



Virginia State University
College of Education
Department of Counselor Education

Field Experience (Practicum/Internship)
Handbook
Clinical Mental Health Counseling
and
School Counseling Concentrations

Field Experience Coordinator

Revised 2026

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Department of Counselor Education

Welcome

The faculty of the Department of Counselor Education welcomes you! We are delighted you have chosen this department, which is designed to professionally train and prepare individuals who wish to pursue careers in School Counseling or Clinical Mental Health Counseling. It is our pledge to cultivate your training and make your studies productive, intellectually stimulating, and academically challenging.

This Program Handbook provides the necessary guidelines to enhance your training experience and support the successful completion of your program. It also offers guidance for navigating the academic process, enabling you to better understand the responsibilities, expectations, procedures and deadlines of the department, college, and university.

It is advised that you work closely with your academic advisor to coordinate your program of studies. While each advisor is here to work with you, please be advised that it is your responsibility to adhere to all deadlines and complete all graduation requirements.

As departmental faculty, we look forward to working collaboratively with you as you progress on your journey toward becoming reflective practitioners who are competent, caring, culturally responsive, and committed educational justice leaders in the field of counseling.

Governance

The College of Education is the governing body for all programs preparing students for careers in education and professional counseling. The Counselor Education programs in Clinical Mental Health and School Counseling specialty areas are approved by the Virginia State Council of Higher Education (SCHEV) and meet the requirements outlined by the Virginia Board of Counseling and the Virginia Department of Education for professional licensure. The school counseling program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Program Mission Statement

The Department of Counselor Education, consistent with the mission at Virginia State University and the College of Education, aims to foster an inclusive and supportive learning environment that facilitates both professional and personal growth. Our program produces ethically sound, culturally responsive, and competent counselors who possess the skills necessary for effective practice. We are committed to promoting a just society through our work and empowering our graduates to drive systemic change. Our focus extends to serving communities at both local and global levels. Through rigorous training and experiential learning, we prepare counselors who will make a positive impact in all environments.

Program Objectives/Program Level Student Learning Outcomes

- **PLSLO1:** Demonstrate Ethical Decision-Making and Professional Conduct into Counseling Practices
- **PLSLO2:** Integrate Cultural Responsiveness and Social Justice Advocacy into Counseling Practice
- **PLSLO3:** Facilitate Career Exploration Transitions and Apply Theories of Human Development and Lifespan into Counseling Practice
- **PLSLO4:** Demonstrate Competency in Assessment, Diagnosing, Research, and Evaluation in Counseling Practice
- **PLSLO5:** Establish Therapeutic Relationships and Counseling Processes while using Evidenced Based Practices
- **PLSLO6:** Exhibit proficiency in comprehensive knowledge, analysis, creativity, evaluation, diagnosis, and advocacy within the Clinical Mental Health and School Counseling specialty areas
- **PLSLO7:** Professional Competency Development Demonstration of Counseling Skills and Practice

In order to prepare effective counselors to work collaboratively and build partnerships interchangeably between schools, community agencies, and higher education settings, course work and related field experiences emphasize human growth and development; counseling theory and techniques for individuals and groups; career development with components in educational and occupational information; standardized testing in the areas of aptitude, interest, achievement, and career; professional rights and responsibilities; research and evaluation techniques; and social and cultural foundations. The curriculum's scope and sequence have been aligned to the Council for the Accreditation of Counseling Related Educational Programs (CACREP), Ethical Guidelines of the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the licensure requirements of the Commonwealth of Virginia's Department of Education.

Degree Options

The Counselor Education Program is developed and grounded in CACREP 2024 standards, Virginia Board of Licensed Professional Counselors and Virginia Department of Education standards. Once admitted to the program, students have the option of pursuing either the Master of Education (M.Ed.) or the Master of Science (M.S.) degree.

- **Master of Education (M.Ed.):** More practice and application oriented
 - Requires a minimum of 60 hours of academic credit hours
 - Includes a comprehensive examination
- **Master of Science (M.S.):** Places greater emphasis on research and evaluation
 - Requires a minimum of 54 credit hours
 - Includes a thesis defense examination
 - Students must enroll in an additional research course
 - Students must complete a research-based, data-driven thesis

Students should refer to the Graduate Catalog for the specific degree requirements.

Counseling Specialization Overview

Clinical Mental Health Counseling

The Clinical Mental Health Counseling specialization meets Commonwealth of Virginia standards for students to be eligible to sit for the LPC examination. provides an opportunity for students to develop techniques and skills in connection with the mental health counseling field. It gives the student the opportunity to apply theory to the practice of mental health counseling.

School Counseling

The outcomes of the School Counseling Pre-K-12 program have been aligned with the College of Education's Conceptual Framework outcomes to support the development of reflective practitioners who are competent, caring, and culturally-responsive counselors who are committed to addressing the challenges of educating all students for diverse and global learning communities. As competent counselors, students will understand the central knowledge, concepts and skills necessary in the counseling field. As caring counselors, students will show respect for all learners and empower them to set achievable goals while maintaining high standards.

Virginia Department of Education (VDOE) 8VAC20-543-610 School Counselor Pre-K-12 Program Requirements

- <https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section610/>

Clinical Field Experience - Practicum/Internship Requirements

Hours

Students must complete their clinical field experiences in a program approved counseling setting, completing counseling related experiences and duties, by a program approved on site supervisor that meets all CACREP 2024 standards. The following clinical field experience hours include:

- **Total minimum required hours:** 700 hours in your counseling specialty area
- **Practicum Experience:** Minimum of 100 hours
 - 40 hours of direct work with clients, students, couples, families
 - 60 hours of indirect work
- **Internship Experience:** Minimum of 600 hours
 - 240 hours of direct work with clients, students, couples, families

If the 600-internship hours requirement is not met in one semester, a minimum of 300 hours would need to be completed to receive a grade "I" which means in progress. Students will

complete the remainder of the hours by the expected graduation date or by the next semester, whichever comes first.

Professional Liability Insurance

Students are required to obtain and maintain Professional Liability Insurance with coverage in the amount of \$1 million per occurrence and \$3 million aggregate throughout their Field Experience. Students may obtain professional liability insurance through one of the following options:

1. **American Counseling Association (ACA)**
 - Student membership includes liability insurance
 - Website: <https://www.counseling.org/membership/membership-benefits/liability-insurance>
2. **American School Counselor Association (ASCA)**
 - Student membership includes liability insurance
 - Website: <https://www.schoolcounselor.org/Membership/Member-Benefits/Liability-Insurance>
3. **Healthcare Providers Service Organization (HPSO)**
 - Offers specific coverage for counseling students
 - Website: <https://www.hpso.com/individuals/professional-liability/student-malpractice-insurance>
4. **CPH & Associates**
 - Offers student rates for counseling liability insurance
 - Website: <https://www.cphins.com/profession/counselor-insurance/>

Students must provide proof of current liability insurance prior to beginning their field experience and maintain coverage throughout the duration of their practicum and internship placements. Documentation of insurance coverage will be included in the student's field experience file.

Qualifications – Faculty Campus Supervisor

The following faculty campus supervisor qualifications include:

- Minimum master's Counseling degree or relevant discipline
- Relevant experience in counseling specialty area
- Professional credentials
- Counseling supervision training and experience

On-Site Supervisor

The following on-site supervisor qualifications include:

- Minimum of a master's degree, preferably in counseling, or a related profession
- Relevant certifications and/or licenses

- A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
- Knowledge of the program's expectations, requirements, and evaluation procedures for students
- Relevant training in counseling supervision
- Attend orientation, consultation, and professional development opportunities provided by counselor education program faculty to site supervisors

Clinical Supervision Requirements

The counseling clinical supervision requirements include:

- Minimum of 1 ½ hour(s) of weekly on campus group supervision
- Minimum of 1 hour(s) of weekly on campus triadic/individual supervision if needed
- Minimum of 1 hour(s) of weekly on site triadic/individual supervision required

Responsibilities Student Responsibilities

- Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws and VSU program policies
- Secure all required physicals, vaccinations, drug screenings, background checks and security clearances
- Develop and maintain site schedule with on-site supervisor
- Complete all required onboarding requirements for site
- Obtain and maintain student professional liability insurance
- Submit and maintain all time management logs
- Sign Field Experience Learning Agreement
- Develop and maintain a clinical case load
- Complete and present a written case presentation
- Complete recorded counseling sessions
- Complete all required evaluations
- Document and maintain clinical supervision logs
- Attend all clinical supervision meeting(s)

On-Site Supervisor Responsibilities

- Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws and VSU program policy
- Assist student in conducting counseling experiences, and duties (intakes, assessments/evaluations, individual, couples, family, group counseling)
- Assist students in identifying clients/students for recorded sessions
- Facilitate all onboarding requirements between student and site
- Attend all program required orientations, trainings and site visits
- Maintain clinical supervision professional liability insurance
- Aid in developing and approving student site schedule
- Assist student in developing clinical/student case load
- Review, approve and sign off on all weekly time management logs
- Sign Field Experience Learning Agreement

- Complete and submit all required evaluations
- Identify a secondary on-site supervisor
- Facilitate onsite clinical supervision
- Document and maintain clinical supervision notes
- **Faculty Campus Supervisor Responsibilities**
 - Abide by most updated ACA, ASCA code of ethics, state licensing board and state department of education standards, rules, laws, and VSU program policy
 - Assess, and evaluate student's competency in conducting counseling experiences, and duties (intakes, assessments/evaluations, individual, couples, family, group counseling)
 - Support students in identifying clients/students for recorded sessions
 - Facilitate all program required orientations, trainings and site visits
 - Maintain clinical supervision professional liability insurance
 - Aid in developing and approving student site schedule
 - Assist student in developing clinical/student case load
 - Sign Field Experience Learning Agreement
 - Complete and submit all required evaluations
 - Identify a secondary faculty site supervisor
 - Facilitate onsite clinical supervision
 - Develop and maintain clinical supervision notes

Prerequisites & Co-requisites

Prerequisites for the Field Experience Practicum/Internship. Placement involves planning and preparation. Prerequisites include:

- Attend a mandatory field experience orientation/meeting one semester prior to registering for field experience.
- Completion of required course(s) for field experience: **Practicum**
 - COUN 524 Professional Orientation & Ethical Practice
 - COUN 529 Theories of Counseling
 - COUN 530 Techniques of Counseling & Psychopathology
 - COUN 531 Group Procedures in Counseling
 - One program specialization course

Internship I

- COUN 526 Measurement and Appraisal in Counseling
- COUN 528 Human Growth and Development
- COUN 533 Abnormal Behavior & Psychopathology (co-requisite)
- COUN 538 Practicum

- COUN 553 Multicultural Counseling
- COUN 554 Diagnosing and Treatment of Addictive Behaviors
- COUN 599 Comprehensive Exam

Internship II

- All prerequisites for COUN 538 and COUN 548 Internship I
 - COUN 525 Principles of Counseling - Topics in Mental Health Counseling (co-requisite)
 - COUN 527 Career Development and Counseling (co-requisite)
 - COUN 540 Trauma Informed Care & Crisis Intervention (co-requisite)
- All students must submit a practicum/internship application and required documents to the Clinical Coordinator or designee. This document must be reviewed and approved by the student's faculty advisor during the semester preceding registration for the practicum/internship experience.

Deadline Dates for the Practicum/Internship Application Electronic Submission are as follows:

- **First Monday in March** - Summer/Fall Practicum/Internship Placement
- **First Monday in October** - Spring Practicum/Internship Placement

Field Experience Orientation dates:

- **Second Wednesday of each term** at Noon and at 5 p.m. EST.

Please note that there are only practicum summer clinical field experiences due to the nature of the 10-week session. Letters of intent should specifically identify the student's specialization, site placement preference (i.e., agency/unit name, school system), school levels (i.e., high school, middle school, and elementary school), and site supervisor's name and contact information (i.e., address with zip code, phone number).

Internship site placement is a collaborative effort between Virginia State University, the Department of Counselor Education, school district(s) and agency personnel. All final decisions of placements will be made by the Department of Counselor Education led by the Clinical Coordinator and Placement Team.

Professional Conduct Expectations

Counselor students are expected to conduct themselves in a professional and ethical manner at all times as stated in the most updated editions of the American Counselor Association Code of Ethics, American School Counselors Code of Ethics and the American Mental Health Counseling Association's Code of Ethics, state licensing boards, along with university, college and department policy.

Failure to adhere to these expectations and standards or any reports of unsatisfactory performance on-site or in the classroom will result in an immediate termination of the practicum/internship assignment and automatic referral to the Student Professional Dispositional Team.

Students will not be assigned another practicum/internship assignment for a minimal of one semester and have completed the reconditions of the SPDT's recommendations at a satisfactory level. Students may appeal any decision rendered by the SPDT by first submitting requests to the Department Chair, then College Dean. The process will then follow VSU's Office of Graduate Studies appeal process.

Counseling Requirement

In an effort to support students in maintaining wellness, as a program requirement, students are required to attend a minimum total of 4 individual counseling sessions while enrolled in the program. Two of those sessions must be completed prior to the Field Experience and the final two must be completed during the Field Experience, one during practicum and one during internship experiences.

Students have full access to the Campus Counseling Center in Memorial Hall at VSU or they may use any other professional counseling services of their choosing.

Evaluation of Field Experience

Students will earn a grade of A, B, C, or F for Field Experience Courses. The evaluation process includes the completion of all required assignments as outlined by the course syllabus, the maintenance of clinical logs documenting their Field Experience and hours, and developmentally appropriate demonstration of clinical counseling knowledge, understanding, and skills as assessed by the site supervisor and campus supervisor.

Key Performance Indicators

A Key Performance Indicator (KPI) is a measurable value that demonstrates how effectively an organization, department, or individual is achieving key training objectives. In the context of a course or program, KPIs are used to evaluate the success of the educational outcomes, monitor progress, and inform decision-making.

The KPI provides a framework for assessing various aspects of the educational experience per The Council for Accreditation of Counseling & Related Educational Programs (CACREP 2024) Standards, such as student engagement, retention rates, academic performance, and completion rates. By establishing clear KPIs for the Counselor Education program at Virginia State

University, instructors and the program can identify areas that require improvement, track the effectiveness of instructional methods, and ensure that the program aligns with its goals.

KPIs can also facilitate accountability, enabling educators to communicate performance expectations to students and stakeholders, thereby fostering a culture of continuous improvement within the educational environment. The KPI for all courses will measure at least 70% of the CACREP standards in the identified domain and specialty area.

For Field Experience courses, the KPI(s) is as follows, with further detail in the course syllabus:

- Students will demonstrate 80% on the following KPI(s):
 - Written Case Presentation
 - Audio/video session reviews (3)
 - Supervisor evaluations of students' counseling competencies

Course Requirements & Assignments will include Supervised Clinical Training as detailed in the course syllabus.

Non-Completion of Field Experience

Students that do not complete their Field Experience requirements due to Professional Counseling Dispositional Concerns or for failing to meet the course requirements and KPI metrics will be referred to the Student Professional Development Committee for support and a professional development plan.

Students will receive a grade of F, must wait for a minimum of one semester, and must complete the recommendations of the professional development plan before they can be registered for Field Experiences.

Early Termination from Site

Prior to any removal from a site, a meeting will occur within 5 days of the reported concern between the student, site, site supervisor, Clinical Coordinator or Campus Supervisor. The purpose of this meeting is to address any and all concerns and potentially salvage the termination of the site.

If no resolution can be reached, the student will be dismissed from the site and based on the facts of the termination, the student will follow all departmental, college, and institutional due process.

Professional Counseling Dispositions Assessment (PCDA)

The Professional Counseling Dispositions Assessment (PCDA) is a critical component of the Department of Counselor Education's commitment to developing counselors who demonstrate the highest standards of professional behavior and ethical conduct. Students are assessed at admission and throughout their program to evaluate their demonstration of dispositions that are essential for successful professional counselors.

Professional Counseling Dispositions Descriptions

The following dispositions have been identified by VSU's Department of Counselor Education faculty, instructors, and staff as representing qualities that are desirable in professional counselors-in-training:

- **Openness to new ideas:** Demonstrates a willingness to consider and incorporate new methodologies and perspectives in practice.
- **Flexibility and adaptability:** Exhibits the ability to adjust to changing circumstances and client needs seamlessly.
- **Cooperativeness with others:** Engages effectively and collaborates well with peers, clients, and colleagues.
- **Willingness to accept and use feedback:** Actively seeks, accepts, and implements feedback to improve personal and professional growth.
- **Awareness of own impact on others:** Understands and considers how personal behaviors and attitudes affect others in various contexts.
- **Ability to deal with conflict:** Manages and resolves conflicts constructively and maintains positive relationships.
- **Ability to accept personal responsibility:** Acknowledges and takes responsibility for personal actions and decisions.
- **Effective and appropriate expression of feelings:** Communicates emotions clearly and appropriately in both personal and professional settings.
- **Attention to ethical and legal considerations:** Consistently adheres to and understands the ethical and legal standards of the profession.
- **Initiative and motivation:** Shows proactive engagement and dedication to professional learning and self-improvement.
- **Orientation to multiculturalism and social justice advocacy:** Actively supports and advocates for diversity, inclusion, and social justice.
- **Professional wellness and self-care:** Prioritizes and practices self-care to maintain personal well-being and professional effectiveness.
- **Humility:** Demonstrates an understanding of personal limitations and values the contributions of others.
- **Professionalism:** Upholds a high standard of conduct, integrity, and accountability in all professional interactions.

Student/Program Assessment Process

The PCDA is conducted at various established points throughout the program, identified as "gate" checks:

Gate 1: Admissions

- PCDA is used as part of the program interviews of all applicants
- Students admitted to the program will complete a self-assessment and demonstrate understanding of the PCDA process during orientation prior to the start of their first semester in the program

Gate 2: Completion of First Year of Coursework

- Dispositions are assessed systematically by first-year program instructors and faculty before the first semester of the second year begins

Gate 3: Completion of Practicum (COUN 538, 570)

- A student self-assessment of Professional Counseling Dispositions is due at the midterm and end of term of the practicum semester
- On-Site and Campus Faculty Supervisor Professional Counseling Dispositions and Field Experience evaluations of the student are due at both the mid-point and end of the practicum

Gate 4: Completion of First Internship (COUN 537, 548, 548)

- A student self-assessment of Professional Counseling Dispositions is due at the midterm and end of term of the first internship
- On-Site and Campus Faculty Supervisor Professional Counseling Dispositions and Field Experience evaluations of the student are due at both the mid-point and end of the first internship

Gate 5: Completion of Final Internship (COUN 537, 548, 548) and Program Exit

- A student self-assessment of Professional Counseling Dispositions is due at the midterm and end of term of the final internship
- On-Site and Campus Faculty Supervisor Professional Counseling Dispositions and Field Experience evaluations of the student are due at both the mid-point and end of the final internship
- Student will submit their graduate student application by day 20 of their final semester
- A student exit interview is completed during finals week of the semester that the student graduates and students complete the following:
 - Program Completion Questionnaire
 - PCDA self-assessment
 - College Verification form
 - Verification of Degree and Internship for LPC Licensure Form

Students will receive feedback on their performance regarding the above dispositions, as well as Key Performance Indicators (KPIs) at Gates 2-5 from program faculty or instructors immediately after each gate has been completed. To progress without intervention, students must be rated as "Meets Expectations" (a score of 3) across all dispositional areas on their most recent performance evaluation. Those receiving a rating of "Approaching Expectation" and lower will be referred to the Student Support Committee to be evaluated and determine their readiness for continuation in the program, advancement into practicum or internship placement. The faculty will also address any need for remediation prior to students applying for practicum, internship, or licensure.

Incident Process

In addition to the gate assessments, when issues arise concerning any of the identified dispositions between gate checks, program faculty, instructors, and/or staff can file a PCDA-

RI form (Professional Counseling Dispositions Competency Assessment Revised Incident report form), also known as a "Red/Yellow/Blue/Green form." This form identifies which specific disposition is of concern and initiates a faculty meeting to discuss the individual student's situation and determine if additional support, remediation, suspension, or dismissal from the program is necessary.

The PCDCA-RI (Revised Incident) Report involves the following procedures by the reporting faculty, instructor, or staff member:

1. **Identification:** Record the student's name, date of filing, name of the individual filing the report, and the date of the incident being reported.
2. **Dispositions Check:** Mark the box(es) that most closely relate to the disposition(s) concerning the feedback.
3. **Level of Concern:** Indicate the level of concern (Red, Yellow, Green, Blue) in the box on the far right of the report, using the following key:
 - **Blue:** Recognizes a student needing observable support, standing out among peers. Signifies that additional faculty support or encouragement is needed.
 - **Green:** Indicates minor concerns that do not warrant immediate remediation but require awareness among faculty and staff.
 - **Yellow:** Suggests that the student needs remediation. Program faculty must convene to determine an appropriate remediation plan.
 - **Red:** Indicates serious concerns necessitating gatekeeping, possibly leading to suspension or dismissal. All relevant faculty and administrators, including legal services if necessary, are involved to determine a proper outcome.
4. **Incident Description:** On the third page of the PCDCA-RI, provide a detailed explanation of the incident or situation, using specific behavioral terms.
5. **Recommended Action:** Record any recommended actions, such as a remediation plan, in the space provided.
6. **Group Decision:** If applicable, note the decision reached by the group in the designated space.

Please note: If this form becomes part of the student's academic file, students may have legal access to this record under FERPA (Family Education Rights and Privacy Act) requirements.

While some issues may require formal professional development/remediation plans and support procedures, others might necessitate immediate suspension or dismissal as outlined within Virginia State University's Graduate Catalogue. The gate checks are intended to provide students with early and ongoing feedback and offer the counseling faculty, instructors, and staff a structured process to evaluate readiness and suitability for the counseling profession. This process aligns with the ethical standards of the American Counseling Association (ACA), and American School Counselor Association (AS



Appendix A: Field Experience Application

Appendix B: Field Experience Checklist

Appendix C: Field Experience Learning Agreement

The Field Experience Learning Agreement outlines the expectations, responsibilities, and learning objectives for the student's practicum or internship experience. This agreement must be completed and signed by the student, site supervisor, and faculty supervisor before the field experience begins.

Appendix D: The Written Case Presentation

A structured format for students to present client/student cases during group supervision, focusing on conceptualization, intervention strategies, and ethical considerations.

Appendix E: Consent for Recording Counseling Session

Appendix F: Reflection on Counseling Session

Appendix G: Site Supervisor Evaluation Form

The form used by site supervisors to evaluate student performance at the midpoint and conclusion of the field experience placement.

Appendix H: Faculty Supervisor Evaluation Form

This evaluation tool is completed by the faculty supervisor to assess the student's counseling skills, professional dispositions, and overall performance in their field experience.

Appendix I: Student Self-Evaluation Form

Students complete this self-assessment at multiple points during their field experience to reflect on their skills, areas of growth, and professional development needs.

Appendix J: PCDA Form

The Professional Counseling Dispositions Assessment form used to evaluate students' professional dispositions throughout the program.

Appendix K: Student Evaluation Form of Site

This evaluation form is completed by the counseling student to reflect on and evaluate their experience at the field experience site. Student feedback is used to support program improvement and ensure quality supervision and training experiences.

Appendix L: Student Evaluation Form of Site Supervisor

This evaluation form is completed by the counseling student to evaluate their experience working with the site supervisor. Student feedback is used to support program improvement and ensure high-quality supervision experiences.

Appendix M: Student Evaluation Form of Faculty Supervisor

This evaluation tool is completed by the counseling student to evaluate their experience working with the university faculty supervisor. Student feedback is used to support program improvement, supervision quality, and counselor training outcomes.

Appendix N: Weekly Practicum/Internship Log

Students must maintain detailed documentation of all hours spent at their field experience site, categorizing time spent in direct client/student contact, indirect services, supervision, and professional development activities.

Appendix O: Final Practicum/Internship Log

This form documents all supervision sessions with both site and faculty supervisors, including topics discussed, feedback provided, and plans for professional growth.

Appendix P: Verification of Counseling Services Form

Documentation form verifying that students have completed the required personal counseling sessions throughout their program enrollment.

Appendix Q: PCDCA-RI (Incident Report) Form

The form used to document specific incidents related to student dispositions that may require intervention, support, or remediation.

Appendix R: Field Experience Handbook Acknowledgement Receipt

This form is a receipt that students have received a copy of the Counselor Education Program Field Experience Handbook.



Appendix A: Field Experience Application Link

CLINICAL FIELD EXPERIENCE APPLICATION

Student Information

Student Name	
V#	
Program Track	<input type="checkbox"/> Clinical Mental Health Counseling <input type="checkbox"/> School Counseling
Application Type	<input type="checkbox"/> Practicum <input type="checkbox"/> Internship
Semester	

Prerequisites for Practicum (check all completed):

- ☐ COUN 526 Measurement and Appraisal in Counseling
- ☐ COUN 524 Professional Orientation & Ethical Practice
- ☐ COUN 529 Theories of Counseling
- ☐ COUN 530 Techniques of Counseling & Psychopathology
- ☐ COUN 531 Group Procedures in Counseling
- ☐ One Program Specialization Course

Prerequisites for Internship (check all completed or in progress):

- ☐ COUN 526 Measurement and Appraisal in Counseling
- ☐ COUN 528 Human Growth and Development
- ☐ COUN 553 Multicultural Counseling
- ☐ COUN 554 Diagnosing and Treatment of Addictive Behaviors
- ☐ COUN 599 Comprehensive Exam
- ☐ COUN 525 Principles of Counseling – Topics in Mental Health Counseling (Co-requisite)
- ☐ COUN 527 Career Development and Counseling (Co-requisite)
- ☐ COUN 540 Trauma Informed Care & Crisis Intervention (Co-requisite)
- ☐ COUN 533 Abnormal Behavior & Psychopathology (Co-requisite)
- ☐ COUN 538 Practicum (Completed)

Acknowledgments

I certify that the information provided above is accurate and that I have met, or will meet, all prerequisites required for Clinical Field Experience. I understand that approval is contingent upon advisor verification and departmental review.

Student Signature & Date	
Advisor Signature & Date (Advisement Confirmed)	



Appendix B: Field Experience Checklist

VIRGINIA STATE UNIVERSITY Department of Counselor Education

Field Experience Checklist

- ☐ Attend mandatory Field Placement Orientation meeting the semester prior to beginning Field Experience
- ☐ Submit application (electronically) the semester prior to beginning Field Experience. (link will be sent to students after the attend Field Placement Orientation meeting)
 - All prerequisite course must be completed in order to be eligible to being Field Experience (practicum, internship I & II)
 - Submit/attach UNOFFICAL copy of transcript to the application.
 - Submit/attach LIABILITY INSURANCE from ACA or ASCA to the application.
 - Submit/attach copy of PULMONARY TUBERCULOSIS (TB) results to application.
- ☐ Submit Field Experience Learning Agreement
- ☐ Submit to Clinical Coordinator by the following dates:
 - First Monday in October
 - First Monday in March

Please Note: Your Application will not be sent to a placement if there is any missing information



Appendix C: Field Experience Learning Agreement

VIRGINIA STATE UNIVERSITY
Department of Counselor Education
Field Experience Learning Agreement

This agreement is made on _____[Date] by and between: _____

[VSU Student Counselor] _____[On-site Supervisor] at

_____[Internship Site] and VSU Clinical Coordinator.

The agreement will be effective from _____to _____for:

☐ Practicum: minimum of 100 clock hours (minimum of 40 direct hours)

☐ Internship: minimum of 600 clock hours (minimum of 240 direct hours)

Site-Supervisor's Email: _____

Site-Supervisor's Phone Number: _____

PURPOSE OF CONTRACT

This contract serves two primary purposes:

1. To identify specific responsibilities for the Virginia State University Supervisor, the On-Site Supervisor, and the Counseling Candidate
2. To delineate basic site experiences for the qualified practicum/internship student

STRUCTURE OF THE PRACTICUM/INTERNSHIP EXPERIENCE:

The Counseling Program at VSU requires:

☐ Practicum: Minimum of 100 clock hours (with minimum of 40 direct hours)

☐ Clinical Mental Health Counseling Internship: Minimum of 600 clock hours (with minimum of 240 direct hours)

The actual daily schedule of the Counseling Candidate will be determined by the On-Site Supervisor. Interns will spend the major portion of their supervised time in Phases Two and Three.

CLINICAL PRACTICE OBJECTIVES

Clinical practice provides an opportunity for all Interns to develop techniques and skills in connection with the total counseling process. It gives the Intern an opportunity to apply theory to the practice of mental health counseling. The following objectives are appropriate for all Interns and should be achieved by both Practicum and Internship Students:

1. Apply and test academic/theoretical knowledge in a clinical setting
 2. Receive a comprehensive orientation to program components, policies and procedures, including:
 - o Introduction to staff and their roles/functions
 - o Identification of expectations for interns
 - o Confidentiality and due process procedures
 - o Risk assessment protocols
 - o American Counseling Association Code of Ethics
 3. Undergo continuous evaluation throughout the experience by both site and faculty supervisors through formative and summative processes
 4. Experience the realities of the therapeutic relationship and understand the role of self-awareness in this process
 5. Develop confidence in your abilities (knowledge and skills) in an environment that provides consistent and appropriate feedback for maximum professional growth
 6. Demonstrate high standards of professional ethics (e.g., ACA), apply appropriate legal principles, and utilize ethical decision-making skills in resolving ethical dilemmas
 7. Develop an appropriate professional identity
 8. Receive supervision using audio/visual recordings and/or live supervision modalities throughout your experience
 9. Acquire understanding of facility structure, protocol, processes, and intra/interagency working relationships
 10. Gain experiences that increase awareness and understanding of differences in values, beliefs, and behaviors of diverse populations, promoting cultural competence and personal growth
 11. Demonstrate satisfactory practice of mental health counseling with individuals, groups, and/or families through:
 - Conducting individual counseling sessions
 - Developing and maintaining counseling relationships
 - Establishing individual goals and objectives of counseling
 - Assisting individuals with crisis resolution
 - Facilitating independent decision-making and personal responsibility
 - Conducting group counseling sessions
 12. Demonstrate new learning through participation (applicable to students completing Internship in an already established work position)
-

EVALUATION CRITERIA

Students will be evaluated throughout the experience using both formative and summative methods. One standardized evaluation form will be used throughout the Practicum and Internship experiences. This form will be provided during orientation and in each supervised clinical experience.

Evaluations by both the on-site supervisor and faculty supervisor will be discussed with the student. Consistently low marks may necessitate a formal Remediation procedure to document growth steps.

ADDITIONAL REQUIREMENTS FOR INTERNS

1. Maintain regular attendance at the practicum/internship site as specified in the plan
2. Complete the full semester regardless of early completion of required hours (continue interning at site AND attend Practicum or Internship class)
3. Adhere to specific rules, policies, and procedures of the on-site facility (time schedules, confidentiality, dress standards, etc.)
4. Obtain and maintain individual liability insurance
5. Participate in training programs offered by the agency
6. Demonstrate involvement in as many aspects of the mental health counseling process as allowable by the agency

Any significant deviation from the Internship Contract must be reported to and approved by both supervisors. The Faculty Supervisor has authority to grant reasonable waivers. Students must maintain satisfactory progress acceptable to both supervisors. Site changes require approval by the Faculty Supervisor/Clinical Coordinator in consultation with the student's advisor and department chair.

TIMELINE

- Students meet with Advisor the semester prior to enrollment in COUN 570 and COUN 537
- Once a site is formalized, students submit a Practicum/Internship Contract to the Clinical Coordinator
- Students submit logs on a weekly basis throughout the semester
- Students may begin placements and accrue hours at the start of each semester (not before)
- Students may continue hours over winter break ONLY if continuously enrolled in Internship from Fall to Spring semester AND remaining at the same site
- Students submit Evaluation of Site at the end of each semester
- Students engage in formative and summative evaluation throughout the experience

RESPONSIBILITIES OF THE COUNSELING CANDIDATE

The Counseling Candidate is simultaneously a temporary staff member of the cooperating site and a Counseling Candidate at Virginia State University. These dual roles include specific responsibilities:

1. Prerequisites: Must have achieved candidacy, submitted clinical practice application and supporting materials, and maintain a 3.0 GPA. Grades of C are not acceptable in any course required for state licensure.
2. Application Process: Ensure the Practicum/Internship application is completed and submitted electronically for review by faculty academic advisor and Clinical Coordinator. Upon approval, the Counseling Candidate will be registered for the course. NOTE: Professional liability insurance and background check are required.
3. Attendance: Attend all VSU Practicum/Internship weekly group and triadic supervision sessions as scheduled.
4. Documentation: Maintain a daily time and activity log that will be officially reviewed and signed weekly by the On-site Supervisor and Faculty Supervisor. The log must reflect a balance of experiences directly related to counseling at the specific site. At semester end, submit a final log reflecting overall supervision, direct, and indirect hours. A total of 16 weekly logs and one final log are required for course completion and grading.
5. Supervision: The On-Site Supervisor must be present when the Counseling Candidate is on-site. Follow the site calendar until the end of the VSU semester.
6. Evaluations: Complete three evaluations at the end of the experience:
 - Self-evaluation
 - On-site Supervisor evaluation
 - Faculty Supervisor evaluation

No final grade will be entered until all required documents are submitted to the faculty campus supervisor.

PROFESSIONALISM, ATTENDANCE, ATTIRE AND SITE POLICY

1. Time Management: Recognize the intensity of requirements and budget time wisely, making the Practicum/Internship experience the primary focus.
2. Professional Conduct: Maintain a professional attitude and appearance throughout the clinical experience. Conduct must comply with site standards regarding appearance, work proficiency, and professional relationships.
3. Absences: Follow site policy for illness notifications. All other absences require pre-approval by the On-Site Supervisor. Notify the University Supervisor of all absences by the following weekly class meeting.
4. Final Documentation: Provide the University Supervisor with a complete packet of final documents before grade submission, including:
 - Original copy of clinical practice contract
 - Complete Log of Hours
 - On-Site Supervisor's final evaluation
 - Clinical practice portfolio

RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

The On-Site Supervisor must have a Master's Degree in Counseling and at least 3 years of counseling experience with a Virginia Board of Counseling License.

1. Orientation: Prepare to receive the Counseling Candidate through various activities: facility tour, staff introductions, description of office routines, regulations, hours, policies, equipment usage, clerical personnel, and counselor duties/responsibilities.
2. Supervision Presence: Be present when the Counseling Candidate is on-site. Another qualified site employee may be designated as temporary supervisor for brief periods only.
3. Supervision Schedule: Provide a minimum of one hour of individual supervision weekly (minimum total of 16 over the semester). During these sessions, provide verbal and written feedback on observed counseling skills, professional disposition, and review/sign weekly log sheets to ensure balanced counseling experiences.
4. Support: Encourage cooperation of the field site community for acceptance and involvement of the Counseling Candidate.
5. Modeling: Model appropriate legal and ethical practices, acceptance, openness, and positive regard for the Counseling Candidate.
6. Site Visits: Participate in a site visit with the Faculty Supervisor and Counseling Candidate between weeks 6-9. Additional site visits may be determined by any party.
7. Evaluations: Complete mid-semester and final evaluations of the student's experiences. Review these with the candidate, obtain signatures, and submit electronically to the faculty supervisor.
8. Communication: Immediately contact the University Supervisor with any questions or concerns to ensure the growth and development of the Counseling Candidate.

RESPONSIBILITIES OF VSU FACULTY SUPERVISOR

1. Modeling: Model acceptance, openness, and positive regard for students, making the practicum/internship course a model of the counseling process itself.
2. Liaison Role: Serve as the University Liaison for the On-Site Supervisor and as the University's agent if placement must be terminated.
3. Site Visits: Participate in a site visit with the On-Site Supervisor and Counseling Candidate between weeks 6-9. Additional site visits may be determined as needed.
4. Evaluations: Complete mid-semester and final evaluations of the student's experiences. Review these with the candidate, obtain signatures, and include in the student's clinical file for final grade determination.

5. Classroom Support: Provide supportive classroom activities/supervision as described in the syllabus.
 6. Availability: Be available for questions and additional site visits as necessary, providing general oversight to facilitate a successful experience for all parties.
-

REQUIREMENTS FOR ALL PRACTICUM/INTERNSHIP COUNSELING CANDIDATES

1. Be supervised by at least one licensed Master-level counselor with 2 years post-Master's degree experience
 2. Participate in at least 1 hour of weekly individual supervision provided by an On-site supervisor
 3. Record counseling sessions (minimum 3 recordings: 1 group counseling session and/or 1 individual session) with informed consent and security if permissible by the field site
 4. Follow the daily schedule determined by the On-Site Supervisor, spending full working days or an identified schedule at the field site
 5. Co-implement/facilitate a counseling group
 6. Attend staff meetings and professional development activities as appropriate
 7. Comply with all policies and regulations of the internship site
 8. Maintain professional liability insurance
-

SIGNATURES

Counseling Candidate Name:

Date:

On-Site Supervisor Name:

Date:

University Supervisor Name:

Date:



Appendix D: The Written Case Presentation

Guiding Instruction:

Students will identify one case/client that they are working with and complete a written case presentation on the client that they will complete their required three recordings on. Below is the format in which this presentation will be complete. Students are required to complete all six areas to include the subtext areas.

THE WRITTEN CASE PRESENTATION – (50 Points)

- I. Pretreatment Evaluation (10 points)
 - a. Student demonstrates knowledge of relevant diagnostic criteria and the ability to integrate information from a variety of sources to support the diagnosis. (i.e. IDS-10; DSM 5, Differential Diagnosis/Rule Outs, Presenting Problem) – 5 points
 - b. The student provides an adequate qualitative description of the client. (Issues, dynamics, personality style(s), motivation for treatment, communication style) – 5 points
- II. Assessment and Evaluation (10 points)
 - a. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. – 3 points
 - b. Screens for Aggression, danger to self-and/or others, as well as co-occurring mental disorders, addiction, Adverse Childhood Experience (ACE) trauma, social determinants of mental health,
 - i. Economic Stability,
 - ii. Education Access and Quality,
 - iii. Healthcare Access and Quality,
 - iv. Neighborhood and Built Environment,
 - v. Social and Community Context – 5 points
 - c. Applies relevant research findings to inform the practice of clinical mental health counseling. – 2 points
- III. Conceptualization and Treatment Formulation (10 points)
 - a. Student demonstrates knowledge of the theoretical model selected. – 4 points

- b. Student applies major components of the theory to case material. (Clinical reasoning) – 3 points
- c. Student demonstrates adequate clinical reasoning in developing treatment plans, guided by assessment of information and the theory selected. (Clinical reasoning) – 3 points

IV. Course of therapy and Session Analysis (10 points)

- a. Students describe relevant themes and important interventions over the course of treatment. (Clinical reasoning) – 5 points
- b. The student shows the ability to critique his or her own work, including strengths and weaknesses. (Clinical reasoning) – 5 points

V. Ethical and Legal Considerations Impacting Treatment (5 points)

- a. Student demonstrates knowledge of ethical guidelines relevant to this case. – 2 points
- b. Students analyze the implications of possible ethical dilemmas. (Clinical reasoning) – 3 points

VI. Cultural and Diversity Issues Impacting Treatment (5 points)

- a. The student demonstrates knowledge of possible cultural factors relevant to assessment and treatment of this case. – 2 points
- b. Student discusses the implications of these factors for assessment and treatment. (Clinical Reasoning) – 3 points



Appendix E: Consent for Recording Counseling Session

CONSENT FOR RECORDING COUNSELING SESSION

I hereby give permission to _____,
(counselor/counselor-in-training) to record our therapy session(s) on [audio/video].

I understand that the purpose of this recording is to enable you to review and evaluate our therapeutic work together, so that you can continue to improve your counseling techniques. OR I understand that these recordings will be used only for the purpose of providing clinical supervision and peer review to the counselor-in-training.

I understand that listeners and viewers of the recording may include your supervisors or peers in your individual, triadic, or group supervision. All of them, including you, are bound by the legal and ethical standards of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), American Counseling Association (ACA), American School Counselors Association (ASCA) and to the same ethical principal of confidentiality as professionals providing counseling.

My signature below indicates that I give _____ (name of counselor) permission to be audiotaped/videotaped (circle one or both) and that I understand the following:

1. I can request that the audio recorder or video recorder be turned off at any time. I may also request that the tape, or any portion of it, be erased.
2. I can revoke my permission for you to record me at any time.
3. The contents of the taped sessions are confidential and the information will not be shared outside of your individual, peer, and group supervision.
4. The recordings will be stored in a secure location and will not be used for any other purpose without my written permission.
5. The recordings will be erased after they have served their professional purpose at the end of each term.

Client/Student Name & Signature

Date

Parent Name & Signature (If Applicable)

Date

Student Counselor Name & Signature

Date



Appendix F: Reflection on Counseling Session

REFLECTION ON COUNSELING SESSION

Counselor's Name: _____ Client's School: _____

Age of Students: _____ Grade Level(s): _____

Length of Session: _____ Date of Session: _____

1. Describe your initial assessment of the client/student. Consider the following questions as you prepare your response: How did you determine the counseling needs of the student(s)? What counseling needs did you identify? What cultural and/or background issues did you identify? What are the key counseling issues/counseling goals for the student(s)?
2. Describe the current counseling session. Consider the following questions as you prepare your response: What were the objectives of this session? How did you establish and maintain rapport with the student? What specific counseling processes and/or techniques did you use during the session? What mental notes did you make during the session?
3. Reflect on the session. Consider the following questions as you prepare your response: To what extent were the session objectives accomplished, and how did you make this determination? If you had the opportunity to conduct this session again with this/these student/s, what adjustments would you make, if any, and why? Pretend that you had to meet with this client again, what plans do you have for subsequent counseling sessions with the student? How would you determine when counseling services are no longer necessary for the student?
4. Reflect on your feelings. How do you feel about the session's outcome? How do you think the client felt having you as his or her counselor? Discuss your experience working with this age group and would you like to work with this age group again.
5. Provide additional comments (optional).



Appendix G: Site Supervisor Evaluation Form
Virginia State University
Department of Counselor Education

FIELD EXPERIENCE STUDENT EVALUATION FORM

Student Name	
V#	
Program Track	<input type="checkbox"/> Clinical Mental Health Counseling <input type="checkbox"/> School Counseling
Application Type	<input type="checkbox"/> Practicum <input type="checkbox"/> Internship
Semester	

RATING SCALE DEFINITIONS

Rating	Numerical Value	Description
Exemplary	4	Student consistently exceeds expectations, demonstrates exceptional skills and knowledge that surpass requirements, and shows outstanding ability to apply learning in practice.
Proficient	3	Student meets expectations consistently, demonstrates solid understanding and application of core concepts, and performs effectively in field settings.
Developing	2	demonstrates basic understanding but requires further development, and s.

Rating	Numerical Value	Description
Not Satisfactory	1	Student does not meet expectations, demonstrates significant gaps in understanding, and requires substantial improvement.
Not Observed	N/O	There has not been an opportunity to observe this competency during the evaluation period.

EVALUATION CRITERIA

1. Ethical Decision-Making and Professional Conduct (PLSLO1)

Criteria	Rating
1.1 Applies ACA/ASCA ethical principles in practice	[4] [3] [2] [1] [N/O]
1.2 Navigates ethical dilemmas with sound reasoning	[4] [3] [2] [1] [N/O]

1.3 Maintains appropriate confidentiality and boundaries	[4] [3] [2] [1] [N/O]
1.4 Demonstrates professional conduct and demeanor	[4] [3] [2] [1] [N/O]
1.5 Adheres to site policies and legal standards	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

2. Cultural Responsiveness and Social Justice Advocacy (PLSLO2)

Criteria	Rating
2.1 Demonstrates understanding of diverse cultural backgrounds	[4] [3] [2] [1] [N/O]
2.2 Applies culturally responsive approaches in practice	[4] [3] [2] [1] [N/O]
2.3 Shows cultural humility and openness to learning	[4] [3] [2] [1] [N/O]
2.4 Identifies and addresses systemic barriers	[4] [3] [2] [1] [N/O]
2.5 Advocates for equity and access for clients/students	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

3. Career Development and Human Development Application (PLSLO3)

Criteria	Rating
3.1 Applies career development theories appropriately	[4] [3] [2] [1] [N/O]
3.2 Utilizes career assessment tools effectively	[4] [3] [2] [1] [N/O]
3.3 Considers contextual factors in career planning	[4] [3] [2] [1] [N/O]
3.4 Applies human development theories in assessment	[4] [3] [2] [1] [N/O]
3.5 Adapts approaches based on developmental needs	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

4. Assessment, Diagnosis, Research, and Evaluation (PLSLO4)

Criteria	Rating
4.1 Selects and administers assessments appropriately	[4] [3] [2] [1] [N/O]
4.2 Interprets assessment results accurately	[4] [3] [2] [1] [N/O]
4.3 Applies diagnostic criteria ethically and appropriately	[4] [3] [2] [1] [N/O]
4.4 Utilizes research to inform practice	[4] [3] [2] [1] [N/O]
4.5 Participates in program evaluation when applicable	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

5. Therapeutic Relationships and Evidence-Based Practices (PLSLO5)

Criteria	Rating
5.1 Establishes rapport and therapeutic alliance	[4] [3] [2] [1] [N/O]
5.2 Demonstrates empathy and active listening	[4] [3] [2] [1] [N/O]
5.3 Applies evidence-based techniques appropriately	[4] [3] [2] [1] [N/O]
5.4 Collaborates in goal-setting and treatment planning	[4] [3] [2] [1] [N/O]
5.5 Monitors and evaluates counseling outcomes	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

6. Specialty Area Competence (PLSLO6)

Clinical Mental Health Counseling

Criteria	Rating
6.1 Demonstrates knowledge of mental health service delivery	[4] [3] [2] [1] [N/O]
6.2 Applies appropriate clinical interventions	[4] [3] [2] [1] [N/O]
6.3 Demonstrates case conceptualization skills	[4] [3] [2] [1] [N/O]
6.4 Coordinates care with other professionals	[4] [3] [2] [1] [N/O]
6.5 Demonstrates knowledge of community resources	[4] [3] [2] [1] [N/O]

School Counseling

Criteria	Rating
6.6 Implements comprehensive school counseling program	[4] [3] [2] [1] [N/O]
6.7 Addresses academic, career, and social/emotional domains	[4] [3] [2] [1] [N/O]
6.8 Collaborates with school stakeholders effectively	[4] [3] [2] [1] [N/O]
6.9 Utilizes data to identify student needs	[4] [3] [2] [1] [N/O]
6.10 Advocates for students within the educational system	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

7. Professional Competency Development (PLSLO7)

Criteria	Rating
7.1 Applies counseling theories ethically in practice	[4] [3] [2] [1] [N/O]
7.2 Implements evidence-based counseling techniques	[4] [3] [2] [1] [N/O]
7.3 Effectively engages with diverse client populations	[4] [3] [2] [1] [N/O]
7.4 Demonstrates competence in psychoeducational group leadership	[4] [3] [2] [1] [N/O]
7.5 Exhibits proficiency in clinical case management	[4] [3] [2] [1] [N/O]

COMMENTS OVERALL

OVERALL ASSESSMENT

Strengths

Areas for Growth

Development Plan

SIGNATURES

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

This evaluation aligns with the Department of Counselor Education's mission to foster an inclusive and supportive learning environment that facilitates both professional and personal growth, producing ethically sound, culturally responsive, and competent counselors who possess the skills necessary for effective practice.



Appendix H: Faculty Supervisor Evaluation Form

Faculty Supervisor Evaluation Form Field Experience (Practicum / Internship)

Student Information

Student Name:		Program:	
Course (Practicum/Internship):		Semester/Term:	
Faculty Supervisor:		Evaluation Date:	

Rating Scale: 4 = Exemplary | 3 = Proficient | 2 = Developing | 1 = Needs Improvement | N/O = Not Observed

Evaluation Domains

Domain	4	3	2	1	N/O
Establishes and maintains appropriate counseling relationships					
Demonstrates effective attending and listening skills					
Applies counseling theories and techniques appropriately					
Demonstrates ethical decision-making and professional judgment					
Demonstrates cultural humility and responsiveness					
Uses supervision appropriately and integrates feedback					
Demonstrates professional behavior and disposition					
Maintains appropriate documentation and record keeping					
Demonstrates readiness for professional practice					

Faculty Supervisor Comments

Overall Recommendation

<input type="checkbox"/> Satisfactory Progress	<input type="checkbox"/> Progress with Concerns	<input type="checkbox"/> Unsatisfactory Progress
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Faculty Supervisor Signature & Date

Signature:		Date:	
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Appendix I: Student Self-Evaluation Form
Student Self-Evaluation Form
Field Experience (Practicum / Internship)

This self-evaluation is completed by students at multiple points during their field experience (early, midterm, and final) to reflect on counseling skills, professional growth, and development needs.

Student Information

Student Name:		Program:	
Course (Practicum/Internship):		Semester/Term:	
Faculty Supervisor:		Evaluation Date:	

Reflection Questions:

1. What counseling skills do you currently identify as strengths?
2. What areas of counseling practice require further development?
3. How have you demonstrated professionalism and ethical practice?
4. What multicultural or advocacy considerations have emerged in your work?
5. What specific goals do you have for the next phase of your field experience?
6. What support or feedback would be most helpful in supervision?

Student Signature: _____ Date: _____



Appendix J: PCDA Form

Virginia State University
Department of Counselor
Education

Professional Counseling Dispositions Assessment

Date: _____

Student Being Evaluated: _____ Evaluator: _____

Instructions: Please evaluate the student in relation to the dispositions that are observable behaviors identified in the description below using the following scale: 1 Below Expectations is characterized by behaviors that consistently fail to meet the required disposition, such as disregarding feedback, poor adaptability, or repeated ethical issues. 2 Approaching Expectations applies to behaviors that occasionally meet standards but show significant room for improvement, like sporadic collaboration or inconsistent responsibility. 3 Meets Expectations is for behaviors that reliably meet professional standards, demonstrated by effective communication, good adaptability, and regular feedback usage. 4 Exceeds Expectations is for behaviors that consistently surpass expectations, exemplified by leading initiatives, proactive mentoring, and excelling in collaborative environments. Adjust evaluation for culture if deemed appropriate.

Dispositions	1 - Below Expectations	2 - Approaching Expectations	3 - Meets Expectations	4 - Exceeds Expectations	Score
Adaptability and Continuous Learning:					
Openness to new ideas	Demonstrates resistance to new methods and practices	Occasionally open to new methods but requires guidance	Consistently open to and implements new counseling approaches	Proactively seeks out and applies innovative counseling strategies	
Flexibility and adaptability	Rigid in approach, struggles with changes	Needs support to adapt to changes	Adapts well to new situations and changes in client needs	Demonstrates exceptional adaptability, often anticipates changes	
Willingness to accept and use feedback	Dismisses or reacts negatively to feedback	Sometimes resistant, implements feedback with reluctance	Accepts and utilizes feedback to improve counseling practice	Seeks out feedback and shows marked improvement as a result	
Interpersonal Effectiveness and Ethical Practice:					

Cooperativeness with others	Rarely collaborates effectively with peers or clients	Inconsistent in teamwork, needs encouragement	Works well with others, fosters collaborative relationships	Inspires collaboration, often leads effective team efforts	
Ability to deal with conflict	Avoids or escalates conflict situations	Struggles but sometimes manages conflict	Handles conflicts effectively and professionally	Resolves conflicts adeptly, helps others learn conflict resolution	
Attention to ethical and legal considerations	Overlooks or misunderstands ethical and legal standards	Basic understanding but needs guidance in ethical matters	Adheres to ethical and legal standards consistently	Demonstrates exemplary understanding and upholds high ethical standards	
Self-Awareness and Responsibility:					
Awareness of own impact on others	Lacks awareness, often unaware of how actions affect others	Sometimes aware but inconsistent	Demonstrates awareness and consideration of personal impact	Highly attuned to personal impact, takes deliberate steps to adjust	
Ability to accept personal responsibility	Shifts blame and deflects responsibility	Accepts responsibility occasionally, with reminders	Consistently accepts responsibility for actions	Exemplifies accountability, mentors' others on responsibility	
Humility	Displays arrogance, resistant to acknowledging limits	Shows humility occasionally, can struggle with admitting errors	Generally humble, acknowledges own limitations and errors	Highly humble, learns from others, fosters a culture of humility	
Commitment to Diversity, Well-being, and Advocacy:					
Orientation to multiculturalism and social justice advocacy	Shows limited understanding and engagement in diversity	Basic awareness, infrequently engages in advocacy	Advocates for diversity and inclusion regularly	Passionately champions multicultural awareness and social justice	
Professional wellness and self-care	Neglects self-care, often exhibits signs of burnout	Inconsistently practices self-care as needed	Maintains a healthy balance, practices self-care regularly	Exemplary self-care model, encourages and teaches peers	
Initiative and motivation	Lacks initiative, requires frequent motivation	Shows some initiative with encouragement	Self-motivated, consistently takes initiative	Proactive and highly motivated, inspires others to engage deeply	

Overall Comments and Feedback for the Student:

Professional Counseling Dispositions Sub-Categories

1. Adaptability and Continuous Learning:
 - Openness to new ideas: Demonstrates a willingness to consider and incorporate new methodologies and perspectives in practice.
 - Flexibility and adaptability: Exhibits the ability to adjust to changing circumstances and client needs seamlessly.
 - Willingness to accept and use feedback: Actively seeks, accepts, and implements feedback to improve personal and professional growth.
 - Initiative and motivation: Shows proactive engagement and dedication to professional learning and self-improvement.
2. Interpersonal Effectiveness and Ethical Practice:
 - Cooperativeness with others: Engages effectively and collaborates well with peers, clients, and colleagues.
 - Ability to deal with conflict: Manages and resolves conflicts constructively and maintains positive relationships.
 - Attention to ethical and legal considerations: Consistently adheres to and understands the ethical and legal standards of the profession.
 - Effective and appropriate expression of feelings: Communicates emotions clearly and appropriately in both personal and professional settings.
3. Self-Awareness and Responsibility:
 - Awareness of own impact on others: Understands and considers how personal behaviors and attitudes affect others in various contexts.
 - Ability to accept personal responsibility: Acknowledges and takes responsibility for personal actions and decisions.
 - Humility: Demonstrates an understanding of personal limitations and values the contributions of others.
4. Commitment to Diversity, Well-being, and Advocacy:
 - Orientation to multiculturalism and social justice advocacy: Actively supports and advocates for diversity, inclusion, and social justice.
 - Professional wellness and self-care: Prioritizes and practices self-care to maintain personal well-being and professional effectiveness.



Appendix K: Student Evaluation Form of Site

Student Field Experience Site Evaluation Form

Field Experience (Practicum / Internship)

Student Information

Student Name:		Program:	
Course (Practicum/Internship):		Semester/Term:	
Field Site Name:		Site Supervisor:	

Rating Scale (Check one)

4 = Strongly Agree | 3 = Agree | 2 = Disagree | 1 = Strongly Disagree | N/A = Not Applicable

Site Experience Evaluation

Statement	4	3	2	1	N/A
The site provided appropriate clinical experiences aligned with course requirements.					
I received adequate individual supervision at the site.					
The site provided opportunities to develop counseling skills.					
The site environment supported ethical and professional practice.					
The site demonstrated respect for diversity and cultural responsiveness.					
I felt supported in integrating theory into practice.					
The site expectations were clearly communicated.					
Overall, this site was a positive learning experience.					

Open-Ended Feedback

What aspects of this field experience were most beneficial to your professional development?

What challenges did you encounter at the site?

What recommendations do you have for improving the site experience?

Would you recommend this site to future students? Please explain.

Student Acknowledgment

Student Signature:		Date:	
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Appendix L: Student Evaluation Form of Site Supervisor
Field Experience (Practicum / Internship)

Student and Site Information

Student Name:		Program:	
Course (Practicum/Internship):		Semester/Term:	
Site Name:		Site Supervisor Name:	

Rating Scale 4 = Strongly Agree | 3 = Agree | 2 = Disagree | 1 = Strongly Disagree | N/A = Not Applicable

Site Supervisor Evaluation

Statement	4	3	2	1	N/A
The site supervisor was available and accessible when needed.					
The site supervisor provided regular and consistent supervision.					
Supervision sessions were meaningful and supported my professional growth.					
The site supervisor provided constructive and timely feedback.					
The site supervisor modeled ethical and professional behavior.					
The site supervisor demonstrated cultural humility and responsiveness.					
The site supervisor supported my development of counseling skills.					
Expectations and responsibilities were clearly communicated.					
I felt supported and respected by my site supervisor.					
Overall, the site supervisor contributed positively to my training experience.					

Open-Ended Feedback

What aspects of supervision were most helpful to your development as a counselor?

What challenges, if any, did you experience in working with your site supervisor?

What suggestions do you have for improving the supervision experience?

Would you recommend this site supervisor to future students? Please explain.

Student Acknowledgment

Student Signature:		Date:	
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Appendix M: Student Evaluation Form of Faculty Supervisor

Student Evaluation of Faculty Supervisor

Field Experience (Practicum / Internship)

Student and Course Information

Student Name:		Program:	
Course (Practicum/Internship):		Semester/Term:	
Faculty Supervisor Name:			

Rating Scale (check one) 4 = Strongly Agree | 3 = Agree | 2 = Disagree | 1 = Strongly Disagree | N/A = Not Applicable

Faculty Supervisor Evaluation

Statement	4	3	2	1	N/A
The faculty supervisor was available and accessible when needed.					
The faculty supervisor provided clear expectations for practicum/internship.					
Faculty supervision sessions were organized and purposeful.					
The faculty supervisor provided constructive and timely feedback.					
Supervision supported my integration of theory into practice.					
The faculty supervisor demonstrated ethical and professional behavior.					
The faculty supervisor demonstrated cultural responsiveness and inclusivity.					
Supervision supported my professional identity development.					
The faculty supervisor communicated effectively and respectfully.					
Overall, the faculty supervisor contributed positively to my training experience.					

Open-Ended Feedback

What aspects of faculty supervision were most helpful to your development as a counselor?

What challenges, if any, did you experience in working with your faculty supervisor?

What suggestions do you have for improving the faculty supervision experience?

Additional comments or feedback:

Student Acknowledgment

Student Signature:		Date:	
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Appendix N: Weekly Practicum/Internship Log
 VIRGINIA STATE UNIVERSITY
 Department of Counselor Education

Weekly Practicum/Internship Log

Activity	SUN	MON	TUE	WED	THU	FRI	SAT	Total Week	Total to Date
1. Intake Interviewing/Assessment							0	0	0
2. Individual Counseling							0	0	0
3. Group Counseling							0	0	0
4. Couples Counseling							0	0	0
5. Family Counseling							0	0	0
6. Test administration								0	0
7. Other:							0	0	0
Total Direct Contact	0	0	0	0	0	0	0	0	0
8. Writing interview summaries							0	0	0
9. Supervision							0	0	0
10. Attending practicum /intern class-Supervision								0	0
11. Listening to own tapes-Addtn'l								0	0
12. Listening to tapes of others-""								0	0
13. Record Keeping								0	0
14. Consulting records								0	0
15. Locating clients								0	0
16. Orientation to site								0	0
17. Other activities (list)								0	0
Total Indirect Contact	0	0	0	0	0	0	0	0	0
TOTALS	0	0	0	0	0	0	0	0	0

VERIFICATION

I certify that the information contained in this log accurately represents the hours completed during this practicum/internship experience.

Counseling Student: _____ Date: _____

On-Site Supervisor: _____ Date: _____

License/Certification: _____ Number: _____

Faculty Supervisor: _____ Date: _____

Appendix O: Final Practicum/Internship Log
Virginia State University Department of Counselor Education

Final Practicum/Internship Log

Activity	Weekly Hours	Cumulative Hours	Required Hours
SUPERVISION HOURS			
Individual On-Site Supervision			
Individual on Campus Supervision			
Group On-Site Supervision			
Group On-Campus Supervision			
Total SUPERVISION HOURS	0	0	0
DIRECT SERVICES HOURS (40/ 120/ 120)			
Intake			
Individual Counseling			
Group Counseling			
Family/Couples Counseling			
Substance Use Counseling			
Career Counseling			
Assessment & Testing			
Case Management			
Other: __			
Total DIRECT Contact	0	0	0
INDIRECT SERVICE HOURS			
Case Documentation			
Case Consultation			
Treatment Planning			
Staff Meetings			
Professional Development			
Site Orientation/Training			
Research & Program Evaluation			
Other: __			
TOTAL INDIRECT HOURS:	0	0	0
TOTAL HOURS:			

VERIFICATION: I certify that the information contained in this log accurately represents the hours completed during this practicum/internship experience.

Counseling Student: _____ Date: _____

On-Site Supervisor/License __ Date: __

Faculty Supervisor: _____ Date: _____



Virginia State University Department of Counselor Education

Appendix P: Verification of Counseling Services Form

INSTRUCTIONS: This form should be used to document the required four (4) personal counseling sessions throughout the program. This form must be signed by a licensed mental health professional. Two (2) of the four counseling sessions must be completed prior to Field Experience and two (2) during Field Experience: one during practicum and one during internship.

INFORMATION

Student Name: _____ Student ID: _____
Program: _____ Entry Date: _____
Academic Advisor: _____ Phone: _____
Email: _____

VERIFICATION OF COUNSELING SESSIONS

Session	Date	Professional's Signature with <u>License Type and Number</u> (Upon signing you are verifying the above named student has completed personal individual counseling session with you on the date indicated.)
Session 1 (Prior to Field Experience)		
Session 2 (Prior to Field Experience)		
Session 3 (During Practicum)		
Session 4 (During Internship)		

PROGRAM VERIFICATION

I verify that the above-named student has successfully completed all required personal counseling sessions as outlined in the program requirements.

Program Director Signature: _____ Date: _____

CONFIDENTIALITY STATEMENT

This form verifies completion of the required counseling sessions only. The content of counseling sessions remains confidential between the student and the licensed professional, in accordance with professional ethical standards and applicable laws.

INSTRUCTIONS FOR SUBMISSION

1. The student is responsible for maintaining this form throughout their program.
2. The student should obtain the signature of the licensed professional after each counseling session.
3. The completed form should be submitted to the Program Director prior to graduation.
4. A copy of this form will be kept in the student's program file.

Form Submission Date: _____

Received by: _____ Date: _____



Appendix Q: PCDCA-RI (Incident Report) Form
Virginia State University

Department of Counselor Education

Revised Professional Counseling Dispositions Competency Assessment-RI PCDCA-RI) Date of

Filing: _____

Date of Incident: _____

Student Name: _____

Filed By: _____

DISPOSITIONS ASSESSMENT

Instructions

Please check the box(es) next to the disposition(s) that relate to this incident report. For each disposition selected, please provide specific behavioral examples in the incident description section.

1. Adaptability and Continuous Learning:

- ☐ Openness to new ideas: Demonstrates a willingness to consider and incorporate new methodologies and perspectives in practice.
- ☐ Flexibility and adaptability: Exhibits the ability to adjust to changing circumstances and client needs seamlessly.
- ☐ Willingness to accept and use feedback: Actively seeks, accepts, and implements feedback to improve personal and professional growth.
- ☐ Initiative and motivation: Shows proactive engagement and dedication to professional learning and self-improvement.

2. Interpersonal Effectiveness and Ethical Practice:

- ☐ Cooperativeness with others: Engages effectively and collaborates well with peers, clients, and colleagues.

- ☐ Ability to deal with conflict: Manages and resolves conflicts constructively and maintains positive relationships.
- ☐ Attention to ethical and legal considerations: Consistently adheres to and understands the ethical and legal standards of the profession.
- ☐ Effective and appropriate expression of feelings: Communicates emotions clearly and appropriately in both personal and professional settings.

3. Self-Awareness and Responsibility:

- ☐ Awareness of own impact on others: Understands and considers how personal behaviors and attitudes affect others in various contexts.
- ☐ Ability to accept personal responsibility: Acknowledges and takes responsibility for personal actions and decisions.
- ☐ Humility: Demonstrates an understanding of personal limitations and values the contributions of others.

4. Commitment to Diversity, Well-being, and Advocacy:

- ☐ Orientation to multiculturalism and social justice advocacy: Actively supports and advocates for diversity, inclusion, and social justice.
- ☐ Professional wellness and self-care: Prioritizes and practices self-care to maintain personal well-being and professional effectiveness.

LEVEL OF CONCERN

Please indicate the level of concern by checking the appropriate box:

- ☐ BLUE: Recognizes a student needing observable support, standing out among peers. Signifies that additional faculty support or encouragement is needed.
- ☐ GREEN: Indicates minor concerns that do not warrant immediate remediation but require awareness among faculty and staff.
- ☐ YELLOW: Suggests that the student needs remediation. Program faculty must convene to determine an appropriate remediation plan.
- ☐ RED: Indicates serious concerns necessitating gatekeeping, possibly leading to suspension or dismissal. All relevant faculty and administrators, including legal services if necessary, are involved to determine a proper outcome.

INCIDENT DESCRIPTION

Please provide a detailed explanation of the incident or situation using specific behavioral terms:



Appendix R: Verification of Counseling Services Form

Counselor Education Program Practicum/Internship Acknowledgement and Receipt

I have received my copy of the Department of Counselor Education Practicum/Internship Handbook.

The practicum/internship handbook describes important information about the Department of Counselor Education Field Experience (Practicum/Internship) at Virginia State University,

I have received the handbook, and I understand that it is my responsibility to comply with the policies contained in this handbook and any revisions made to it.

Student's Name (Print)

Student's Signature (Sign)

Date