



UNIVERSITY OF PROVIDENCE

Master of Science in Counseling (MSC) MSC Program Handbook The University of Providence

The purpose of this handbook is to provide students with information concerning the MSC program at the University of Providence. Each student is provided access to this handbook. Official rules and regulations of the University are found in the University of Providence catalog <https://www.uprovidence.edu/academics/catalog/>

Students are expected to read and be familiar with the information in this handbook and will be asked to sign a form stating they have received and read the handbook.

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GENERAL INFORMATION

The Master of Science in Counseling (MSC) program at the University of Providence reflects the mission of the Graduate Studies of the University. The University provides qualified applicants the opportunity to pursue graduate degrees with the common goal to afford opportunities for ethics-based professional preparation in a variety of human endeavors. Graduate programs bring together faculty and students as a community of scholars with a common interest in creative work and advanced study.

Mission Statement

The faculty and staff of the University of Providence MSC Program strive to develop reflective and competent counseling practitioners. Through scholarship, teaching, and supervision, the program faculty seek to cultivate in students a disposition for ethical conduct, the integration of scholarship and practice, interpersonal openness, life-long learning, and respect for and value of all individuals.

Program Description

The Master of Science in Counseling (MSC) degree program prepares students to work as professional counselors in a variety of settings. The MSC Core and Advanced Area courses are augmented by elective coursework chosen by the student and academic advisor depending on the student's area of interest and professional goals.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), granted accreditation to the Department of Counseling at University of Providence: Clinical Mental Health Counseling (M.S.) effective July 31, 2017.

The program consists of sixty (60) semester hours of courses specific to counseling, and includes required practicum and internship experiences. The content, course sequence, and contact hours of the degree program are structured to prepare students for the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), which are used by Montana and other states as a requirement for licensure as a professional counselor. The Montana Code Annotated sets additional requirements related to post-degree supervised counseling experience as part of the licensing process.

The program offers two concentrations Addictions Counseling and Clinical Rehabilitation Counseling. Students commit to taking six additional semester hours as they work toward completing their Master of Science in Clinical Mental Health Counseling curriculum. The concentrations are offered upon sufficient demand with a specialized course sequence. Interested students seeking advanced specializations should complete the Advanced Specialization Request form by March 15th.

Departmental Staff

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Online Format and Systems Used by the Counseling Program

The MSC Program Uses:

Moodle. The Counseling Program at UP is 100% online. The online learning management system that UP utilizes for online courses is Moodle. Moodle is where the content of your courses will be stored each semester (e.g., recorded lectures, readings, syllabi, quizzes, discussion boards, etc.) and is similar to other platforms such as Blackboard, Canvas, and D2L.

Collaborate. The Counseling Program uses Collaborate for synchronous interactions. Synchronous interactions can consist of many activities, such as admissions interviews, orientation, skills training, supervision, advising, discussion boards, and other student meetings. During the orientation, we will cover some basic training and answer questions you might have. Students do not need to create a separate account and it is built in Moodle.

During the START UP orientation, Distance Learning Office will orient you to the basics of Moodle and Collaborate. There are additional training videos for Moodle on UP's sharepoint website.

Program Objectives

The specific MSC curriculum components are designed to embrace not only the broader University of Providence (UP) mission, but to actively incorporate the Providence Leadership Covenant, licensure law standards, professional counselor preparation guidelines, and especially the criteria set forth using the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as described below:

Program Student Learning Objectives

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

By the end of this program, students will be able to ...

Evaluate ethical practice according to the counseling profession.

Describe ethical practice according to the counseling profession.

Synthesize elements of ethical practice in counseling.

SOCIAL AND CULTURAL DIVERSITY

By the end of this program, students will be able to ...

Analyze the impact of social and cultural diversity on served clientele.

Determine multicultural theories to describe cultural identity development.

Integrate this knowledge to provide examples of multicultural counseling competences.

HUMAN GROWTH AND DEVELOPMENT

By the end of this program, students will be able to ...

Determine theories of individual and family development across the lifespan.

Describe factors that affect human development, functioning, and behavior.

CAREER DEVELOPMENT

By the end of this program, students will be able to ...

Analyze theories and models of career development related to counseling.
Describe strategies for career development program planning and implementation.
Identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.

COUNSELING AND HELPING RELATIONSHIPS

By the end of this program, students will be able to ...

Analyze theories and models of counseling.
Identify relevant counseling interventions suitable to a specific population.
Integrate gained knowledge and formulate a personal model of counseling.

GROUP COUNSELING AND GROUP WORK

By the end of this program, students will be able to ...

Determine theories of group counseling and group work.
Identify dynamics related to group process and development.
Synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.

ASSESSMENT AND TESTING

By the end of this program, students will be able to ...

Define basic concepts of assessment procedures in counseling.
Identify relevant strategies for selecting appropriate tests in counseling.
Evaluate assessment results to diagnose developmental, behavioral, and mental disorders.

RESEARCH AND PROGRAM EVALUATION

By the end of this program, students will be able to ...

Indicate the importance of research in advancing the counseling profession.
Identify evidence-based counseling practices.
Analyze various methods used in research and program evaluation.
Evaluate statistical methods used in conducting research and program evaluation.

CLINICAL MENTAL HEALTH COUNSELING

By the end of this program, students will be able to ...

Demonstrate knowledge of the clinical mental health counseling discipline.
Apply appropriate prevention and treatment techniques for clinical practice.

MSC Program Required Courses FULL-TIME

Year 1

Fall:

MSC 500 Professional Orientation and Ethics	3 credits	ASY
MSC 512 Theories of Counseling	3 credits	ASY
MSC 517 Techniques of Counseling	3 credits	HYB (4 days)

After successfully completing this semester, student applies for full candidacy in the program.

Spring:

MSC 516 Graduate Research Methods and Statistics	3 credits	ASY
MSC 553 Counseling the Addicted Client	3 credits	ASY
MSC 617 Advanced Techniques of Counseling	3 credits	HYB (4 days)

Summer:

Elective, MSC 592	3 credits	ASY
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Year 2

Fall:

MSC 529 Development Across the Lifespan	3 credits	ASY
MSC 508 Psychopathology	3 credits	ASY
MSC 606 Multicultural Competence	3 credits	ASY

Spring:

MSC 604 Career Counseling	3 credits	ASY
MSC 695 Practicum (240 hours)	3 credits	ASY
MSC 607 Group Counseling	3 credits	HYB (4 days)

During spring semester, student applies for advanced candidacy.

Summer:

MSC 515 Standardized Testing & Individual Assessment	3 credits	ASY
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Year 3

Fall:

MSC 527 Evidence Based Practice & Progr. Evaluation	3 credits	ASY
MSC 696 Internship I (300 hours)	3 credits	ASY
MSC 625 Medical Aspect of Disability	3 credits	ASY

During fall semester, student applies for spring graduation.

Spring:

MSC 520 Crisis Planning and Intervention	3 credits	ASY
MSC 697 Internship II	3 credits	ASY
MSC 630 Medical Info for Counselors	3 credits	ASY

Total credits: 60

* Subject to change due to intervening factors

Last Revision - 9/21/2024

MSC Program Required Courses PART-TIME

Year 1

Fall:

MSC 500 Professional Orientation and Ethics	3 credits	ASY
MSC 512 Theories of Counseling	3 credits	ASY

Spring:

MSC 516 Graduate Research Methods and Statistics	3 credits	ASY
MSC 553 Counseling the Addicted Client	3 credits	ASY

Summer:

Elective, MSC 592	3 credits	ASY
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Year 2

Fall:

MSC 529 Development across the Lifespan	3 credits	ASY
MSC 517 Techniques of Counseling	3 credits	HYB (4 days)

After successfully completing this semester, student applies for full candidacy in the program.

Spring:

MSC 604 Career Counseling	3 credits	ASY
MSC 617 Advanced Techniques of Counseling	3 credits	HYB (4 days)

Summer:

MSC 515 Standardized Testing & Individual Assessment	3 credits	ASY
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Year 3

Fall:

MSC 606 Multicultural Competence	3 credits	ASY
MSC 508 Psychopathology	3 credits	ASY

Spring:

MSC 607 Group Counseling	3 credits	HYB (4 days)
MSC 695 Practicum (240 hours)	3 credits	ASY

During spring semester, student applies for advanced candidacy.

Year 4

Fall:

MSC 527 Evidence Based Practice & Program Evaluat.	3 credits	ASY
MSC 696 Internship I (300 hours)	3 credits	ASY
MSC 625 Medical Aspect of Disability	3 credits	ASY

During fall semester, student applies for spring graduation.

Spring:

MSC 520 Crisis Planning and Intervention	3 credits	ASY
MSC 697 Internship II (300 hours)	3 credits	ASY
MSC 630 Medical Info for Counselors	3 credits	ASY

Total credits: 60

* *Subject to change due to intervening factors*

MSC Program – Foundations / Core / Advanced Courses

Foundations of Professional Counseling

(Successful completion of these courses is required for Full Candidacy in the MSC program)

MSC 500	Professional Orientation and Ethics	3
MSC 512	Theories of Counseling	3
MSC 517	Techniques of Counseling	3
	Total Foundations credits required	9

Counseling Core Courses

(Students must be admitted to Full Candidacy in the MSC program before enrolling in these courses)

MSC 508	Psychopathology	3
MSC 515	Standardized Testing and Individual Assessment	3
MSC 516	Graduate Statistics and Research Methods	3
MSC 529	Development Across the Lifespan	3
MSC 553	Counseling the Addicted Client	3
MSC 604	Career Counseling	3
MSC 606	Multicultural Competence	3
MSC 607	Group Counseling	3
MSC 617	Advanced Techniques of Counseling	3
MSC 520	Crisis Planning and Intervention	3
MSC 527	Evidence-Based Practice and Outcome Evaluation	3
	Total Core credits required	33

Advanced Core Curriculum

(Students must be admitted to Advanced Candidacy before enrolling in these courses)

MSC 695	Counseling Practicum	3
MSC 696	Advanced Internship I	3
MSC 697	Advanced Internship II	3
MSC 625	Medical Aspect of Disability	3
MSC 630	Medical Info for Counselors	3
	Total Advanced Core Curriculum credits required	15

Approved Electives

Any MSC course not part of the MSC required curriculum or other graduate level course as approved by the MSC program coordinator.

Total Approved Elective credits required **3**

Total Credit Hours Required **60**

Concentrations

Interested students seeking advanced specializations should complete the Advanced Specialization Request form by March 15 and take 6 additional credits.

Clinical Rehabilitation Counseling Concentration Curriculum

MSC 507	Intro to Rehab Counseling	2
MSC 518	Rehabilitation Services Delivery Setting	1
MSC 621	Psychosocial Aspects of Disability	2
MSC 635	Job development and placement in Rehabilitation Counseling	1

Addiction Counseling Concentration Curriculum

MSC 511	Alcohol and Drug Studies	3
MSC 620	Gambling and Gambling Disorders	3

Transfer Credits

Because the MSC program is a 60-credit degree program, up to twelve (12) semester hours of post-baccalaureate credit from an accredited institution of higher education may be transferred toward the MSC degree. As per the University of Providence’s policy, the acceptance of credits from other institutions may be granted six (6) years or less from the anticipated date of graduation from the MSC program. Link for policy is <https://uprovidence-public.courseleaf.com/graduate/programs/clinical-mental-health-counseling/> Furthermore, transfer credits must be approved by the coordinator of the MSC Program. *The following courses must be taken within the MSC degree program at the University of Providence:*

MSC 512	Theories of Counseling	3 credits
MSC 517	Techniques of Counseling	3 credits
MSC 617	Advanced Techniques of Counseling	3 credits
MSC 607	Group Counseling	3 credits
MSC 695	Practicum (240 hours)	3 credits
MSC 696	Advanced Internship I (300 hours)	3 credits
MSC 697	Advanced Internship II (300 hours)	3 credits

Course Prerequisites

Prerequisites must be completed successfully before enrollment in the next course in the series. Concurrent enrollment of a course with its prerequisite is not permitted.

Prerequisites for MSC 695 Counseling Practicum:

- MSC 500 Professional Orientation and Ethics
- MSC 512 Theories of Counseling
- MSC 517 Techniques of Counseling
- MSC 617 Advanced Techniques of Counseling
- MSC 508 Psychopathology

MSC 695 Counseling Practicum

Is a prerequisite to:

MSC 696 Advanced Counseling Internship I

MSC 696 Advanced Counseling Internship I

Is a prerequisite to:

MSC 697 Advanced Internship II

Admission to Full Candidacy

In order to enroll in core classes, students must apply for and be accepted into Full Candidacy. The Full Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available in electronic form at end of the MSC Program Handbook and in hard copy from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies.

To qualify for full candidacy, a student must have a GPA of 3.0 or better, and completed the following courses below:

Foundations of Professional Counseling

MSC 500	Professional Orientation and Ethics	3
MSC 512	Theories of Counseling	3
MSC 517	Techniques of Counseling	3
	Total Foundations credits required	9

Admission to Advanced Candidacy

In order to enroll in Advanced Area core classes and to apply for Practicum and Internships, students must apply for and be accepted into Advanced Candidacy. The Advanced Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available in electronic form at end of the MSC Program Handbook and in hard copy from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies.

To qualify for full candidacy, a student must have a GPA of 3.0 or better, and completed the following courses below:

Counseling Core Courses

(Students must be admitted to Full Candidacy in the MSC program before enrolling in these courses)

MSC 508	Psychopathology	3
MSC 515	Standardized Testing and Individual Assessment	3
MSC 516	Graduate Statistics and Research Methods	3
MSC 529	Development Across the Lifespan	3
MSC 553	Counseling the Addicted Client	3
MSC 604	Career Counseling	3
MSC 606	Multicultural Competence	3
MSC 607	Group Counseling	3
MSC 617	Advanced Techniques of Counseling	3
MSC 520	Crisis Planning and Intervention	3
MSC 527	Evidence-Based Practice and Outcome Evaluation	3
	Total Core credits required	33

The Candidacy committee will review the Application for Advanced Candidacy and inform the student of his/her candidacy status before the student will be allowed to enroll in Advanced Core classes.

Advanced Core Curriculum

Last Revision - 9/21/2024

(Students must be admitted to Advanced Candidacy before enrolling in these courses)

MSC 695	Counseling Practicum	3
MSC 696	Advanced Internship I	3
MSC 697	Advanced Internship II	3
MSC 625	Medical aspect of disability	3
MSC 630	Medical Info for Counselors	3
Total Advanced Core Curriculum credits required		15

Approved Electives

Any MSC course not part of the MSC required curriculum or other graduate level course as approved by the MSC program coordinator.

3

Qualified Continuation

Professional counseling is a combination of knowledge, skill, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the MSC degree program be willing to grow in self-awareness and be open to direction from faculty. Students are also expected to exhibit the highest professional and ethical standards of practice and to actively contribute to the well-being of clients and other students.

Successful completion of the Master of Science in Counseling program is based on the demonstration of competence in academic, professional, and personal areas as they relate to a student's professional objectives.

The faculty has a professional responsibility to assess the academic, professional, and personal development of every student in the MSC program. As part of the student review and retention policy of the UP-Graduate Studies, faculty may share information about student progress with one another.

Expectations for Students Success

Professional counseling is a combination of knowledge, clinical skills, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the MSC degree program be willing to grow in self-awareness and be open to direction from faculty. Students are also expected to exhibit the highest professional and ethical standards and to actively contribute to the well-being of clients and other students.

Admission to the MSC program has several requirements. Applicants must possess a minimum 3.0 GPA and an undergraduate degree for admission to the University of Providence. If an applicant's undergraduate GPA is below a 3.0, the director of the MSC program may admit an applicant on a probationary status for the first three courses taken in the MSC program. If the student does not achieve a grade of B or higher in these three courses, the student will be dismissed from the MSC program.

In addition to the Graduate Studies admission requirements outlined in the Admissions section of this catalog, *all prospective MSC students must submit a Statement of Purpose, which addresses:*

- a) Applicant's interest in graduate counseling studies in relation to the applicant's desire to become a counselor. This should include why the University of Providence MSC program is suitable for the applicant.*

b) Assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree.

After the application file is complete, the MSC faculty will interview the applicant. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a professional counselor. Based on the information gained from the admission materials and interview, the MSC faculty will recommend admission to the program, conditional admission, or denial of the application.

MSC Student Advising

Upon admission to the MSC program, students will be assigned an advisor from among one of the faculty members within the department. This faculty member will be their advisor for the duration of degree unless the student requests a change of advisor with the registrar's office. Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress. Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice. Information related to courses of study, sequencing of courses, scheduling, practicum reservations, internships, and other pertinent information is available through the advisors.

MSC Student Evaluation

Successful completion of the MSC program is based on demonstration of competence in three areas:

1. Academic achievement
2. Personal growth and self-awareness
3. The development of professional competency

The faculty has the ethical responsibility to assess the academic, professional, and personal development of every student in the MSC program.

In order to evaluate the student's progress and to provide appropriate feedback so that the student may evolve into a professional counselor, the student's progress is monitored through a series of evaluations in different stages of the program. Each student is evaluated by the MSC faculty. Evaluation of the student's potential for mastering the necessary skills include, but are not limited to; interpersonal communication skills, personal and professional attributes, personal and professional growth, basic counseling skills, and the understanding and demonstration of academic knowledge in the field of counseling. Students may be exited from the program for academic failure, ethical violations, and/or "personal unsuitability for the counseling profession."

Academic Achievement

All students must maintain a cumulative grade point average of 3.0 to graduate from the MSC program. Only two (2) grades of C are accepted for degree completion. If a student's cumulative grade point average falls below 3.0, the student is placed on academic probation and has until the completion of the next semester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

In addition to maintaining a cumulative grade point average of 3.0, specific courses are considered essential to successful progression through the MSC program. Students must earn a minimum of

“B” in Theories of Counseling, Techniques of Counseling, Professional Orientation and Ethics, Group Counseling and Advanced Techniques of Counseling. Practicum and Internships are graded on a Pass or Fail basis. If the student does not achieve the minimum requirement, the student cannot enroll in sequence courses until the student retakes the course and completes it with a minimum grade of “B” or a “P” for Pass/Fail courses.

Assessment is an ongoing process that begins with admission to the MSC program and continues through admissions to Full Candidacy and Advanced Candidacy. In addition to academic coursework, students are required to submit an annual student report to the MSC Program Coordinator that will be used as part of the student’s annual review by the MSC Program Faculty. Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals through evaluating their professional disposition by core faculty every semester.

Professional Dispositions

Professional Dispositions include, but are not limited to

Mindfulness - Active, open attention on the present; observing one’s thoughts and feelings without judgment.

Engagement - Involvement and commitment to one’s own and other’s personal and professional development.

Reflexivity - An awareness and exploration of one’s own belief systems and values, and their impact on relationships with self and others.

Curiosity - Eagerness to know, discover, and generate; interest leading to inquiry.

Integrity - Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one’s commitments.

Empathy - The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another.

Professionalism - Maintaining conduct and qualities that characterize a counseling professional. Students who demonstrate deficiencies in any academic or dispositional area will be given a remediation plan.

It is the objective of the MSC faculty to identify concerns about student competency as early as possible and to initiate the necessary procedures for addressing the concerns. To implement this procedure in a systematic manner, Professional Dispositions will be assessed for all students at the conclusion of the following courses: MSC 500, MSC 512, MSC 508, MSC 517, MSC 606, MSC 607, MSC 617. Clinical competency evaluations (PCE) will be completed twice a semester for each of the following courses: MSC 695, MSC 696 and MSC 697.

In addition, any instructor may complete a PCE if there is concern regarding a student’s development of professional competence. These completed forms will be filed in the students’ MSC program file. The student is routinely evaluated on the criteria of personal characteristics, knowledge, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program.

Students who fall below the academic standards are suspended. Students on academic suspension receive a letter from the Registrar informing them of their suspension and providing directions on how to appeal. See Sample Academic Suspension Letter. Students who fall below the financial aid standard of satisfactory academic progress are suspended and receive a letter from the Director

of Financial Aid providing direction on how to appeal their suspension. See Sample Financial Aid Suspension Letter. In the appeal letter students must explain the circumstances that led to their poor academic performance and present a plan for success. Appeals are reviewed and acted upon by the Academic Standing Committee.

Systematic Process for Use of Individual Student Assessment Data

The MSC program faculty has a systematic process in place for the use of the individual student assessment data in relation to retention, remediation, and dismissal. The MSC faculty discusses MSC students' academic and clinical performance in their weekly department meetings to assess individual student data according to their registered courses. If there are any concerns, the Director of the MSC program starts the systematic process of retention, remediation, and dismissal as described in detail below.

Retention Policy

Student retention is based on success in course work, clinical practice, case presentations, and demonstration of the core professional dispositions outlined for the program. Admission into the counseling program does not guarantee program success or completion. The student's program advisor plays a primary role in giving feedback to a student for success and completion of the program.

Remediation

Remediation plans are designed for each student based on specific needs. Academic progress is reviewed repeatedly as is professional development to ensure appropriate remediation is provided. Resources from faculty, the academic success center, writing center, and math center are commonly utilized.

Dismissal Policy

Department faculty have a professional responsibility to serve as gatekeepers for the counseling profession. Department faculty, with site supervisor feedback, systematically discuss and evaluate student progress in the program. In addition to evaluation in a classroom setting, faculty evaluate student Professional Dispositions for all students each semester. Students in the clinical stage of the program are evaluated at mid-term and end of semester by faculty and site supervisors. When student performance falls below program standards, the student will be informed verbally and in writing. Performance below program standards may include but are not limited to: 1. Inadequate GPA 2. Persistent unsatisfactory level of coursework submissions 3. Inability or unwillingness to satisfactorily progress in or obtain program professional dispositions 4. Inability to successfully adopt and incorporate core counseling skills.

Faculty will initiate a meeting with the student to discuss impediments towards professional competence. Remedies and expected behavior changes will be discussed and outlined in written and verbal form. Students will be given specific feedback on the nature of their limitations as well as concrete steps to progress towards professional competency in the form of a remediation plan. The student can sign the plan as an acknowledgement of the need for successful completion of the plan to remain in the program. In more extreme cases faculty may choose to remove the student from the program without providing concrete steps towards remediation. In such cases, faculty

will meet to discuss the student's failure to meet continuation standards and determine whether dismissal is warranted. Below are the links overviewing the university policies.

Qualified Continuation

<https://uprovidence-public.courseleaf.com/graduate/academic-policy-procedure/qualified-continuation/>

Dismissal and Suspension

<https://uprovidence-public.courseleaf.com/graduate/academic-policy-procedure/dismissal-suspension/>

Dismissal of a Master's Student

Students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when "they become aware of limitations that might impede performance" or when students are unable to demonstrate "they can provide competent counseling services to a range of diverse clients (6.f.b.)." In all cases of dismissal, the student will be notified in writing that he/she is dismissed and must be told in the document that he/she has the right to appeal according to the University dismissal policy.

Program of Study

The MSC program requires 60 credit hours of the outlined course work. The program typically takes three calendar years (Fall, Spring, and Summer sessions) of full-time study to complete. Students who are employed full-time, and/or have other outside obligations are strongly encouraged to attend MSC courses on a part-time basis. Part-time attendance will extend the length of time required to graduate, but will enhance academic and personal success.

It is important for students to be familiar with the sequential course structure of the MSC program. Course emphases moves from a focus on foundations in the history and theories of counseling and related fields to skill acquisition and practical experiences. The MSC curriculum sequence is designed so that students gain competency and integrate the content into a meaningful, practical body of professional knowledge and skills. Students are expected to become increasingly autonomous in their professional activities, academic and otherwise, as they progress through the program.

The clinical practicum course undertaken near the end of the program is designed to facilitate development of higher levels of counseling skills. Before enrolling for Practicum credits, students must complete an Advanced Candidacy Application for approval by the Program Coordinator and have completed a minimum of 40 credit hours. These 40 hours must include the Core Courses. The student must provide proof of professional liability insurance prior to enrollment in Practicum.

Personal Growth and Self-Awareness

Assessment is an ongoing process that begins with admission to the MSC program. Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals. In addition to the 6-hour personal

growth experience requirement, students will be expected to complete personal development activities throughout their time in the MSC program.

Possible Effects on Students' Personal Lives

Due to the demands of graduate study on students' time and attention, it is not recommended that students pursue graduate study while pursuing full-time employment. In addition to the demands of graduate study on students' time, attention, and finances, the study of counseling involves additional potential demands. Effective counseling requires self-exploration and self-knowledge. Counselor training also often involves exploration of, and changes in, long-held values and beliefs; counseling students often develop new levels of awareness of self and others. This awareness can change relationships with one's family of creation (spouse/significant other, children), one's family of origin (parents, siblings), one's friends, and other associates. These are often relatively easily incorporated, but they can sometimes be as profound as influencing the dissolution of relationships.

Counseling graduate students should be aware of the risks associated with enhanced personal and interpersonal awareness. They should monitor themselves and their relationships in this regard and, if they encounter problems that do not resolve relatively quickly, they should seek personal counseling.

Personal Growth Experience

Effective counselors strive for self-awareness, personal congruence, and their own continual personal growth. At some time prior to applying for Advanced Candidacy, students are required to participate in a personal growth experience, which entails receiving a minimum of 6 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 6-hour requirement. During the internship, many students have recognized the value of working through personal issues so that they do not interfere with professional performance and service to clients.

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA Great Fall to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be accessed by calling (406) 452-1315. The University of Providence has also employed a licensed Mental Health Counselor who is available to MSC students. Students are informed about these services at the beginning of their study during the orientation session. In addition, each syllabus includes a statement about these services.

Development of Professional Competence

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students training to become effective counselors must recognize various behaviors and value systems and how these systems affect behavior, and must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability and self-acceptance among their personal characteristics. The professional judgment of counselor educators is a necessary and vital part of the total assessment program.

Professional Competence Evaluations

It is the objective of the MSC faculty to identify concerns about student competency as early as possible and to initiate the necessary procedures for addressing the concerns. To implement this procedure in a systematic manner, Professional Competency Evaluations (PCE) will be completed for all students at the conclusion of the following courses: MSC 500, MSC 512, MSC 517, MSC 508, MSC 606, MSC 607, MSC 617, MSC 695, MSC 696 and MSC 697. In addition, any instructor may complete a PCE if there is concern regarding a student's development of professional competence. These completed forms will be filed in the students' MSC program file. The student is routinely evaluated on the criteria of personal characteristics, knowledge, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program.

1. Students with competency concerns should be identified by mid-semester evaluations or as soon thereafter as possible. When an instructor believes a student is not making adequate progress in a course, the instructor will complete a PCE and confer with the student regarding the PCE.
2. The PCE will be presented to the faculty at the next regular faculty meeting where a specified remediation plan will be established, or it will be recommended that the student exit from the program.
3. The student will meet with the academic advisor to review the results of the PCE. If the student decides to follow the counsel of the faculty regarding (a) specified remedial procedures or (b) exit from the program, the remainder of these procedures will not be implemented. If the student believes the evaluation is inequitable and is unwilling to follow the specifications on the PCE, the student must contact the MSC Program Coordinator within 5 days of meeting with the course academic advisor or the student forfeits the right to an appeal and the faculty's specifications will stand. If the student does not meet competency within the timeframe outlined in the remediation plan, then the student can be dismissed from the program. Unmet competencies are expected to be met before the student finishes the program.
4. In cases of appeal to the faculty, the program coordinator will seek a resolution with the faculty and the student. If no resolution is reached, students may initiate a university appeal through the Grade Appeal Process in the Student Handbook.

Annual Review

In addition to periodic PCEs, the faculty will review all students on an annual basis for progress in academic achievement, personal growth and self-awareness, and the development of professional competencies. Prior to the annual review, all students will submit the annual review form highlighting their accomplishments throughout the year. Students will be notified in writing regarding their progress and status in the program following this review.

Professional Dispositions Applied

There is a set of personal dispositions to be demonstrated throughout the program.

- Mindfulness, Engagement, Reflexivity, Curiosity, Integrity, Empathy, Professionalism
- Commitment, counseling identity, investment, advocacy, collaboration, Competence
- Openness to learning, change, giving and receiving feedback, development
- Respect to self and others, embracing diversity, self-care, and wellness

- Integrity, personal responsibility, maturity, honesty, courage, congruence
- Self-awareness, self-reflection, and understanding of place in history

All students will be expected to model these dispositions during class meetings and interactions in online courses. Faculty will review and evaluate students' compliance to these professional dispositions at end of each semester to ensure their growth and professional development.

Admission to Full Candidacy

In order to enroll in Counseling Core Courses, students must apply for and be accepted into Full Candidacy in the MSC program. The Full Candidacy application should be submitted after the Foundations of Professional Counseling courses are successfully completed and by December 10th. Applications are available from the MSC Program Director's office and from the Academic Program Assistant for Graduate Studies. To qualify for Full Candidacy, a student must:

Earn a B or better in the following courses:

- MSC 500 Professional Orientation and Ethics (3 credits)
- MSC 512 Theories of Counseling (3 credits)
- MSC 517 Techniques of Counseling (3 credits)

MSC program faculty will review applications for Full Candidacy and may reject applicants if academic and dispositional characteristics do not meet the expectations of the counseling field. Students must be accepted into Full Candidacy before being allowed to enroll in Counseling Core and Advanced Core Curriculum.

Admission to Advanced Candidacy

In order to enroll in Advanced Core Curriculum, students must apply for and be accepted into Advanced Candidacy in the MSC program. The Advanced Candidacy application should be **completed by March 15th**.

Applications are available from the MSC Program Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for Advanced Candidacy, a student must:

1. Have a graduate GPA of 3.0 or better and have obtained 2 or fewer grades of less than B.
2. Have been accepted into Full Candidacy
3. Have successfully completed the following courses:

- MSC 500 Professional Orientation and Ethics (3 credits)*
- MSC 512 Theories of Counseling (3 credits)*
- MSC 517 Techniques of Counseling (3 credits)*
- MSC 508 Psychopathology (3 credits)
- MSC 515 Standardized Testing and Individual Assessment (3 credits)
- MSC 516 Graduate Research Methods and Statistics (3 credits)
- MSC 606 Multicultural Competence (3 credits)
- MSC 607 Group Counseling (3 credits)
- MSC 617 Advanced Techniques of Counseling

*B or better

4. Have completed at least 12 semester hours of the above courses at the University of Providence.

MSC program faculty will review applications for Advanced Candidacy and may reject applicants if academic and dispositional characteristics do not meet the expectations of the counseling field.

Students must be accepted into Advanced Candidacy before being allowed to enroll in Advanced Core Curriculum.

Practicum and Internship

All students are expected to complete a minimum of one semester of practicum and two semesters of internship. Practicum and internship guidelines and forms can be found in the Practicum and Internship Handbook.

Capstone Experience

Near the conclusion of their final semester, all students will present their Integrative Project or Thesis. This presentation will be formal in nature. MSC program faculty and students will be invited to attend. Students must successfully present their Integrative Projects or Thesis before graduating from the MSC program.

Endorsement Policy

MSC program faculty may endorse students for employment only in the area(s) for which students have been trained. Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant coursework and training has been completed.

Selection, Retention, Appeal, and Remediation Plan

Students desiring entry into the Counseling program must first be accepted to the University graduate studies program. Admission to the Counseling program is documented on the web page and in the MSC Program Handbook as follows: Students wishing to gain admission to the University Graduate programs submit an application, transcripts, letters of recommendation, personal statement, and GRE scores if their undergraduate GPA is below 3.0. Our graduate faculty review completed application files and reserve the right to request additional information such as legal history from any applicant. All applicants are considered regardless of race, religion, sex, or national origin.

Additionally, all prospective MSC students must submit a Statement of Purpose, which addresses: a) an applicant's interest in graduate counseling studies in relation to the applicant's desire to become a counselor and why the University MSC program is suitable for the applicant; and b) an assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree. After the application file is complete, the MSC faculty interview applicants to determine their appropriateness for training as counselors. Based on the information gained from the admission materials and interview, the MSC faculty recommend or deny admission to the program.

To remain in good standing, graduate students must maintain a 3.0 GPA or higher. Only two grades of C or below are accepted for degree completion. Additionally, students must earn a grade of B or better in each of the three foundations classes. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development as outlined in the MSC Program Handbook. The MSC program has and follows a policy for student retention, remediation, and dismissal from the program outlined in the MSC

Program Handbook. This policy is consistent with institutional due process and with the counseling professional's ethical codes and standards of practice.

Students who fall below the academic standard of 3.0 GPA are suspended. Students on academic suspension receive a letter from the Registrar informing them of their suspension and providing directions on how to appeal. See Sample Academic Suspension Letter. Students who fall below the financial aid standard of satisfactory academic progress are suspended and receive a letter from the Director of Financial Aid providing direction on how to appeal their suspension. See Sample Financial Aid Suspension Letter. Appeals are reviewed and acted upon by the Academic Standing Committee.

Remediation plans are designed for each student based on specific needs. Resources from faculty, the academic success center, writing center, and math center are commonly utilized.

Students have access to the Writing and Critical Thinking Center located in the University library. This resource provides students with opportunities to develop and improve their writing. The Writing Center works with current University undergraduate and graduate students, faculty, and staff on a variety of writing projects in any subject. Writers meet with Writing and Critical Thinking Center tutors to generate ideas, organize notes and thoughts, and receive feedback on drafts or completed papers. Experienced, polished writers read, review, and respond to papers to assist writers individually at any stage of the writing process.

The Academic Success Center connects students with the resources they need to thrive at the University. The Center most commonly works with undergraduate students helping with transitioning from high school to college, but it is available to all students to assist with a variety of needs.

Involvement in Professional Organizations

Students are expected to demonstrate involvement in some local, state, and national professional organizations. Students are encouraged to participate in some of the associations listed below:

American Counseling Association (ACA)
www.counseling.org

Association for Assessment in Counseling and Education (AACE)
<http://www.theaaceonline.com/>

Association for Adult Development and Aging (AADA)
<http://www.aadaweb.org/>

Association for Creativity in Counseling (ACC)
<http://www.creativecounselor.org/>

American College Counseling Association (ACCA)
<http://www.collegecounseling.org/>

Association for Counselors and Educators in Government (ACEG)
http://www.dantes.doded.mil/dantes_web/organizations/aceg/index.htm

Association for Counselor Education and Supervision (ACES)
<http://www.acesonline.net/>

Association for Gay, Lesbian, Bisexual, and Transgender Issues in Counseling (AGLB TIC)
<http://www.algbtic.org/>

Association for Multicultural Counseling and Development (AMCD)
<http://www.amcdaca.org/amcd/default.cfm>

American Mental Health Counselors Association (AMHCA)
<http://www.amhca.org/>

American Rehabilitation Counseling Association (ARCA)
<http://www.arcaweb.org/>

American School Counselors Associations (ASCA)
<http://www.schoolcounselor.org/>

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
<http://www.aservic.org/>

Association for Specialists in Group Work (ASGW)
<http://www.asgw.org/>

Counseling Association for Humanistic Education and Development (C-AHEAD)
<http://www.c-ahead.com/>

Counselors for Social Justice (CSJ)
<http://counselorsforsocialjustice.com/>

International Association of Addiction and Offender Counselors (IAAOC)
<http://www.iaaoc.org/>

International Association of Marriage and Family Counselors (IAMFC)
<http://www.iamfconline.com/>

National Career Development Association (NCDA)
http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page

National Employment Counseling Association (NECA)

<http://www.employmentcounseling.org/>

National Board of Certified Counselors (NBCC)
www.nbcc.org

Montana Counseling Association (MCA)
<http://www.mtcounseling.org/>

Montana Licensed Clinical Professional Counselors Association (MLCPCA)
<http://www.mlcpca.org/>

Rocky Mountain Association of Counselor Education and Supervision (RMACES)
<http://www.uwyo.edu/rmaces/>

PRACTICUM AND INTERNSHIP



Dear Site Supervisor:

Thank you for participating as a site supervisor for the University of Providence' counselor training program. In order to make your interaction with University of Providence (UP) as easy and mutually beneficial as possible, please read the enclosed information carefully.

The University of Providence has a long history of providing work experience for our students through practicum and internship programs. We are delighted that you have become a part of this partnership among students, counseling professionals, and the University.

Please feel free to contact us if you have questions or concerns.

Sincerely,

Last Revision - 9/21/2024

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General Information for Site Supervisors and Students

Individual/triadic supervision is provided to Practicum/Internship students by the Clinical Practicum/Internship Site Supervisor (Licensed Clinical Professional Counselor [LCPC] for at least 3 years or attended a specific supervisory training). Group supervision is provided to Practicum/Internship students by Academic Supervisor (Faculty). Practicum and Internship courses do not exceed the 1:6 faculty-student ratio as each Practicum/Internship has a maximum student cap of 6 students. Academic Supervisors (Faculty) will provide individual supervision to a student if needed.

Insurance

Counseling practicum and internship students are required to show proof of professional liability insurance prior to beginning practicum and internship. Students are required to maintain their membership in ACA throughout their time in the program. Liability insurance is a benefit of membership, and students should request a copy of this insurance. Students who are not currently members of the ACA should join at this time, not only for the opportunity to be insured under its group program but also to begin participation in a professional organization serving the interests of the counseling profession.

In addition, the University of Providence DOES NOT provide legal protection for students in the event of legal problems arising during practicum and internship (MSC 695, 696, and 697).

Monitoring Methods

A variety of methods are available and will be employed for monitoring student/ client contact, including, but not limited to:

- Audio and/ or video recording sessions
- Transcripts and analyses of recordings of sessions
- Monitoring through one-way mirror
- Direct supervision, and
- Presentation and discussion of case studies.

Client Records

A signed release form must be completed by each client to be presented to the class prior to any presentation. Alternatively, students may use a pseudonym for clients, and therefore present their case without a release form. Students who are counseling minors or other clients requiring special considerations due to limited understanding should follow the school district, agency, or health unit policy regarding approval by a parent or legal guardian prior to the initiation of counseling sessions. Students should contact the MSC Program Coordinator, and their university and site supervisors should a questionable or unusual circumstance arise. In addition, written communication to the MSC Program Coordinator and Site Supervisor is expected in questionable or unusual circumstances.

Evaluations

In addition to periodic informal evaluations during individual supervisory sessions, students will be formally evaluated by the Site Supervisor on a variety of skills and activities at midterm and at the end of every semester. Identified outcome competencies are integral to these evaluations. Maintaining client contact information, including contact hour logs and client records, is the responsibility of the student and will be included in the evaluation along with attendance at scheduled individual and group supervisory sessions. Students will also complete evaluations of site supervisors.

Additionally, clients have the opportunity to evaluate the student counselor each semester. Client comments will not be evaluated as part of the student's grade but will be reviewed and discussed by the practicum/internship instructor and/or MSC Program Coordinator with the student. One client evaluation (done by your client) must be completed and submitted to the MSC Program Coordinator each semester.

Sequential Progression of Activities for Student Counselors

Phase 1: Observation and Information Gathering – PRACTICUM (1 to 2 weeks)

During this phase, the students become acquainted with the agency, its procedures, and personnel. At this stage, students should have access to written policy and records. After the students have demonstrated understanding and competency in this area and with the approval of the Site Supervisor, students will move into the next phase.

Activities include:

Organization structure:

- Administrative procedures

- Record keeping
- Intake procedures
- Assessment procedures
- Referral procedures
- Staff meeting attendance
- Research

Orientation to the agency's treatment process:

- Theory
- Process
- Techniques and skills
- Client population

Phase 2: Involvement in counseling – PRACTICUM (1 to 2 weeks; this may overlap with Phase 1)

During this phase, students begin to participate as counselors in the agency. Close supervision is important at this stage, and students are expected to participate in activities appropriate to their abilities. Students may NOT begin this phase until they have obtained and turned in to the practicum instructor proof of liability insurance.

Students should begin delivering direct face-to-face hours of counseling to individuals, families, and/or groups. Counseling can be thought of as a principled relationship characterized by the application of one or more counseling theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' intimate concerns, problems or aspirations (Feltham & Dryden, 1993).

Activities (direct and indirect):

- Co-facilitation of individual and group counseling sessions with progression to personal delivery of sessions
- New client intake
- Assessment
- Attending staffing and in-service training
- Referral
- Accurate record-keeping

Phase 3: Counseling – PRACTICUM and INTERNSHIP

While supervision of the student continues during this phase, the student is expected and allowed more independence in providing services to clients. Any concerns or questions about the student's progression towards this stage should be discussed with the MSC Program Coordinator. It is during this phase that the student is able to offer more services to the agency.

Students should be delivering direct face-to-face hours of counseling to individuals, families, and/or groups. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (American Counseling Association, 2014).

Activities (direct and indirect):

- Delivery of individual and group counseling sessions
- New client intake
- Individual and group counseling
- Assessment
- Attending staffing and in-service training
- Conducting staff in-service
- Participation in case review
- Participation in treatment planning
- Case write-up and presentation
- Consultation
- Referral and follow-up
- Accurate record-keeping

Grading

Practicum

Grading for MSC 695, Practicum, is on a pass/fail basis. Although site supervisors will play a major role in grading, the university instructor for MSC 695 will assign the final grades for the course.

When students earn a passing grade, this indicates that in addition to completing all course assignments and requirements, including record keeping in a timely and professional manner, the student demonstrates strong counseling skills, above-average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession. In addition, assessment will rely on the completion of assignments within the appropriate time frame, the quality of these assignments, attendance and informed participation during class meetings, and the site supervisor's evaluation. For assignment specifics, please refer to the syllabus for this course.

In cases where the student has failed to meet the required number of clock hours, students will have to enroll in the same course for subsequent semesters until required clock hours are accrued. In the event that the Site Supervisor, the MSC Program Coordinator, or the course instructor has concerns regarding a student's personal or professional competency, then the Site Supervisor, MSC Program Coordinator, the course instructor and student will develop a plan for remediation or dismissal from the program.

Please note that students must successfully complete practicum before being allowed to enroll in MSC 696: Advanced Internship.

Internship I and II

MSC 696, Internship I, and MSC 697, Internship II, comprise a Pass/ Fail course sequence, typically taken over two semesters for a total of 6 credits. Although site supervisors will play a major role in grading, the university instructor for MSC 696/7 will assign the final grades for the course.

A passing grade indicates that, in addition to completing all course requirements (including record keeping) in a timely and professional manner, the student demonstrates strong counseling skills, above-average standards of professional and personal behavior, a continued willingness to learn, and a commitment to the counseling profession. Assessment of the student's progress will rely on the completion of assignments within the appropriate time frame, the quality of these assignments, attendance and informed participation during class meetings, and the site supervisor's evaluation. For assignment specifics, please refer to the syllabi for these courses.

In cases where the student has failed to meet the required number of clock hours, students will have to enroll in the same course for subsequent semesters until required clock hours are accrued. In the event that the Site Supervisor, the MSC Program Director the course instructor has concerns regarding a student's personal or professional competency, then the Site Supervisor, MSC Program Coordinator, the course instructor and the student will develop a plan for remediation or dismissal from the program.

Please note that students must successfully complete MSC 696, Advanced Internship I, before being allowed to enroll in MSC 697, Advanced Internship II.

Counseling Practicum

The Counseling Practicum experience is considered one of the most important professional activities in which students engage. Students are given opportunities to synthesize and apply knowledge gained in their studies. Through the sharing of experiences in both group and individual supervision, the student refines previously learned skills and acquires new knowledge and skills.

Objectives

The Counseling Practicum is designed to facilitate refinement of counseling and interviewing skills and the development of new clinical skills. Professional counseling empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Through closely supervised individual and group counseling experiences, students can expand their skills with opportunities to experience direct and specific feedback from the course instructor and site supervisor(s) through video and/or audio recording and direct supervision. A practicum student will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining an effective counseling relationship
- Developing and applying appropriate counseling techniques
- Maintaining client records and scheduling client appointments
- Continued awareness and implementation of ethical standards of practice
- Discovering and using community resources when appropriate, including referrals
- A continued willingness to learn, including acceptance of feedback
- Enthusiasm for and a commitment to the counseling profession
- Continued development of personal traits which are conducive to effective learning, counseling, and professional development.

Students will also:

- Apply the concepts and processes of counseling in a community setting.
- Provide, seek and receive feedback to enhance development of skills.
- Develop and participate in activities and exercises to facilitate the development of skills in themselves and in their peers.
- Involve themselves in state and national professional organizations.
- Investigate and understand the licensure process.
- Understand the need for continuing education and for remaining current with the professional literature.
- Appreciate the need for self-care as a counseling professional.

Practicum Requirements

Prior to enrolling in Counseling Practicum MSC 695, the student will have:

1. Been fully accepted for MSC Advanced Candidacy
2. A minimum cumulative 3.0 GPA

The student must be prepared to commit to:

1. Acquiring a minimum of 240 clock hours during the semester in the following way:
 - a. A minimum of **40 direct hours** is required. These are face-to-face counseling services provided to individuals, families, or groups. During Practicum, client contact must be supervised by a licensed supervisor until the supervisor feels confident that sessions can be handled alone.
 - b. **One hour** of face-to-face individual or triadic supervision **per 10 hours** of site experience (**if you work 240 hours at your site, you need 24 hours of individual or triadic supervision**). Supervision hours are counted as indirect hours.
 - c. A minimum of **200 indirect hours**. These hours can include supervision, observations, paperwork, monthly class sessions at UP, and professional development activities.
2. Completing all assigned work by the end of the semester (refer to course syllabus for specifics).

Counseling Internship

The Counseling Internship is a two-semester course sequence composed of MSC 696, Internship I, and MSC 697, Internship II. Students are expected to gain competence, confidence, and increased independence in delivering counseling services as they transition from the student role to that of a professional counselor. Professional counseling defines a working alliance to assist diverse individuals, families, and groups to achieve mental health, wellness, education, and career goals.

Objectives

- A. An internship student will be expected to refine and expand the following skills:
 1. Establish and maintain an effective counseling relationship
 2. Develop and apply appropriate counseling techniques
 3. Maintain client records and schedule client appointments
 4. Continue awareness and implementation of ethical standards of practice
 5. Discover and use community resources when appropriate, including referrals

6. Continue in a willingness to learn, including acceptance of feedback
 7. Enthusiasm for and a commitment to the counseling profession
 8. Continued development of personal traits which are conducive to effective learning, counseling, and professional developments
- B. Students will:
1. Apply the concepts and processes of counseling in a community setting.
 2. Provide, seek and receive feedback to enhance development of skills.
 3. Develop and participate in activities and exercises to facilitate the development of skills in themselves and in their peers.
 4. Involve themselves in state and national professional organizations.
 5. Understand the need for continuing education and for remaining current with the professional literature.
 6. Appreciate the need for self-care as a counseling professional.
- C. Students will discover and apply current clinical research to the clients that they serve.
- D. Investigate and understand the licensure process.

Internship Requirements

Prior to enrolling in MSC 696 Counseling Internship, the student will have:

1. Been fully accepted for MSC Advanced Candidacy
2. A minimum cumulative 3.0 GPA for all graduate work
3. Completed 43 semester credits (with a cumulative GPA of 3.0)

The student must be prepared to commit to:

1. **Accruing 300 work-related hours** (the MINIMUM number of hours that need to be acquired during the semester) in the following way:
 - a. A minimum of **120 direct hours** is required. These are face-to-face counseling services provided to individuals, families, or groups.
 - b. **One hour of** face-to-face individual or triadic **supervision per 15 hours of site experience** (if you work 300 hours at your site, **you need 20 hours of individual supervision**). Supervision hours are counted as indirect hours.
 - c. A minimum of **180 indirect hours**. These hours can include supervision, observations, paperwork, monthly class sessions at UP, and professional development activities.
2. Completing all assigned work by the end of the semester (refer to course syllabus for specifics).

American Counseling Association’s Code of Ethics, 2014

Section F: Supervision, Training, and Teaching

Introduction

Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that supervisees communicate their qualifications to render services to their clients.

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed.

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

F.2.b. Multicultural Issues/Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.2.c. Online Supervision

When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

F.3. Supervisory Relationship

F.3.a. Extending Conventional Supervisory Relationships

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Supervisors consider the risks and benefits of extending current supervisory relationships in any form beyond conventional parameters. In extending these boundaries, supervisors take appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited. This prohibition applies to both in-person and electronic interactions or relationships.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment.

F.3.d. Friends or Family Members

Supervisors are prohibited from engaging in supervisory relationships with individuals with whom they have an inability to remain objective.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. The issues unique to the use of distance supervision are to be included in the documentation as necessary.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting supervisors or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities.

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Student and Supervisee Responsibilities

F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

F.5.b. Impairment

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.5.c. Professional Disclosure

Before providing counseling services, students and supervisees disclose their status as supervisees and explain how this status affects the limits of confidentiality. Supervisors ensure that clients are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation

Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.6.c. Counseling for Supervisees

If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.6.d. Endorsements

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.7. Responsibilities of Counselor Educators

F.7.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge;

and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

F.7.b. Counselor Educator Competence

Counselors who function as counselor educators or supervisors provide instruction within their areas of knowledge and competence and provide instruction based on current information and knowledge available in the profession. When using technology to deliver instruction, counselor educators develop competence in the use of the technology.

F.7.c. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.7.d. Integration of Study and Practice

In traditional, hybrid, and/or online formats, counselor educators establish education and training programs that integrate academic study and supervised practice.

F.7.e. Teaching Ethics

Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

F.7.f. Use of Case Examples

The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

F.7.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

F.7.h. Innovative Theories and Techniques

Counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When counselor educators discuss developing or innovative techniques/procedures/ modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/ modalities.

F.7.i. Field Placements

Counselor educators develop clear policies and provide direct assistance within their training programs regarding appropriate field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide

supervision in the formats in which services are provided and inform site supervisors of their professional and ethical responsibilities in this role.

F.8. Student Welfare

F.8.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including: 1. the values and ethical principles of the profession; 2. the type and level of skill and knowledge acquisition required for successful completion of the training; 3. technology requirements; 4. program training goals, objectives, and mission, and subject matter to be covered; 5. bases for evaluation; 6. training components that encourage self-growth or self-disclosure as part of the training process; 7. the type of supervision settings and requirements of the sites for required clinical field experiences; 8. student and supervisor evaluation and dismissal policies and procedures; and 9. up-to-date employment prospects for graduates.

F.8.b. Student Career Advising

Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

F.8.c. Self-Growth Experiences

Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

F.10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships

Counselor educators are prohibited from sexual or romantic interactions or relationships with students currently enrolled in a counseling or related program and over whom they have power and authority. This prohibition applies to both in-person and electronic interactions or relationships.

F.10.b. Sexual Harassment

Counselor educators do not condone or subject students to sexual harassment.

F.10.c. Relationships With Former Students

Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members discuss with former students potential risks when they consider engaging in social, sexual, or other intimate relationships.

F.10.d. Nonacademic Relationships

Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisor placement.

F.10.e. Counseling Services

Counselor educators do not serve as counselors to students currently enrolled in a counseling or related program and over whom they have power and authority.

F.10.f. Extending Educator–Student Boundaries

Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe that a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; conducting hospital visits; providing support during a stressful event; or maintaining mutual membership in a professional association, organization, or community. Counselor educators discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time limited and/or context specific and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity

Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity

Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing the diverse cultures and types of abilities that students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices.

They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

MSC Program of Study
MSC Program – University of Providence

FORMS

MSC Program of Study MSC Program – University of Providence

Student's Name _____ Advisor _____

Student ID _____

Date _____

Hours Semester Grade

Foundations of Professional Counseling

MSC 500 Professional Orientation and Ethics	_____	_____	_____
MSC 512 Theories of Counseling	_____	_____	_____
MSC 517 Techniques of Counseling	_____	_____	_____

Counseling Core Courses

MSC 508 Psychopathology	_____	_____	_____
MSC 515 Standardized Testing and Individual Assessment	_____	_____	_____
MSC 516 Graduate Statistics and Research Methods	_____	_____	_____
MSC 529 Development Across the Lifespan	_____	_____	_____
MSC 553 Counseling the Addicted Client	_____	_____	_____
MSC 604 Career Counseling	_____	_____	_____
MSC 606 Multicultural Counseling	_____	_____	_____
MSC 607 Group Counseling	_____	_____	_____
MSC 617 Advanced Techniques of Counseling	_____	_____	_____
MSC 520 Crisis Panning and Intervention	_____	_____	_____
MSC 527 Evidenced-Based Practice and Program Evaluation	_____	_____	_____

MSC Program of Study
MSC Program – University of Providence

Advanced Core Curriculum

MSC 695 Counseling Practicum	_____	_____	_____
MSC 696 Advanced Internship I	_____	_____	_____
MSC 697 Advanced Internship II	_____	_____	_____

MSC 625 Medical aspect of disability

MSC 630 Medical Info for Counselors

Approved Elective

Semester to Apply for Advanced Candidacy

Student's Signature

Date

Advisor's Signature

Date

Professional Competency Evaluation
MSC Program – University of Providence

Student's Name _____ Instructor _____

Student ID _____ Course _____ Date _____

The following strengths have been noted regarding the above student's professional counseling competency.

1. The following concerns regarding the above student's professional counseling competency have been noted. If no concerns are found, please indicate this.
2. The following specifications for remediation have been established. If there are no concerns found above, please leave this section blank.

3. Timeframe for successful improvement (if needed): _____

Instructor's Signature

Date of conference with student

Student check all that apply:

_____ I understand and have received a copy of this Professional Competency Evaluation including the Personal Characteristics Checklist.

_____ I agree to the specified requirements for remediation.

Student's Signature
instructor/coordinator

Date of conference with

Professional Competency Evaluation Checklist MSC Program – University of Providence

Student's Name _____ Instructor/Supervisor _____

Student ID _____ Course _____ Date _____

MC: meets competency MM: minimally meets competency NM: does not meet competency

NO: no opportunity to assess

	MC	MM	NM	NO	Comments
Basic Session Skills					
The student counselor:					
1. Effectively paraphrases client's statements.					
2. Able to accurately reflect client feelings.					
3. Is able to give instruction appropriately.					
4. Appropriate directive behavior.					
5. Able to handle confrontation in a healthy manner.					
6. Uses open-ended questions to foster interactions and expression.					
7. Establishes mutually agreed upon goals, actions plans or alternatives.					
8. Uses silence effectively					
Initial Session(s) Skills	MC	MM	NM	NO	Comments
The student counselor:					
9. Provides information about taping					
10. Provides information on confidentiality					
11. Discusses client expectations					
12. Gathers information from client and clarifies presenting problems					
13. Establishes rapport					
14. Sets mutual goals					

15. Generates mutual action plans					
16. Devises appropriate strategies and interventions					

	MC	MM	NM	NO	Comments
General Counseling Skills and Abilities					
The student counselor:					
17. Dresses and behaves professionally.					
18. Creates a safe clinical setting with appropriate boundaries regarding such issues as the professional relationships, meeting times and location.					
19. Facilitates a helpful and supportive counseling relationship (demonstrates unconditional positive regard, empathy, understanding and genuineness).					
20. Listens to the client and accurately conveys the primary elements of the client's story.					
21. Focuses on client rather than skills and procedures.					
22. Communicates and relates effectively with client by responding to verbal and non-verbal behavior in meaningful and appropriate ways.					
23. Exhibits listening skills through reflection, clarification and attending to topic.					
24. Provides concrete, specific, and non-judgmental feedback.					
25. Summarizes strategically throughout the session.					
26. Facilitates client awareness of discrepancies, mixed messages, and conflicts by questioning and confirmation.					

27. Refrains from being judgmental (lecturing, advice giving, judging)					
28. Prevents personal needs for topic selection and control of session from dominating or interfering with the session or relationship					
29. Is open-minded, appropriately tolerant and comfortable.					
30. Demonstrates emotional stability, personal security, strength, and confidence.					
31. Exhibits a high degree of patience.					
32. Maintains objectivity.					
33. Terminates counseling effectively after evaluating client readiness					

	MC	MM	NM	NO	Comments
Professional Responsibility					
The student counselor:					
34. Follows professional codes of ethics; demonstrates analysis and resolution of ethical issues; relates to peers, professors and clients in a manner consistent with professional standards.					
35. Demonstrates sensitivity to real and ascribed differences of client and counselor roles and manages role differences therapeutically.					
36. Demonstrates the ability to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner and provides only those services and applies only those techniques for which the student is qualified, or is in the process of being qualified, through education, training, and experience.					
37. Maintains client confidentiality					

38. Develops an effective and cooperative working relationship with supervisors and staff					
39. Abides by institution/agency policies.					
Personal Responsibility The student counselor:	MC	MM	NM	NO	Comments
40. Has a desire to improve skills and shows initiative in learning new skills.					
41. Recognizes personal limitations so that individuals can be served by proper referral.					
42. Demonstrates an awareness of the student's own belief systems, values, needs and limitations and the effect of these on personal and professional behavior.					
43. Demonstrates the ability to receive, integrate, accept and use feedback from peers, faculty, and supervisors.					
44. Demonstrates appropriate behavior in and out of the classroom and is dependable regarding assignments, attendance, and deadlines.					
45. Takes responsibility for personal and professional behavior.					

46. Has an accurate assessment of personal and professional competencies					
47. Exhibits appropriate levels of self-assurance and confidence.					
48. Expresses thoughts and feelings effectively both orally and in writing.					
49. Expresses self-understanding and an awareness of emotional limitations.					
50. Thinks, reasons, and solves problems through the use of logic and discovers problem areas through intelligent inquiry.					
51. Demonstrates emotional stability, personal security, strength, and confidence.					

52. Demonstrates the ability to manage the stresses of a demanding profession by developing effective coping skills, that include professional and personal support systems.					
--	--	--	--	--	--

Overall Performance (please circle one): **Excellent** / **Good** / **Fair** / **Poor**

Based on your experiences, what are the student’s major strengths?

Suggestions for further improvement/development:

Instructor/Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Professional Competency Evaluation Faculty Response
MSC Program – University of Providence

Student’s Name _____ Instructor _____

Student ID _____ Course _____ Date _____

A Professional Competency Evaluation was completed on the student listed above, and the student was found to exhibit deficiencies in one or more competency areas. Upon reviewing the Professional Competency Evaluation, the faculty

_____ accept the remediation plan as presented by the instructor and student in the Professional Competency Evaluation.

_____ made the following changes to the remediation plan presented by the instructor and student in the Professional Competency Evaluation.

_____ determined the student should exit the MSC program due to the following reasons.

MSC Program Coordinator

Date of Faculty Meeting

I, _____, have reviewed the MSC faculty's response to the deficiencies on my Professional Competency Evaluation with my advisor.

_____ I agree to follow their counsel as described above. I understand that failure to do so within the timeframe described may result in dismissal from the MSC program.

_____ I do not agree to follow their counsel and am presenting a written appeal to the faculty. I understand that failure to submit my written appeal within five (5) days of reviewing this response results in my forfeiting my right to an appeal and the faculty counsel will stand.

Student's Signature

Date of meeting with coordinator

Professional Competency Evaluation Progress Report
MSC Program – University of Providence

Student's Name _____ Instructor _____

Student ID _____ Course _____ Date _____

Please describe your progress toward meeting the specifications of remediation following your Professional Competency Evaluation. Please attach any additional documentation.

The faculty has reviewed this progress report and provides the following assessment.

Level of Progress

_____ Satisfactory Progress _____ Marginal Progress _____ Unsatisfactory Progress

Comments:

MSC Program Coordinator

Date of Faculty Meeting

Student's Signature

Date of meeting with coordinator

Student Annual Report
MSC Program – University of Providence

As a portion of your annual student review, the faculty of the MSC Program request you complete the following form. This report gives you the opportunity to inform us of your professional activities as we evaluate your development. In addition, it supports the documentation of program activities for accreditation purposes. It will be kept in your student file for future use. Please type or print clearly all information. Thank you!

Name:

Year:

1. Professional Practice: List all professional practice opportunities you have participated in this year. Include your position title, place of employment, and services provided.
 - a. Professional Counseling Employment
 - b. Internship
 - c. Practicum
2. Membership in Professional Associations (check all that apply)

A. National Associations

- ACA
- AACE
- AADA
- ACC
- ACCA
- ACEG
- ACES
- AGLBTIC
- AMCD
- AMHCA
- ARCA
- ASCA
- ASERVIC
- ASGW
- C-AHEAD
- CSJ
- IAAOC
- IAMFC
- NCDA
- NECA

B. State and Regional Associations

- MCA
- MLCPCA
- RMACES
- GFCA

3. Professional Presentations and Professional Development: Please list all conferences and professional development trainings attended. Please indicate if you presented a poster session, presentation, or workshop, and list all co-presenters.

	Attended	Presented	Title and Co-presenters
A. National Conferences			
ACA	_____	_____	
ACES	_____	_____	
AMHCA	_____	_____	
Other (Please list.)			
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
B. Regional and State Conferences			
RMACES	_____	_____	
MCA	_____	_____	
MLCPCA	_____	_____	
Other (Please list.)			
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
C. Mini-Psych School			
	_____	_____	
D. Local Agencies			
	_____	_____	
	_____	_____	

4. Professional and Public Leadership and Service: Please identify the organization and the volunteer service completed or office held.
 - A. National/Regional Leadership and Service
 - B. State/Local Leadership and Service
 - C. University Leadership and Service
 - D. Other Service or Leadership

5. Awards and Honors: Please list all awards and honors received during the current school year.

6. Please identify any other major life events you would like to report.

Application for Full Candidacy
MSC Program – University of Providence

Name: _____
Student ID: _____
Address: _____
Telephone: _____
Email: _____

As per the UP graduate catalog, application for Full Candidacy must be requested after successfully completing MSC 500 (Professional Orientation and Ethics), MSC 512 (Theories of Counseling), and MSC 517 (Techniques of Counseling). This application is due by December 10th. Please submit the Skills Check List completed in MSC 517, the Professional Competency Evaluation (PCE) from MSC 500, and any remediation plans with this application. Students must be accepted into Full Candidacy before enrolling in any additional courses in the MSC program.

Please turn in this application by December 10th to the MSC Program Coordinator.

Class Name	Course #	Grade	Semester taken
Professional Orientation and Ethics*	MSC 500		
Theories of Counseling*	MSC 512		
Techniques of Counseling*	MSC 517		

**Must earn a B or better*

At some time during enrollment in the MSC program (but before you start Internship I: MSC 697), you are required to participate in a personal growth experience that entails a minimum of 6 hours of personal counseling:

I have _____ have not _____ completed at least 6 hours of personal counseling.

If you have not completed the personal growth experience, please list the date you plan on starting personal counseling:

Student Signature

MSC Program Co-Coordinator

Date Received

Application for Advanced Candidacy MSC Program – University of Providence

Name: _____
 Student ID: _____
 Address: _____
 Telephone: _____
 Email: _____

As per the graduate catalog, application for Advanced Candidacy must be completed at least 3 weeks prior to the start of the semester in which the student intends to enroll in Advanced Core Curriculum classes. Please turn in this application to the MSC Program Co-Coordinator.

My graduate GPA is: _____

Note: GPA must be 3.0 or higher in order to be accepted to advanced candidacy

Class Name	Course #	Grade	Semester taken	Where taken
Professional Orientation and Ethics*	MSC 500			
Theories of Counseling*	MSC 512			
Techniques of Counseling*	MSC 517			
Graduate Research Methods and Statistics	MSC 516			
Standardized Testing and Individual Assessment	MSC 515			
Advanced Techniques of Counseling	MSC 617			
Psychopathology	MSC 508			
Multicultural Competence	MSC 606			
Group Counseling	MSC 607			

**Must have a B or better*

Please attach transcripts showing that you have taken (or are in the process of taking) the courses listed above.

At least 12 semester hours of the courses listed above must be completed at UP:

I have _____ have not _____ completed at least 12 semester hours of the above courses at the University of Providence.

At some time during enrollment in the MSC program, you are required to participate in a personal growth experience that entails a minimum of 6 hours of personal counseling:

I have _____ have not _____ completed at least 6 hours of personal counseling.

If you have not completed the personal growth experience, please list the date you plan on starting personal counseling:

Student Signature

MSC Program Director

Date Received

Received in the Graduate Office _____
Date

Initials

Understanding and Acknowledgement

MSC Program – University of Providence

(This form must be signed for placement in each counseling program student’s file.)

I, _____ (student name), have received and read the Master’s of Science in Counseling Student Handbook from the University of Providence MSC Program. I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth therein. I understand that it is solely my responsibility to meet the requirements for the Division of Graduate Studies and University of Providence as outlined in the UP Graduate Catalog.

I further understand that the faculty of the University of Providence MSC Program has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics, and based on that monitoring, to make decisions about my standing in the counseling program – whether I continue without restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense.

I understand that success in the sequence of clinical courses, including but not limited to MSC 517, MSC607, MSC617, MSC695, MSC 696, and MSC 697, requires some skills different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequences does not necessarily indicate success in later course(s) in the sequence.

I understand and acknowledge that neither the University of Providence nor the MSC Program will provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum and internship or other related clinical experiences, nor will the University pay damages or other costs incurred by me in the event I am found liable. I hereby agree to provide proof of liability insurance and notification of any changes in my insurance coverage. I will hold the University of Providence harmless in the event I am sued and found liable.

I have been informed of the possibility of license ineligibility due to a criminal conviction and it is my responsibility to determine my eligibility with the State licensing board.

I understand and acknowledge that my educational performance ratings may be included in research for the purpose of evaluation of the MSC Program at the University of Providence. I understand that my individual identity will not be revealed to the public as part of this research.

Student Signature _____ Date _____
Print Name _____

Ethical Guidelines / Practicum & Internships

MSC Program – University of Providence

All those taking part in internship opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the interns themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Interns are also expected to learn and adhere to the broader ethical guidelines dictated by their relevant profession (e.g., APA, NASW, ACA, etc.), as well as the guidelines specific to their placement agency. If, at any time, interns have questions about ethics or responsible conduct, they should contact their instructor or the placement supervisor. At a minimum, interns agree to adhere to the following principles:

1. *Confidentiality.* The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. *Recognition of Qualifications and Limitations.* Interns must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and instructor.
3. *Identification as Interns.* Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a placement for a limited time will inform clients of that limitation at the outset of therapy and will consider it in their work with clients.
4. *Record Keeping.* Interns will accurately and reliably maintain written and other records as required by their placement agency.
5. *Dual Relationships.* Interns will refrain from clinical work with persons with whom the intern is already involved in other types of relationships. Such "dual relationships" may inhibit the effectiveness of the intern's clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, co-workers, friends, and others should not be seen as clients.
6. *Prohibition Regarding Sexual Conduct or Harassment.* Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.
7. *Self-Awareness and Monitoring.* Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their placement supervisor and instructor.
8. *Ethics Discussion with Supervisor.* Each intern must discuss the ethical standards of their placement with their supervisor before performing any clinical work or patient contact. Space is provided at the bottom of this form to indicate that such discussions have taken place and the intern has been informed of ethical expectations.

By signing below the intern agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific placement agency.

Intern Signature _____ Date _____

Site Supervisor Signature _____ Date _____

Instructor Signature _____ Date _____

Source: Baird, B. N. (1996). The internship, practicum, and field placement handbook: A guide for the helping professions. New Jersey: Prentice-Hall.

Instructor or Peer Rating Form / Practicum & Internships
MSC Program – University of Providence

Date: _____ Name of Counselor _____ Name of Observer: _____

Instructions: A supervisor or peer should complete this measure after watching the helper do a helping session. Please note that probably not all of the skills listed will be used at this point.
 If used, was it used.

	<u>Used skill?</u>		<u>Inappropriately</u>		<u>Appropriately</u>		<u>Example</u>
Attending	y N	1	2	3	4	5	_____
Listening	y N	1	2	3	4	5	_____
Paraphrasing	y N	1	2	3	4	5	_____
Open question	y N	1	2	3	4	5	_____
Reflection of feelings	y N	1	2	3	4	5	_____
Closed question	y N	1	2	3	4	5	_____
Silence	y N	1	2	3	4	5	_____
Confrontation / Challenge	y N	1	2	3	4	5	_____
Interpretation	y N	1	2	3	4	5	_____
Self-disclosure	y N	1	2	3	4	5	_____
Immediacy	y N	1	2	3	4	5	_____
Information / Education	y N	1	2	3	4	5	_____
Direct guidance	y N	1	2	3	4	5	_____

Strengths of counselor (list at least two):

1. _____
2. _____

Areas needing improvement (list at least two):

1. _____
2. _____

Comments:

Counseling Practicum and Internship Agreement
MSC Program – University of Providence

This Agreement, by and between:

1. The University of Providence
College of Graduate Studies
1301 20th Street South
Great Falls, MT 59405
(406) 791-5336

AND

2. Agency or School _____
Address _____
Phone _____

AND

3. Student Name _____
Address _____
Phone _____

for the purpose of providing supervised experience in Counseling Practicum or Internship for the named student for the following time period:

Begin Date _____ End Date _____.

It Is Mutually Agreed

- A. That the above named agency or school will provide the following services and supervision:

1. Orientation to the agency or school and definition of specific student duties.
2. Direct, one-to-one supervision to be performed by:
Name _____
Highest Degree Held _____
Major Field of Study _____
Additional Degree(s) Held _____
Major Field of Study _____
MT Licensure No. _____
MT License expiration date _____
Other Licensure and Certification: _____

Frequency and Method of Supervision

Supervision hours: (Estimated, per week)

Individual Supervision: _____

Group Supervision: _____

3. Review of the student’s performance through meetings with the student, and midterm and semester evaluations.
4. Review of the student’s weekly experience log. Supervisor signature to indicate verification of log entries.
5. Supervision of the student to be done in accordance with the guidelines established by the agency or school or as determined by regular personnel, keeping in mind the enclosed AACD guidelines for supervisors, and MT licensure requirements.

B. That the student will:

1. Be at the agreed upon location(s) on the following days at the following times:

2. Perform the following specific duties and responsibilities:

3. Attend regular group supervision meetings at University of Providence, or such other location as may be determined by the UP MSC program coordinator.

1. Keep a current log of time spent, including weekly summaries, which will be reviewed and signed by the Site Supervisor and be available on call to site and campus supervisors.
2. Write regular reviews of experiences, skill development, and concerns as encountered in the practicum to be reviewed by the student’s Program Director.

C. That the University of Providence, through its Master of Science in Counseling Program, will:

1. Advise the student as to requirements involved in the Practicum and Internship.
2. Provide regular group supervision meetings to process internship experiences, as well as to assist the student in skill development, case study presentation, and other areas of concern.
3. Maintain bi-weekly contact with the Site Supervisor
4. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss remediation at the earliest possible date.

The Following Signatures Verify Agreement to the Above Stated Conditions:

Student Date

Site Supervisor Date

MSC Program Coordinator Date

Received in the Graduate Office _____
Date Initials

Statement of Liability Insurance
MSC Program – University of Providence

I, _____, am aware that as a Practicum and Internship student in the University of Providence Master of Science in Counseling Program, I am responsible for obtaining liability insurance.

In order to meet this requirement, I have obtained malpractice insurance through the following organization:

Organization _____

Address _____

Prior to the semester in which the student will be taking practicum or internship, the student will provide a copy of the insurance face sheet, and include policy number and expiry date. Failure to comply with this requirement will result in the student withdrawing from practicum or internship.

Signed:

Student Date

MSC Program Coordinator Date

Received in Graduate Office _____
Date Initials

Informed Consent Form MSC Program – University of Providence

Please print or type the information in the appropriate blank.

I understand that _____ is a counselor-in-training.

I understand that the counseling sessions may be audio- or videotaped for training and supervisory purposes; that only _____ and those involved in the
Last Revision - 9/21/2024

course will review any tapes; and that confidentiality will be strictly maintained in accordance with the law. Recordings will be destroyed in a timely manner.

I understand that all information shared in the sessions will be kept confidential, with a few key exceptions:

- a. Supervisors and those in group supervision may listen to or view the session or read transcript of sessions;
- b. Harm or intention to harm self or others (as required by law);
- c. Reasonable suspicion of current or previous abuse of children, elderly, or disabled individuals as required by law;
- d. Court orders.

With the understanding that I may withdraw my consent to the above conditions at any time, I agree to participate (or I permit the minor for whom I am the legal guardian to participate).

Signed:

_____	_____
Client	Date
_____	_____
Parent/ Guardian (if required)	Date
_____	_____
Counselor-in-training	Date

Unless otherwise specified, this Release expires upon termination of the above counseling relationship, or after a six month period, whichever comes first.

**Permission to Record/ Observe
MSC Program – University of Providence**

I, _____, hereby give my permission for the use of recording devices, including audio and video tapes, as well as observation through a one-way mirror or in the same room during my counseling sessions with _____, at _____, at _____, at _____.

I understand any information obtained during counseling sessions through these means will be used solely for the purpose of supervision by my student counselor’s supervisor(s) and peers in

group supervision, and that otherwise this information will be kept strictly confidential as allowed by law. All individuals listed above are bound by the same confidentiality guidelines as the counselor-in-training.

This authorization will expire on (date) _____, or when I terminate my counseling with the above named counselor. I also understand that any taped material will be immediately erased after supervision has taken place.

Signed:

Client

Date

Parent/ Guardian (if required)

Date

Counseling Session Summary Sheet MSC Program – University of Providence

Suggested format for Session Review

Student Counselor _____ Date of session _____

Client _____ Time _____

Anecdotal Summary Focusing on Client (what we talked about):

Subjective Summary Focusing on Client (what I think happened):

Counseling Objectives (what will be done):

My Strengths:

Areas that need improvement:

My Skill Goal for Next Session:

Student _____ Date _____

Student's Counseling Supervisor _____ Date _____

Counseling Session Weekly Summary Sheet
MSC Program – University of Providence

Student Counselor _____

Week of _____

Site _____

Site Supervisor _____

List the hours engaged in each activity for each day and get Site Supervisor signature.

Day of Week	Date	Direct Service to Clients		Supervision (Indirect)		(Indirect)	Daily Totals
		Individual Counseling (face-to-face)	Group & Family Counseling (e.g., art therapy group)	Individual (e.g., with your on-site supervisor)	Group (e.g. with site supervisor and other supervisees)	Other Activities (e.g., case notes, staffing)	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
	Activities Total (this week)						
	Totals from previous week:						
	Cumulative Hours (add previous 2)						

Site Supervisor Signature _____

Date _____

Notes on Activities:

Counseling Professional Competency Evaluation MSC Program – University of Providence

Student's Name _____

Instructor/Supervisor _____

Student ID _____ Course/Site _____

Date _____

Start date for this evaluation: _____ End date for this evaluation: _____

DIRECTIONS: Please check the number that best evaluates the clinical supervisee for each competence at this point in time.

4 Highly developed: helpful, well-timed, and consistent.
3 Well developed; helpful, well-timed when performed, not consistently smooth.
2 Developing skill: somewhat helpful, too many missed opportunities to be effective.
1 Continued practice needed; not very helpful or well-timed, and/or not very effective.
0 Major adjustments needed; not helpful or well timed, potentially harmful or unethical
N/O – Not able to adequately observe.

I. BASIC WORK REQUIREMENTS

Consistently comes to work and arrives on time	4	3	2	1	0	N/O
Uses time effectively	4	3	2	1	0	N/O
Informs supervisor and makes arrangements for absences	4	3	2	1	0	N/O
Reliably completes requested or assigned paperwork, trainings, and tasks in a timely manner	4	3	2	1	0	N/O
Takes initiative and assumes responsibility in fulfilling additional functions at the job	4	3	2	1	0	N/O
Is responsive to norms about clothing, language etc.	4	3	2	1	0	N/O
Is knowledgeable of general ethical guidelines and uses guidelines in practice	4	3	2	1	0	N/O
Consults with others about ethical issues	4	3	2	1	0	N/O
Knowledge level regarding client populations at beginning of semester	4	3	2	1	0	N/O
Current knowledge level regarding client populations	4	3	2	1	0	N/O

Comments and/ or suggestions:

II. CASE MANAGEMENT

Keeps scheduled appointments with clients	4	3	2	1	0	N/O
Is on time for scheduled client appointments	4	3	2	1	0	N/O
Writes appropriate and timely progress notes for each session with clients	4	3	2	1	0	N/O
Attends staff meetings on time and regularly	4	3	2	1	0	N/O
Keeps client materials confidential and secure	4	3	2	1	0	N/O
Follows site protocol regarding paperwork missed appointments, client contact, etc.	4	3	2	1	0	N/O

Comments and/ or suggestions:

III. SUPERVISION

Keeps weekly supervision appointments	4	3	2	1	0	N/O
Actively seeks supervision on various elements of the therapeutic process	4	3	2	1	0	N/O
Understands information communicated in	4	3	2	1	0	N/O

supervision						
Accepts and uses feedback to enhance self-development and counseling skills	4	3	2	1	0	N/O
Is aware of own feelings in observed sessions	4	3	2	1	0	N/O
Discusses personal issues as they pertain to counseling relationships	4	3	2	1	0	N/O
Recognizes own values and those of client and how they may conflict	4	3	2	1	0	N/O
Does not rely solely on supervisor for skill development or inappropriately defer to supervisor.	4	3	2	1	0	N/O
Contributes ideas in supervision	4	3	2	1	0	N/O
Recognizes own competencies and skills, and shares these with peers and supervisors.	4	3	2	1	0	N/O
Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	4	3	2	1	0	N/O

Comments and/ or suggestions:

IV. INTERACTIONS WITH CLIENTS

Builds rapport and respect with clients	4	3	2	1	0	N/O
Appears comfortable with clients	4	3	2	1	0	N/O

Aware of and sensitive to client's non-verbal behaviors	4	3	2	1	0	N/O
Communicates effectively with clients	4	3	2	1	0	N/O
Is genuine and honest with clients	4	3	2	1	0	N/O
Demonstrates empathy with clients	4	3	2	1	0	N/O
Conveys unconditional positive regard	4	3	2	1	0	N/O
Conveys an atmosphere of safety and Competence	4	3	2	1	0	N/O
Is sensitive and responsive to clients' needs	4	3	2	1	0	N/O
Is sensitive to multicultural differences	4	3	2	1	0	N/O
Is aware of multiple levels of systemic influence on clients	4	3	2	1	0	N/O
Works effectively with multiple family members at the same time	4	3	2	1	0	N/O

Comments and/ or suggestions:

V. INITIAL SESSION SKILLS

Employs basic intake skills including beginning, pacing, and ending an intake	4	3	2	1	0	N/O
Provides information about being an intern	4	3	2	1	0	N/O

(obtains informed consent form signature)

If recording sessions , obtains signed form	4	3	2	1	0	N/O
Provides information client confidentiality	4	3	2	1	0	N/O
Discusses client expectations	4	3	2	1	0	N/O
Establishes rapport	4	3	2	1	0	N/O

Comments and/ or suggestions:

VI. COUNSELING SKILLS

Begins counseling sessions smoothly	4	3	2	1	0	N/O
Establishes mutually agreed upon goals, actions or alternatives	4	3	2	1	0	N/O
Devises appropriate strategies and interventions	4	3	2	1	0	N/O
Effectively paraphrases client's statements	4	3	2	1	0	N/O
Uses a variety of techniques to understand clients (questioning, reflection, paraphrasing, etc.)	4	3	2	1	0	N/O
Employs judgment in the timing and use of different techniques and strategies.	4	3	2	1	0	N/O
Recognizes client ambivalence or resistance and executes a plan to overcome this	4	3	2	1	0	N/O
Appropriately and therapeutically confronts	4	3	2	1	0	N/O

clients by describing discrepancies in clients' behavior

Recognizes, accurately reflects, attends to and deepens clients' emotions	4	3	2	1	0	N/O
When appropriate, can be directive or psychoeducational	4	3	2	1	0	N/O
Uses self-disclosure appropriately	4	3	2	1	0	N/O
Addresses interpersonal dynamics between self and client	4	3	2	1	0	N/O
Is aware of clients' verbal & nonverbal behaviors	4	3	2	1	0	N/O
Uses open-ended questions to foster interactions and expressions	4	3	2	1	0	N/O
Balances implementing planned strategies & being flexible in counseling sessions	4	3	2	1	0	N/O
Provides concrete, specific, and nonjudgmental feedback	4	3	2	1	0	N/O
Uses silence effectively	4	3	2	1	0	N/O
Is straightforward and direct with clients (when appropriate)	4	3	2	1	0	N/O
Effectively manages client crises and follows site protocol	4	3	2	1	0	N/O
Ends sessions smoothly & in a timely manner	4	3	2	1	0	N/O
Terminates counseling effectively after evaluating client readiness	4	3	2	1	0	N/O

Comments and/ or suggestions:

VII. CONCEPTUALIZATION

Recognizes and understands themes and patterns in clients' dynamics	4	3	2	1	0	N/O
Generates hypotheses concerning client behavior	4	3	2	1	0	N/O
Uses historical and behavioral data in conceptualizing clients	4	3	2	1	0	N/O
Draws upon and integrates verbal and nonverbal components when conceptualizing clients	4	3	2	1	0	N/O
Provides a clear, theoretically based rationale when conceptualizing clients	4	3	2	1	0	N/O
Can convey conceptualizations in a clear and understandable format (written or oral)	4	3	2	1	0	N/O
Identifies area where further assessment is needed to conceptualize clients	4	3	2	1	0	N/O

Comments and/ or suggestions:

VIII. TREATMENT

Develops short-term and long-term goals and interventions that are individualized for each client	4	3	2	1	0	N/O
--	----------	----------	----------	----------	----------	------------

Implements interventions to meet goals	4	3	2	1	0	N/O
---	----------	----------	----------	----------	----------	------------

Recognizes goals that cannot be met in counseling	4	3	2	1	0	N/O
--	----------	----------	----------	----------	----------	------------

Comments and/ or suggestions:

OVERALL RATING

Based on the criteria above, please numerically rate the supervisee's performance (below) using the following scale:

- 4 Excellent**
- 3 Good**
- 2 Acceptable**
- 1 Unacceptable**

OVERALL PROFESSIONALISM	4	3	2	1
--------------------------------	----------	----------	----------	----------

OVERALL CLINICAL SKILL	4	3	2	1
-------------------------------	----------	----------	----------	----------

Please comment on 1) the supervisee's strengths and 2) those areas where the supervisee is needing improvement.

Please comment *specifically* on the skills that you rated the supervisee on above (in the counseling skills, conceptualization, treatment sections, etc.). Please feel free to use additional paper.

Supervisee's comments:

Supervisor Signature

Date

Supervisee Signature

Date

Client Evaluation of Student Counseling
MSC Program – University of Providence

Name of Student Intern:

Thank you for participating in the evaluation of a student counselor in the Master of Science in Counseling Program at the University of Providence. It is important to us that you be given an opportunity to express your reaction to our program and, specifically, to your student counselor and counseling experience. We hope that you will take a few minutes to complete the following evaluation as openly and as accurately as possible. Thank you.

Please indicate the degree to which you agree or disagree with the following statements as they apply to your experience with your counselor. Mark **1** for disagree, **2** for disagree somewhat, **3** for agree somewhat, **4** for agree. If the statement does not apply, please mark **NA**.

- _____ 1. Counselor understood my problem.
- _____ 2. Counselor seemed concerned.
- _____ 3. Counselor helped me get at my problems.
- _____ 4. Counselor helped me get needed information.

- _____ 5. Counselor could have offered me more advice and direction.
- _____ 6. Counselor could have given more evaluation/ feedback.
- _____ 7. Counselor could have been more assertive.
- _____ 8. Counselor had respect for me.
- _____ 9. Counselor seemed warm, honest, and open.
- _____ 10. Counselor helped me get in touch with my feelings.
- _____ 11. Counselor listened to me.
- _____ 12. Counselor seemed relaxed.
- _____ 13. Counselor helped me make choices.
- _____ 14. Counselor seemed concerned and involved.
- _____ 15. Counselor seemed distant and mysterious.
- _____ 16. Counselor helped me to talk about myself.
- _____ 17. Counselor helped me set goals.
- _____ 18. Counselor helped me see alternatives and options.
- _____ 19. Counselor seemed to expect me to do all the talking.
- _____ 20. Counselor did not have enough time to talk to me.
- _____ 21. Counselor talked about him/ herself too much.
- _____ 22. Counselor personality made me uncomfortable.
- _____ 23. Counselor was frequently late for appointments.
- _____ 24. Counselor was not supportive of me.
- _____ 25. Counselor was aloof.
- _____ 26. Counselor told me how to solve my problems.
- _____ 27. Counselor appeared knowledgeable and skilled.
- _____ 28. Counselor explained confidentiality to me.

Did you get what you wanted from your counseling experience? Why or why not? Please share any other pertinent information.

Client Signature

Date

Evaluation of Site Supervisor (completed by UP student)
MSC Program – University of Providence

Student _____

Host Site _____

Site Supervisor _____

For each item rate your site supervision on a scale of 1 through 5, according to your perception of need.

For example, if you need or would like your supervisor to offer a great deal more confrontation when appropriate and as appropriate, you might indicate 1 on that item. If your supervisor confronts you as much as you feel is necessary in an ideal manner at optimal times, you might indicate 5. Open-ended comments on the last page are encouraged and appreciated. Thank you.

Supervision Skills	Rating	Comments
Demonstrates knowledge of various counseling theories, techniques, and interventions.		
Performs supervisory functions as teacher, counselor, or consultant as appropriate.		

Encourages supervisee to explore alternatives of problem solving, seeking solutions, and responding to clients.		
Establishes and maintains good rapport with supervisee's professional development.		
Appropriately challenges and supports supervisee's professional development.		
Provides clear and useful suggestions.		
Is sensitive to individual differences.		
Demonstrates flexibility in the supervisory relationship.		
Assists supervisor in conceptualizing cases.		
Appropriately uses supervisory relationship to demonstrate principles of counseling.		
Gives appropriate feedback to supervisee regarding facilitative and non-facilitative counseling behavior.		
Confronts supervisee when appropriate and as appropriate.		
Assists supervisee in planning effective client goals/ objectives.		
Can identify and communicate supervisee's professional and personal strengths and weaknesses.		
Is available on a regular basis for supervision/ consultation.		

Supervisor Effectiveness	Rating	Comments
Your overall satisfaction with Site Supervisor		
Competence of supervisor at giving good supervision.		
Interactions with supervisor as contributing to your counseling abilities and knowledge.		
Interactions with supervisor as contributing to assisting your clients to change, grow, or improve.		
Interactions with supervisor as contributing to increasing your self-confidence as a counselor.		

Overall Satisfaction with Host Site

1 2 3 4 5

Comments

Student Name

Student Signature

Date

Clinical Site Supervisor Stipend Form
MSC Program – University of Providence

Dear Clinical Site Supervisor,

Thank you so much for mentoring our student intern. The stipend you receive surely does not reflect the amount of work that you do with this student or our appreciation for your efforts.

**Please provide the following information and return it as soon as possible.
Stipend payment is made monthly over the 4 month length of each semester.**

Please return to:

Dr. Sachin Jain
MSC Practicum and Internship Coordinator
University of Providence
1301 20th Street South
Great Falls, MT 59405

Student Internship for the 20____ Spring____ Fall____ Summer____ semester

Date

Supervisor's SSN or Federal Tax ID
(if agency is paid)

Name of Student _____

License Type/Class _____

Supervisor Name (and agency, if agency is paid) _____

Supervisor's License Number/Folio Number _____

Mailing Address _____

License Expiration Date _____

City, State, Zip _____

Phone Number _____

Signature of Supervisor _____

Supervisor's E-mail Address _____

Date Received _____

Approved by _____

Amount due _____

Program Evaluation Form - ALUMNI
MSC Program – University of Providence

Program: **Master of Science Counseling (MSC)**

Evaluator Role _____

Start date (year) for this evaluation: _____

Date: _____

DIRECTIONS: Please check the number that best evaluates the MSC Program from your perspective at this point in time.

N/A	1	2	3	4
Not Applicable	Poor	Acceptable	Good	Excellent

1. GENERAL PERCEPTIONS

a.) What is your general perception of the program? N/A 1 2 3 4

Please fill in some key words:

What do you think of it?

What do you like about it?

What do you not like – why?

2. GOALS / OBJECTIVES

a.) What do you perceive as the purpose (goals, objectives) or guiding philosophy of the program?

Do you agree with these purposes or philosophy?	N/A	1	2	3	4
---	-----	---	---	---	---

b.) What program areas do you think are most critical for success as a professional counselor? Please rank from 1 (most important) to 8 (least important).

- () PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
- () SOCIAL AND CULTURAL DIVERSITY
- () HUMAN GROWTH AND DEVELOPMENT
- () CAREER DEVELOPMENT
- () COUNSELING AND HELPING RELATIONSHIPS
- () GROUP COUNSELING AND GROUP WORK
- () ASSESSMENT AND TESTING
- () RESEARCH AND PROGRAM EVALUATION

c.) Do you perceive graduates of the program will be able to synthesize elements of ethical practice in counseling?

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

d.) Do you perceive graduates of the program will be able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competences?

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

e.) Do you perceive graduates of the program will be able to integrate knowledge of human growth and development in their counseling practice?

N/A 1 2 3 4

f.) Do you perceive graduates of the program will be able to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being?

N/A 1 2 3 4

g.) Do you perceive graduates of the program will be able to Integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice?

N/A 1 2 3 4

h.) Do you perceive graduates of the program will be able to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups?

N/A 1 2 3 4

i.) Do you perceive graduates of the program will be able to evaluate assessment results to diagnose developmental, behavioral, and mental disorders?

N/A 1 2 3 4

j.) Do you perceive graduates of the program will be able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices?

N/A 1 2 3 4

Do you think the addressed areas (Ethical Practice, Diversity, Human Development, Career, Counseling and Helping Relationships, Group Counseling, Assessment, Research, Specific Disorders such as Addictions) of the program / curriculum are sufficient?

N/A 1 2 3 4

What do you suggest to add in the curriculum – why? _____

3. ADDITIONAL COMMENTS / SUGGESTIONS:

4. OVERALL RATING

Based on the criteria above, please numerically rate (cycle) the MSC program at UP (below) using the following scale:

- 4 **Excellent**
- 3 **Good**
- 2 **Acceptable**
- 1 **Poor**

Program Evaluation Form – CURRENT STUDENTS
MSC Program – University of Providence

Program: **Master of Science Counseling (MSC)** Evaluator Role _____

Start date (year) for this evaluation: _____ Date: _____

DIRECTIONS: Please check the number that best evaluates the MSC Program from your perspective at this point in time.

N/A	1	2	3	4
Not Applicable	Poor	Acceptable	Good	Excellent

5. GENERAL PERCEPTIONS

c.) What is your general perception of the program? N/A 1 2 3 4

Please fill in some key words:

What do you think of it?

What do you like about it?

What do you not like – why? _____

6. GOALS / OBJECTIVES

b.) What do you perceive as the purpose (goals, objectives) or guiding philosophy of the program?

Do you agree with these purposes or philosophy? N/A 1 2 3 4

d.) What program areas do you think are most critical for success as a professional counselor? Please rank from 1 (most important) to 8 (least important).

- () PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
- () SOCIAL AND CULTURAL DIVERSITY
- () HUMAN GROWTH AND DEVELOPMENT
- () CAREER DEVELOPMENT
- () COUNSELING AND HELPING RELATIONSHIPS
- () GROUP COUNSELING AND GROUP WORK
- () ASSESSMENT AND TESTING
- () RESEARCH AND PROGRAM EVALUATION

k.) Do you perceive graduates of the program will be able to synthesize elements of ethical practice in counseling?

N/A 1 2 3 4

l.) Do you perceive graduates of the program will be able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competences?

N/A 1 2 3 4

m.) Do you perceive graduates of the program will be able to integrate knowledge of human growth and development in their counseling practice?

N/A 1 2 3 4

n.) Do you perceive graduates of the program will be able to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being?

N/A 1 2 3 4

o.) Do you perceive graduates of the program will be able to Integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice?

N/A 1 2 3 4

p.) Do you perceive graduates of the program will be able to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups?

N/A 1 2 3 4

q.) Do you perceive graduates of the program will be able to evaluate assessment results to diagnose developmental, behavioral, and mental disorders?

N/A 1 2 3 4

r.) Do you perceive graduates of the program will be able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices?

N/A 1 2 3 4

Do you think the addressed areas (Ethical Practice, Diversity, Human Development, Career, Counseling and Helping Relationships, Group Counseling, Assessment, Research, Specific Disorders such as Addictions) of the program / curriculum are sufficient?

N/A 1 2 3 4

What do you suggest to add in the curriculum – why? _____

7. ADDITIONAL COMMENTS / SUGGESTIONS:

8. OVERALL RATING

Based on the criteria above, please numerically rate (cycle) the MSC program at UP (below) using the following scale:

- 4 Excellent**
- 3 Good**
- 2 Acceptable**
- 1 Poor**

**Program Evaluation Form – FACULTY
MSC Program – University of Providence**

Program: **Master of Science Counseling (MSC)** Evaluator Role _____

Start date (year) for this evaluation: _____ Date: _____

DIRECTIONS: Please check the number that best evaluates the MSC Program from your perspective at this point in time.

N/A	1	2	3	4
Not Applicable	Poor	Acceptable	Good	Excellent

9. GENERAL PERCEPTIONS

e.) What is your general perception of the program? N/A 1 2 3 4

Please fill in some key words:

What do you think of it?

What do you like about it?

What do you not like – why?

10. GOALS / OBJECTIVES

c.) What do you perceive as the purpose (goals, objectives) or guiding philosophy of the

program?

Do you agree with these purposes or philosophy? N/A 1 2 3 4

f.) What program areas do you think are most critical for success as a professional counselor? Please rank from 1 (most important) to 8 (least important).

- () PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
- () SOCIAL AND CULTURAL DIVERSITY
- () HUMAN GROWTH AND DEVELOPMENT
- () CAREER DEVELOPMENT
- () COUNSELING AND HELPING RELATIONSHIPS
- () GROUP COUNSELING AND GROUP WORK
- () ASSESSMENT AND TESTING
- () RESEARCH AND PROGRAM EVALUATION

s.) Do you perceive graduates of the program will be able to synthesize elements of ethical practice in counseling?

N/A 1 2 3 4

t.) Do you perceive graduates of the program will be able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competences?

N/A 1 2 3 4

u.) Do you perceive graduates of the program will be able to integrate knowledge of human growth and development in their counseling practice?

N/A 1 2 3 4

v.) Do you perceive graduates of the program will be able to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being?

N/A 1 2 3 4

w.) Do you perceive graduates of the program will be able to Integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice?

N/A 1 2 3 4

x.) Do you perceive graduates of the program will be able to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups?

N/A 1 2 3 4

y.) Do you perceive graduates of the program will be able to evaluate assessment results to diagnose developmental, behavioral, and mental disorders?

N/A 1 2 3 4

z.) Do you perceive graduates of the program will be able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices?

N/A 1 2 3 4

Do you think the addressed areas (Ethical Practice, Diversity, Human Development, Career, Counseling and Helping Relationships, Group Counseling, Assessment, Research, Specific Disorders such as Addictions) of the program / curriculum are sufficient?

N/A 1 2 3 4

What do you suggest to add in the curriculum – why?

11. ADDITIONAL COMMENTS / SUGGESTIONS:

12. OVERALL RATING

Based on the criteria above, please numerically rate (cycle) the MSC program at UP (below) using the following scale:

- 4 Excellent**
- 3 Good**
- 2 Acceptable**
- 1 Poor**

Program Evaluation Form – CLINICAL SUPERVISORS
MSC Program – University of Providence

a.) What program areas do you think are most critical for success as a professional counselor? Please rank from 1 (most important) to 8 (least important).

- () PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
- () SOCIAL AND CULTURAL DIVERSITY
- () HUMAN GROWTH AND DEVELOPMENT
- () CAREER DEVELOPMENT
- () COUNSELING AND HELPING RELATIONSHIPS
- () GROUP COUNSELING AND GROUP WORK
- () ASSESSMENT AND TESTING
- () RESEARCH AND PROGRAM EVALUATION

b.) Do you perceive graduates of the program will be able to synthesize elements of ethical practice in counseling?

N/A 1 2 3 4

c.) Do you perceive graduates of the program will be able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competences?

N/A 1 2 3 4

d.) Do you perceive graduates of the program will be able to integrate knowledge of human growth and development in their counseling practice?

N/A 1 2 3 4

e.) Do you perceive graduates of the program will be able to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being?

N/A 1 2 3 4

f.) Do you perceive graduates of the program will be able to Integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice?

N/A 1 2 3 4

g.) Do you perceive graduates of the program will be able to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups?

N/A 1 2 3 4

h.) Do you perceive graduates of the program will be able to evaluate assessment results to diagnose developmental, behavioral, and mental disorders?

N/A 1 2 3 4

i.) Do you perceive graduates of the program will be able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices?

N/A 1 2 3 4

Do you think the addressed areas (Ethical Practice, Diversity, Human Development, Career, Counseling and Helping Relationships, Group Counseling, Assessment, Research, Specific Disorders such as Addictions) of the program / curriculum are sufficient?

N/A 1 2 3 4

What do you suggest to add in the curriculum – why?

13. ADDITIONAL COMMENTS / SUGGESTIONS:

14. OVERALL RATING

Based on the criteria above, please numerically rate (cycle) the MSC program at UP (below) using the following scale:

- 4 Excellent**
- 3 Good**
- 2 Acceptable**
- 1 Poor**

**Professional Counselor Evaluation Form – EMPLOYER
SATISFACTION
MSC Program – University of Providence**

Professional Counselor employed since (year): _____ Date: _____

Start date (year) for this evaluation: _____ Evaluator Role: _____

DIRECTIONS: Please check the number that best evaluates the employed Professional Counselor from your perspective at this point in time.

N/A	1	2	3	4
Not Applicable	Poor	Acceptable	Good	Excellent

1. Do you perceive Professional Counselors who graduated of the Master of Science in Counseling (MSC) program at the University of Providence (UP) are able to synthesize elements of ethical practice in counseling?

N/A 1 2 3 4

2. Do you perceive Professional Counselors who graduated of MSC program at UP are able to integrate knowledge of social and cultural diversity and demonstrate multicultural counseling competences?

N/A 1 2 3 4

3. Do you perceive Professional Counselors who graduated of MSC program at UP are able to integrate knowledge of human growth and development in their counseling practice?

N/A 1 2 3 4

4. Do you perceive Professional Counselors who graduated of MSC program at UP are able to identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being?

N/A 1 2 3 4

5. Do you perceive Professional Counselors who graduated of MSC program at UP are able to Integrate gained knowledge and formulate a personal model of counseling that they apply in their counseling practice?

N/A 1 2 3 4

6. Do you perceive Professional Counselors who graduated of MSC program at UP are able to synthesize gained knowledge to demonstrate relevant strategies to facilitate groups?

N/A 1 2 3 4

7. Do you perceive Professional Counselors who graduated of MSC program at UP are able to evaluate assessment results to diagnose developmental, behavioral, and mental disorders?

N/A 1 2 3 4

8. Do you perceive Professional Counselors who graduated of MSC program at UP are able to indicate the importance of research in advancing the counseling profession and identify evidence-based counseling practices?

N/A 1 2 3 4

9. ADDITIONAL COMMENTS / SUGGESTIONS:

10. OVERALL SATISFACTION OF THE EMPLOYEE'S CLINICAL COMPETENCE AND WORK ETHICS

Based on the criteria above, please numerically rate (cycle) your satisfaction with the Professional Counselor who graduated from the MSC program at UP (below) using the following scale:

4 Excellent

- 3 **Good**
- 2 **Acceptable**
- 1 **Poor**

THANK YOU!

Admission Evaluation Form
MSC Program – University of Providence

Applicant

Accepted into Graduate Studies Yes _____ No _____

Criteria **Rating 0 – 4**

GPA/GRE _____ /4

Letters of Recommendation _____ /4

Personal Statement
(Interest, Goals, Strengths) _____ /4

Interview _____ /4

Additional Information requested:

Total _____ /16