permit to own, possess, carry, or fire any explosive, pistol, handgun, rifle, shotgun, or other firearm.
- (5) "Employment" means any occupation, vocation or employment, or any form of vocational or educational training. Provided, however, that "employment" shall not, for the purposes of this article, include membership in any law enforcement agency.

§ 751. Applicability. The provisions of this article shall apply to any application by any person for a license or employment at any public or private employer, who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, and to any license or employment held by any person whose conviction of one or more criminal offenses in this state or in any other jurisdiction preceded such employment or granting of a license, except where a mandatory forfeiture, disability or bar to employment is imposed by law, and has not been removed by an executive pardon, certificate of relief from disabilities or certificate of good conduct. Nothing in this article shall be construed to affect any right an employer may have with respect to an intentional misrepresentation in connection with an application for employment made by a prospective employee or previously made by a current employee.

§ 752. Unfair discrimination against persons previously convicted of one or more criminal offenses prohibited. No application for any license or employment, and no employment or license held by an individual, to which the provisions of this article are applicable, shall be denied or acted upon adversely by reason of the individual's having been previously convicted of one or more criminal offenses, or by reason of a finding of lack of "good moral character" when such finding is based upon the fact that the individual has previously been convicted of one or more criminal offenses, unless:

- (1) there is a direct relationship between one or more of the previous criminal offenses and the specific license or employment sought or held by the individual; or
- (2) the issuance or continuation of the license or the granting or continuation of the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public.

§ 753. Factors to be considered concerning a previous criminal conviction; presumption.

1. In making a determination pursuant to section seven hundred fifty-two of this chapter, the public agency or private employer shall consider the following factors:
 - (a) The public policy of this state, as expressed in this act, to encourage the licensure and employment of persons previously convicted of one or more criminal offenses.
 - (b) The specific duties and responsibilities necessarily related to the license or employment sought or held by the person.
 - (c) The bearing, if any, the criminal offense or offenses for which the person was previously convicted will have on his fitness or ability to perform one or more such duties or responsibilities.
 - (d) The time which has elapsed since the occurrence of the criminal offense or offenses.
 - (e) The age of the person at the time of occurrence of the criminal offense or offenses.
 - (f) The seriousness of the offense or offenses.
 - (g) Any information produced by the person, or produced on his behalf, in regard to his rehabilitation and good conduct.
 - (h) The legitimate interest of the public agency or private employer in protecting property, and the safety and welfare of specific individuals or the general public.
2. In making a determination pursuant to section seven hundred fifty-two of this chapter, the public agency or private employer shall also give consideration to a certificate of relief from disabilities or a certificate of good conduct issued to the applicant, which certificate shall create a presumption of rehabilitation in regard to the offense or offenses specified therein.

§ 754. Written statement upon denial of license or employment. At the request of any person previously convicted of one or more criminal offenses who has been denied a license or employment, a public agency or private employer shall provide, within thirty days of a request, a written statement setting forth the reasons for such denial.

§ 755. Enforcement.

1. In relation to actions by public agencies, the provisions of this article shall be enforceable by a proceeding brought pursuant to article seventy-eight of the civil practice law and rules.
2. In relation to actions by private employers, the provisions of this article shall be enforceable by the division of human rights pursuant to the powers and procedures set forth in article fifteen of the executive law, and, concurrently, by the New York city commission on human rights.

Appendix C

The University of Iowa Department of Rehabilitation and Counselor Education MA PRACTICUM/INTERNSHIP AGREEMENT FORM

PURPOSE: The purpose of this document is to provide all parties participating in The University of Iowa's School Counseling Program Practicum/Internship experience with a statement of the terms and limitations of the practicum/internship arrangement. The student is to complete this form in triplicate, submitting the original to the course instructor, a copy to the site supervisor, and a copy is to be kept by the student for their records.

The University of Iowa's School Counseling Program agrees:

1. to assign a university representative (practicum/internship course Instructor) to facilitate communication between the School Counseling program and the practicum/internship field site.
2. to advise the student that s/he must adhere to the administrative policies, procedures, standards, schedules, and practices of the practicum/internship site.
3. that the practicum/internship course instructor will be available for consultation with both the practicum/internship site supervisor and the student and shall immediately contact the practicum/internship site should any problems or changes in this agreement occur,
4. that the practicum/internship course instructor is responsible for the assignment of the field work grade based, in part, on the recommendation of the practicum/internship site supervisor.
5. to provide the student with the equivalent of one and one half (1 1/2) hours per week of group supervision at the university.
6. to provide the student with a written evaluation of their practicum/internship performance.

The Practicum/Internship Site agrees:

1. to provide the student with at least one (1) hour per week of individual supervision at the practicum/internship site.
2. to provide opportunities for the student to engage in a variety of direct service counseling activities relevant to the school counseling setting.
3. to provide opportunities for audio/video taping of counseling skills, with the appropriate parental consent.
4. to provide the practicum/internship student with adequate work space, telephone service, office supplies, and support staff to conduct professional activities, and
5. to provide the student and the university with a written evaluation of the student's performance based on the criteria established by The University of Iowa's School Counseling Program.

The Practicum/Internship Student agrees to:

1. adhere to the Code of Ethics of the American Counseling Association (ACA).
2. adhere to the administrative policies, procedures, and practice of the practicum/internship site.
3. Participate fully in all practicum/internship related activities at the university and/or the field site.

This practicum/internship agreement is made by and between The University of Iowa School Counseling Program,

_____ and _____. This agreement will be in effect from _____ to _____.
(School or Agency Name) (Student Name) Mo/Yr. Mo/Yr,

Please check one of the following: Practicum _____ 100 clock hours of practicum related experience
Internship _____ 300 clock hours of internship related experience

Practicum/internship experiences are to include individual, group counseling, classroom guidance and other duties. The student is advised that they will not earn a passing grade in the practicum/internship course unless they demonstrate the necessary counseling skills, knowledge, professionalism, and competences consistent with the course requirements.

_____ Practicum/Internship Student Name	_____ Practicum/Internship Student Signature	_____ Date
_____ Practicum/Internship Site Supervisor Name	_____ Practicum/Internship Site Supervisor Signature	_____ Date
_____ University Instructor Name	_____ University Instructor Signature	_____ Date

Appendix D Evaluation of Clinical Skills and Student Dispositional Traits of School Counseling Students

The University of Iowa
Department of Rehabilitation and Counselor Education
School Counseling Program
Site Supervisors Mid-Term and Final Evaluation of the Practicum Student

Date _____

Name of Student _____

Name of Practicum Site _____

Name of Practicum Site Supervisor _____

Please rate your practicum or internship student on the below categories. For each area indicate the performance of the student. The rating scale is as follows: NA (this aspect has not been observed); Unacceptable (performance has fallen below professional standards); expected (Performance has been at a level expected of a practicum or internship student); Advanced (the student has exceeded expectations and shown remarkable growth); and Exceptional (the student has been truly outstanding in their performance).

General Comments Regarding Student

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates a personal commitment to developing professional competencies					
Invests time and energy in becoming a counselor					
Demonstrates autonomy and independence					

Professional Work Ethic

	NA	Unacceptable	Expected	Advanced	Exceptional
Completes required paper work punctually and conscientiously					
Arrives on-time and departs at the end of the work day					
Projects a professional image and positive attitude					
Demonstration of ethical and legal requirements relative to counseling training and practice					
Demonstrates analysis and resolution of ethical dilemmas					

Self-Awareness

	NA	Unacceptable	Expected	Advanced	Exceptional
Accepts and uses constructive feedback to enhance self-development and counseling skills					
Engages in open, comfortable, and clear communication with peers and supervisor(s)					
Recognizes and articulates personal and professional strengths					
Recognizes and articulates personal and professional areas for growth					

Recognizes and takes responsibility of his/her deficiencies and actively works to overcome them with peers and supervisor(s)					
Collaboratively establishes goals for individual supervision					
Takes responsibility for assuring client welfare when encountering the boundaries of his/her expertise					

Clinical Counseling Skills

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain relationships in order to create a therapeutic alliance					
Creates a safe therapeutic environment					
Demonstration of therapeutic communication skills, which includes:					
1. Creating and maintaining appropriate boundaries within the counseling relationship					
2. Understanding the context of the client's background on the presenting difficulty					
3. Responding to feelings – identification and appropriate response to the client's feelings					
4. Congruence – genuineness, external behavior is consistent with internal affect					
5. Establishing and communicating empathy – taking the perspective and communicating it to the client without over identification					
6. Non-verbal communication – demonstrates effective use of head eyes, hands, feet, posture, voice, and attire					
7. Immediacy – the ability to stay in the here and now					
8. Timing – ability to read and respond at an optimal moment					
9. Intentionality – responding with a clear understanding of the counselor's therapeutic intent					
Collaboration to establish clear therapeutic goals					
Relates appropriately to the content and addresses process of counseling sessions					
Demonstrates the use of techniques to facilitate movement toward client goals					
Demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting case					
Demonstrates willingness to increase knowledge (and implementation) of effective counseling strategies					
Demonstrates ability to organize and deliver group counseling					

Demonstrates the appropriate use of group strategies and techniques					
Knowledge and skill in counseling diverse client populations (GLBT, children, culturally diverse clients, males/females, people with disabilities, etc.)					
Demonstrates skills in consultation and collaborative services with parents, teachers, and administrators					
Organizes and plans systematic classroom guidance based on knowledge of the subject matter, pupils, the community and curriculum goals					
Creates a classroom learning environment that encourages positive social interaction, active engagement in learning, and self-motivation					
Adapt approaches to learning to meet the diverse needs of pupils, including those pupils with exceptionalities and disabilities					
Demonstrates a variety of verbal and non-verbal classroom management strategies					
Assists with the schools test administration process and procedures					

Overall preparedness for profession: Please provide an overall evaluation of the practicum/internship student on the scale below.

X ----- X ----- X ----- X
Unacceptable Expected Advanced Exceptional

Provide any additional comments from Practicum/Internship Site supervisor

Practicum Site Supervisor Signature _____ Date _____

Appendix E: Evaluation of Clinical Skills and Student Dispositional Traits of Rehabilitation & Clinical Mental Health Counseling Students

The University of Iowa

Department of Rehabilitation and Counselor Education

EVALUATION OF STUDENT FORM

Name of Student _____ Site _____

Course: ___ RCE:6349 Practicum
 ___ RCE: 6349 Internship I
 ___ RCE:6352 Internship II
 ___ RCE: Adv Practicum(Doctoral)

Mid-Term _____ Final _____

Site Supervisor _____

University Supervisor _____

Reviewed recordings of student's sessions ___ no ___ yes (# of sessions reviewed ___)

Observed student's sessions in-person ___ no ___ yes (# of sessions observed ___)

Instructions: This form is designed to help supervisors provide feedback about the performance of clinical placement students. This form will become part of the student's record for this course and will be considered in assigning grades for the practicum/internship. Please answer each item using the scale provided below. Space is provided following each category group for specific comments. There is also space at the end of this form for general comment.

NA: Not Applicable or not enough information to form a judgment.

Far Below Expectations: needs much improvement, a concern.

Below Expectations: needs some improvement to meet standards.

Acceptable: meets standards at average level for doctoral practicum students.

Above Expectations: performs above average level for doctoral practicum students

Far Above Expectations: a definite strength, performs well beyond average levels for doctoral practicum students

Basic Work Requirements

	NA	Unacceptable	Expected	Advanced	Exceptional
Arrives to work on time consistently and uses work time effectively					
Informs supervisor and makes arrangements for absences					
Completes required total number of hours or days on the site					
Is responsive to norms about clothing, language, tone, boundaries, etc. on site.					
Work Products: Reliably and accurately keeps records					
Written or verbal reports are accurate and factually correct					

Written or verbal reports are presented in professional manner					
Reports are clinically or administratively useful					
Interactions with coworkers: Appears comfortable interacting with other staff members and initiates interactions with staff					
Communicates effectively with staff					
Effectively conveys information and expresses own opinions					
Effectively receives information and opinions from others					

Comments/suggested area for further study:

Ethical Awareness and Conduct

	NA	Unacceptable	Expected	Advanced	Exceptional
Knowledge of general ethical guidelines					
Knowledge of ethical guidelines of practicum placement					
Demonstrates awareness and sensitivity to ethical issues					
Personal behavior is consistent with ethical guidelines					
Consults with others about ethical issues if necessary					
Demonstrates analysis and resolution of ethical dilemmas					
Personal Behavior is consistent with ethical guidelines					

Comments/suggested area for further study:

Knowledge of Learning

	NA	Unacceptable	Expected	Advanced	Exceptional
Knowledge level of client population at beginning of practicum					
Knowledge level of client population at end of practicum					
Knowledge of treatment approach at beginning of practicum					
Knowledge of treatment approach at end of practicum					
Knowledge of treatment settings at beginning of practicum					
Knowledge of treatment settings at end of practicum					
Receptive to learning when new information is offered					
Actively seeks new information from staff or supervisor					

Ability to learn and understand new information					
Ability to apply new information in clinical setting					

Comments/suggested area for further study:

Response to Supervision

	NA	Unacceptable	Expected	Advanced	Exceptional
Actively seeks supervision when necessary					
Receptive to feedback and suggestions from supervisor					
Understands information communicated in supervision					
Successfully implements suggestions from supervisor					
Aware of areas that need improvement					
Willingness to explore personal strengths and weaknesses					

Comments/suggested area for further study:

Clinical counseling interactions

	NA	Unacceptable	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain relationships in order to create a therapeutic alliance					
Creates a safe therapeutic environment					
Appears comfortable interacting with clients, and initiates interactions with clients					
Demonstration of therapeutic communication skills, which includes:					
1. Creating and maintaining appropriate boundaries within the counseling relationship					
2. Is sensitive and responsive to issues of disability, cultural differences and gender differences in the context of the client's needs					
3. Responding to feelings – identification and appropriate response to the client's feelings					
4. Congruence – genuineness, external behavior is consistent with internal affect					
5. Establishing and communicating empathy – taking the perspective and communicating it to the client without over identification					
6. Non-verbal communication – demonstrates effective use of					

head eyes, hands, feet, posture, voice, and attire					
7. Immediacy – the ability to stay in the here and now					
8. Timing – ability to read and respond at an optimal moment					
9. Intentionality – responding with a clear understanding of the counselor’s therapeutic intent					
Collaboration to establish clear therapeutic goals					
Relates appropriately to the content and addresses process of counseling sessions					
Demonstrates the use of techniques to facilitate movement toward client goals					
Demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting case					
Demonstrates willingness to increase knowledge (and implementation) of effective counseling strategies					
Demonstrates ability to organize and deliver group counseling					
Demonstrates the appropriate use of group strategies and techniques					
Knowledge and skill in counseling diverse client populations (LGBT, children, culturally diverse clients, males/females, people with disabilities, etc.)					

Comments/suggested area for further study: _____

Overall, what are the student’s strengths? _____

What do you identify as areas in which the student needs improvement? _____

Overall preparedness for profession: Please provide an overall evaluation of the practicum/internship student on the scale below.

X-----X-----X-----X
Unacceptable Expected Advanced Exceptional

Site Supervisor Signature _____ Date _____

Student Signature** _____ Date _____

University Supervisor Signature _____ Date _____

** student signature acknowledges the student has reviewed the evaluation. The signature does not necessarily indicate agreement with the evaluation.

Appendix D. Evaluation of MA Program by Clinical Site Supervisor

Practicum/Internship Site Supervisor's Evaluation of the University of Iowa School Counseling and Rehabilitation & Clinical Mental Health Programs

Please complete this at the end of the completed Internship experience and return it to the U of I supervisor along with the final student evaluation:

Excellent 3	Adequate 2	Unsatisfactory 1
----------------	---------------	---------------------

Using the above scale, please rate the following aspects of being involved with the University of Iowa's MA Counseling Practicum/Internship.

1. Professional preparation of U of I student	3	2	1
2. Clarity of expectations	3	2	1
3. Usefulness of required activities	3	2	1
4. U of I student's contribution to the clinical site	3	2	1
5. U of I student's contribution to your counseling program	3	2	1
6. Personal comfort in your role as a supervisor	3	2	1
7. Availability of support or assistance from U of I	3	2	1
8. Imposition on your time and services (3 means no imposition at all)	3	2	1
9. Satisfaction with U of I student	3	2	1
10. Satisfaction with supervisory experience	3	2	1

Please feel free to use additional space to answer these questions:

- A. What have been the most beneficial aspects of this supervisory experience?
- B. What difficulties, aggravations, or problems have you had to face during the year as a result of this supervisory experience?
- C. What recommendations would you make for improving the MA counseling Practicum/Internship experience at the University of Iowa?
- D. What could we do to be more helpful?

Appendix E. Evaluation of Site Supervisor by MA Student**Practicum/Internship Students Evaluation of the
Clinical Training Site
School Counseling and Rehabilitation & Clinical Mental Health Programs**

Name of Site _____

Name of Intern _____

Name of Site Supervisor(s) _____

Instructions: Write your thoughts and feelings about the counseling practicum/internship setting where you were placed this semester (complete one form for each setting). The information will be used in selecting settings for interns in the future. Please write on the following topics and add any other information that you think will be useful. Return to your internship instructor with your Internship Log.

1. COMFORT: How comfortable did you feel in the clinical setting? Was there a balance in learning from the clinical site and your ability to provide counseling services to the program?

2. SPACE: Was there adequate physical space (e.g., offices, classrooms, group rooms, etc.) to conduct your assigned school counseling activities?

3. OBSERVATIONS: Were you given adequate opportunity to observe a variety in professional school counseling activities?

4. PARTICIPATION: Were you given adequate opportunity to participate in a variety of counseling activities?

5. VARIETY: Were you given access to a variety of students/clients? With various presenting problems?

6. SUPERVISION: Did you meet with the field supervisor on a regular basis? Did you have ample time to discuss your observations and activities with the field supervisor? Was your supervisor helpful? Did your supervisor provide adequate constructive feedback in order to improve your counseling skills and/or dispositional traits?

Appendix I

**Agreement of Clinical Training
Department of Rehabilitation and Counselor Education
The University of Iowa**

I, _____ have read the Clinical Placement and Orientation Manual. I fully understand and agree to abide by the policies and guidelines as outlined in the manual. In addition, I understand that I will need to meet all requirements for clinical training as outlined in my course syllabi as well.

_____ Date _____
Student Signature