

Virginia Commonwealth University

Counselor Education & Supervision

Doctoral

Professional Experiences

Handbook



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Greetings Site Supervisors:

Thank you so much for your involvement and dedication to the continued professional development of our doctoral students in counselor education! We appreciate your involvement with our students and simply could not do this work without your dedication, energy, and time.

This Clinical Handbook serves as an overview and guide for Advanced Doctoral Practicum experiences. The purpose of the advanced doctoral practicum is to ensure the demonstration of adequate counseling skills and build upon the student's counseling and consultation skills. Please take a few minutes to review these materials and discuss with your candidate. We trust that the information provided will facilitate a positive learning experience for both candidates and site supervisors.

Your diligence and expertise is invaluable to the continued development of these professional counselors. We value you, the good work that you do, and the experiences that you bring to training our students through their Advanced Practicum and requirements. If there is anything that we can do to better assist you in this process, please contact your candidates' university supervisor or Philip Gnilka at pbgnilka@vcu.edu.

Sincerely,

Dr. Philip Gnilka
Assistant Professor
Counselor Education and Supervision

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Introduction

This handbook has been developed to assist doctoral students in the counselor education and supervision track of the Ph.D. in Education program and their site supervisors to better understand the requirements and expectations of required clinical experiences. Students and site supervisors are encouraged to review these materials in order to promote positive and productive clinical experiences. Please don't hesitate to contact the university supervisor or clinical coordinator if you have additional questions or concerns.

Prerequisites

Candidates are required to be accepted in the Counselor Education and Supervision track of the Ph.D. in Education program and enrolled in CLED 730: Advanced Counseling Theories & Practicum. Additionally, students will have earned a master's degree in counseling that required a 100-hour clinical practicum and 600-hour clinical internship.

Clinical Experiences

Professional practice provides opportunities for candidates to apply theories and develop counseling skills while under supervision. Completing the required counseling hours and documentation is only one component of a successful clinical experience. Successful completion of course requirements and demonstrating skills at a competence level are also important. The quality and professionalism of the candidate's work is important and will be assessed by the site and university supervisors. In addition to meeting other Graduate School requirements, candidates must earn a grade of A or B in courses involving demonstration of counseling skills (i.e., Advanced Practicum).

During Advanced Practicum, candidates are expected to work with a diverse clientele. Diversity includes culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status. The Practicum must be completed in a coeducational environment in which at least 30% of the student population meets one of the following criteria: Limited English proficiency; ethnic/racial minorities; mental, emotional, or physical disabilities; or economically disadvantaged and participating in Title I, Head Start, or Free/reduced Lunch Program.

Direct service hours are those spent with students and families and include individual counseling, group counseling and student affairs programming and classroom guidance sessions. No direct hours for Advanced Practicum may be accrued before the VCU semester begins. If the candidate has liability insurance and with instructor permission, indirect hours may be accrued before the VCU semester begins.

Advanced Practicum

The Counselor Education Doctoral Advanced Practicum is a 100 hour clinical experience including at least 40 hours of direct service to clients. The objectives of the advanced practicum include:

- Increasing the student's overall counseling self-efficacy;
- Developing and refining the student's core counseling skills and competencies;

- Furthering the development of the student's multicultural competence;
- Increasing the student's application and use of ethical codes of counselor behavior according to the American Counseling Association;
- Increasing the student's use of the counseling relationship as a source of therapeutic change;
- Improving the student's ability to evaluate his or her overall effectiveness as a counselor.

Candidates must successfully complete Practicum with a grade of B or better to receive credit and matriculate in the doctoral program.

Once accepted in the Counselor Education and Supervision track of the Ph.D. in Education program, students will consult with their assigned advisor and the CLED 730 instructor to determine appropriate placement for the advanced practicum.

Each candidate's on-site supervisor must have master's degree in counseling or a related field and a minimum of two years of relevant professional experience.

Doctoral Internship

In order to complete the counselor education doctoral internship, doctoral students need to apply for the internship in the semester prior to enrolling in CLED 810-Counselor Education Doctoral Internship. Applications (*Appendix I*) should be submitted to the doctoral program coordinator by September 15th or January 31st (for Spring or Summer/Fall registration, respectively). The internship will consist of supervised experiences in counselor education (e.g., research and/or teaching). Internship is at the discretion and approval of the doctoral advisor and coordinator. Students will receive weekly supervision from their faculty site supervisor. Prerequisite: CLED 721.

Doctoral Externship

In order to complete the counselor education doctoral externship, doctoral students need to apply for the externship with the School of Education Graduate Studies office and in consultation with the externship supervisor prior to enrolling in the course. The externship will consist of supervised experiences in supervision of masters-level counseling practicum students. Students will receive weekly supervision of supervision from their faculty site supervisor. Prerequisite: CLED740.

Responsibilities of Site Supervisor for Advanced Practicum

Site supervisors play an essential role in the professional development of candidates and serve as valuable gate-keepers for the counseling professional. Responsibilities of site supervisors include:

- Reviewing the Clinical Handbook
- Completing and returning the Advanced Practicum Site Supervisor Form (Appendix A)
- Completing the Advanced Practicum Plan with the doctoral student (Appendix B)
- Providing the doctoral student with clear expectations of the training at the beginning of the clinical experience

- Providing adequate opportunities for the doctoral student to meet the required direct service hours through individual counseling, couples/family counseling, group counseling, and consultation options
- Meeting with the doctoral student for a minimum of one hour per week and documenting both site and faculty supervision in the Supervision Log (Appendix D)
- Signing weekly and semester Clinical Hours Log (see Appendices E & F)
- Introducing and including the doctoral student in professional opportunities and interactions, such as program and staff meetings, consultation, professional development opportunities, etc.
- Communicating frequently with the doctoral and providing regular feedback regarding their clinical competence and progress, including completing the mid-term and final clinical evaluations (Appendix G)
- Providing opportunities for periodic assessment, which may include direct observation, review of doctoral student tapes, and candidate self-evaluation.
- Informing the University Supervisor of any difficulties encountered at the clinical site as soon as problems develop.
- Insuring activities of the doctoral student are legally and ethically appropriate, and that the doctoral student is following institutional policies and procedures.

Advanced Practicum Supervision

Site Supervision

Site supervisors are required to provide a minimum of one hour a week of supervision with the doctoral student, which may be divided into several shorter meetings. Supervision is an integral component of the clinical experiences and should provide opportunities to develop the doctoral student's skills, explore new possibilities, provide feedback, and build the doctoral student's repertoire and competence as a professional counselor. Weekly supervision should include processing of the doctoral student's experiences with clients as well as providing time to review goals and progress towards these goals. Attention should be paid to requirements for total clinical hours as well as direct service hours with a variety of clients in individual, family, and group settings. In addition, doctoral students should establish and maintain a personal wellness plan, modify as needed, and discuss strategies for managing stress and balance with the site and university supervisors. **Site supervisors should also have bimonthly consultation with the doctoral student's university supervisor.**

Doctoral students should prepare for supervision and should raise questions about their site experiences, interactions, and counseling interventions and skills. In addition, doctoral students should talk with site supervisors about the types and variety of experiences needed. Doctoral students and site supervisors should also discuss questions and concerns regularly in order to prevent problems from developing.

University Supervision

University supervisors will provide group supervision weekly. Group supervision will focus on case conceptualization, clinical skills and theoretical orientation, evaluation of counseling effectiveness, as well as ethical, diversity, developmental, and wellness issues. University

supervisors will make a minimum of one site visit during the semester and will provide course materials and a syllabus.

Evaluations

Site supervisors should provide regular feedback and evaluation of skills to the doctoral student through weekly supervision meetings. Also, site supervisors will complete an informal mid-semester evaluation using *Evaluation of Doctoral Practicum Student (Appendix G)*, which is to be reviewed and shared with the doctoral student and university supervisor. Finally, site supervisors will complete a final evaluation of the doctoral student using the *Evaluation of Doctoral Practicum Student*, which will be signed by both parties and turned into the university supervisor at the end of the semester. All students will also complete a *Self-Evaluation (Appendix H)* to be submitted at mid-term and the end of the semester.

Doctoral students will have the opportunity to complete course evaluations for Advanced Practicum, provide feedback on the VCU Counselor Education program, and provide feedback on the clinical site and supervisor.

Policy on Paid Clinical Experiences

The Counselor Education faculty strongly recommends that candidates complete all degree requirements prior to accepting paid employment as a counselor. For doctoral students who plan to complete their advanced practicum in their places of employment, details on how their advanced practicum activities will be different and enhance their development as a counselor needs to be included in their advanced practicum plan document.

Professional Obligations

Site and university supervisors are charged with the responsibility of monitoring the professional behaviors of doctoral students. In addition to cognitive and counseling abilities, the personal and professional behaviors of doctoral students will be assessed.

Professional Conduct

Professional conduct is important and will be evaluated by site and university supervisors. Remember that doctoral students' dress and behavior reflect on both the graduate student as well as the university. Improper personal conduct may lead to dismissal from the clinical placement, dismissal from the program, and/or an unsatisfactory grade. Evaluation may include, but is not limited to:

- Professional dress as appropriate for your educational setting and situation
- Prompt attendance at site and for all individual, couples/family, group sessions, programs or classroom guidance, and meetings
- Contacting the site if delayed or absent
- Respect for all clients, families, colleagues, and coworkers regardless of race, ethnicity, religion, gender identity, age, nationality, political beliefs, family background or constellation, sexual orientation, ability status, proficiency with English, socioeconomic class or background.
- Honesty in all professional settings

- Avoidance of embarrassment or disparagement of clients, families, or colleagues
- Demonstrated respect for all clients, families, colleagues, and supervisors
- Refraining from use of cellular phones or other communication sites and devices during clinical hours and following site and/or class expectations
- Adhering to legal and ethical guidelines as well as all site and/or program policies and procedures

Doctoral students with any questions or concerns regarding professional conduct should consult with site supervisor, university supervisor and/or clinical coordinator.

Liability Insurance

All doctoral students are required to purchase professional liability insurance, which is offered through a number of counseling organizations (i.e., ACA, ASCA, etc). Documentation of professional liability insurance must be provided to university supervisors each semester and must be maintained through the end of each semester of clinical experience.

Ethical Standards

Faculty members in the VCU Counselor Education Program owe a responsibility to consumers of mental health services and are bound by the American Counseling Association (ACA) Code of Ethics and Standards of Practice (found at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>).

The American School Counselor Association (ASCA; 2016) ethical standards may be found at <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

The American College Personnel Association (ACPA) standards may be found at http://www.myacpa.org/au/documents/Ethical_Principles_Standards.pdf and the Council for Advancement of Standards in Higher Education may be found at <http://collegecounseling.org/docs/CAS.pdf>.

During coursework, and especially during clinical experiences, doctoral students are expected to be familiar with and abide by the current ethical standards of ACA and its divisions. Doctoral students should consult with site and university supervisors regarding ethical situations. Faculty members will not endorse doctoral students who are unable to provide competent counseling services.

Tips for Successful Clinical Experience

Doctoral students should consider the following suggestions to promote a more positive clinical experience:

- Plan ahead and submit course and evaluation materials promptly. Keep a copy for your personal records.

- Include some additional direct and in-direct opportunities and hours in your advanced practicum plan in case of extreme weather, other emergencies, and to allow for some flexibility at the clinical sites.
- Consider participating in after-school, evening, and weekend site events and professional development opportunities offered to augment your direct and indirect hours and professional growth.
- Check and coordinate site holidays and VCU calendars as they may not align. Inform supervisors at the beginning of the semester of any anticipated absences from the clinical site.
- Integrate into the clinical setting as much as possible and develop professional relationships and contacts with a wide range of individuals.
- Check your VCU e-mail regularly and sign all e-mail responses to help supervisors track your e-mails.
- Check in regularly with your site and university supervisor regarding any clinical questions that arise and maintain close communication with your advisor.
- Develop and implement a wellness plan to manage the stress and demands during Advanced Practicum. Clinical experiences involve demanding work with clients, are time consuming, and can be physically and emotionally exhausting. Remember to consider VCU's Counseling Services and other resources for personal counseling and support.

Appendix A
Virginia Commonwealth University
School of Education
Counselor Education Program
Practicum Site Supervisor Information

SEMESTER, YEAR: _____

SITE SUPERVISOR NAME: _____

VCU STUDENT NAME: _____

LOCATION (include school name and division if applicable):

SITE ADDRESS: _____

SITE PHONE: _____

EMAIL: _____

The Counselor Education Department prefers to communicate information via email. Is this a reliable method for you? ____ Yes ____ No (if no, please indicate the best way to reach you)

Highest level of education achieved: _____ Degree earned in: _____

Years' experience in current position: _____ Total years' experience: _____

Licensed/certified areas: (e.g.: pk-12 School Counseling-VA) _____

Please return this form with your Advanced Practicum doctoral student OR scan and return to Donna Dockery at djdockery@vcu.edu OR

Mail to: Dr. Donna Dockery
VCU School of Education
Counselor Education
PO Box 842020
Richmond, VA 23284

Appendix B

ADVANCED PRACTICUM PLAN – 2016

Name: _____ Site Supervisor: _____

Site: _____ University Supervisor: Dr. Dockery

Practicum is a supervised 100 hour on-site training experience designed for master’s level counseling students. Each student and his/her site supervisor must develop a concrete plan for fulfilling the requirement for 40 hours of direct service. Suggested guidelines include:

- *Programming/Presentation – 2 sessions each at least one hour = 2 hours videotape/audiotape.
- *Individual Counseling – counseling with two different clients for a minimum of 4 sessions each, minimum 30 minutes a session = 4 hours videotape/audiotape.
- *Group Counseling – group counseling with 1 group (same 4 to 10 clients) minimum 30 minute session for at least 4 sessions = 2 hours videotape/audiotape.
- *A total of 10 hours of videotaped/audiotaped sessions (2 hours Programming/Classroom Guidance + 4 hours Individual Counseling + 2 hours Group Counseling + ½ hour peer supervision + 2 ½ Other)
- * Additional individual and group counseling, and programming to complete the remaining 40 hours.

Activities for the other 60 hours may include direct hours, but can also include indirect activities, such as consultation, observations of students (maximum 5 hours), student service professions or on-site supervisor conducting individual, small group, and programming sessions. Your plan must clearly specify the ways in which you intend to accrue your 40 direct service hours and your remaining 60 hours.

The student and on-site supervisor sign and date this plan indicating agreement (see end).

INDIVIDUAL COUNSELING (DIRECT)

Level	Topic	Schedule	# Hours

COUNSELING GROUPS (DIRECT)

Level	Topic	Schedule	# Hours

PROGRAMMING/PRESENTATIONS (DIRECT)

Level	Topic	Schedule	# Hours

INDIRECT HOURS (60 Hours)

Experience	Professional(s) Observed	Student(s) Involved	# Hours

ADDITIONAL INFORMATION

Frequency of Supervision:

Weekly Time: _____

Location: _____

Attendees: _____

Assessment Criteria (how you intend to intend to assess and improve your effectiveness):

*Use more sheets if needed

Professional Plan:

Member of the following professional organizations: _____

Professional liability insurance provided by: _____

Other Professional Development Plans: (conferences, workshops, formal presentations not part of practicum, etc.)

Wellness Plan (Attach to this form).

Crisis/emergency plan, must include plan for suicidal or homicidal persons (Attach).

Guidelines when site supervisor is away from building:

Please do not sign until finalized by practicum instructor. _____

Student Signature: _____	Date: _____
Supervisor Signature: _____	Date: _____

APPENDIX C

Virginia Commonwealth University Sample Informed Consent Letter

[Site/University Letterhead]

As a requirement of the Advanced Counseling Practicum at VCU, counselor education doctoral students conduct individual and group counseling sessions on issues of importance to college and university students. Requirements for the course include videotaped (and audiotaped) sessions. Other advanced practicum students and the university faculty supervisor review these for educational purposes. The focus is on the advanced practicum students' skill development. Confidentiality is maintained, and all tapes and electronic files are destroyed at the end of the semester.

I, _____ [client name or parent's name], hereby give my permission for my counselor [child's counselor], _____ [counseling student name] to audiotape/videotape our counseling sessions this semester.

I understand that the purpose of this recording is for the clinical supervision of my counselor's work. I understand that only my counselor's university supervisor and other counseling students in practicum will review the tape. I understand that all session recordings are erased at the end of the semester.

If there are any questions or concerns, please contact me at [phone number and email address], my site supervisor [name, phone number, and email], or university faculty supervisor Dr. Donna Gibson, 804-828-1333, dgibson7@vcu.edu.

Client Signature

Date

Counselor Signature

Date

Appendix E

Virginia Commonwealth University Advanced Practicum WEEKLY LOG

Name: _____ Site Supervisor: _____

Site: _____ University Supervisor: Dr. Dockery

Week: _____

Activity	Sun	Mon	Tue	Wed	Th	Fri	Sat	Week Total	Running Total
DIRECT SERVICES:									
Individual Counseling									
Group Counseling									
Programming									
Consultation with staff, parents, instructors, agencies (10 hrs. max.)									
INDIRECT SERVICES:									
Referral to Other Services									
Educational Planning (not to exceed 20 hrs.)									
Assessment									
Evaluation									
Professional Development									
Individual Supervision (minimum 1 hr.)									
Observation of students, counselors, student development professionals, etc. conducting individual or group counseling or engaged in direct programming									
Other:									
Total:									

Site Supervisor: _____ Date: _____

NOTE: When you prepare your logs to be submitted for the semester, transfer weekly totals from the weekly logs to the semester log. At the end of the semester, attach the weekly logs behind the semester log and submit both the semester log and weekly logs as a packet.

APPENDIX F

Virginia Commonwealth University Advanced Practicum SEMESTER LOG

Name: _____ Site Supervisor: _____

Site: _____ University Supervisor: Dr. Dockery

Week Dates	Direct Services				Observation	Other	Individual Supervsn (On-site)	Total Hrs for Week	Site Supervisor's Initials
	Individual Couns.	Group Couns.	Program-ming	Other					
Column Totals									

Total Hours for Semester:

(direct)
(indirect)

APPENDIX G

Virginia Commonwealth University
Advanced Practicum
Supervisor Clinical Evaluation of Student

Student: _____

Site Supervisor: _____

Semester: _____

Circle One: Mid-term Final

Please rate (circle) the advanced practicum student according to the following scale based on the different areas of his/her professional development

NA=Not able to observe

1 = Does Not Meet Expectations: Attribute/skill/behavior is not evident, implemented, or is used inappropriately.

2 = Meets Expectations: Attribute/skill/behavior is used appropriately and consistently.

3 = Exceeds Expectations: Attribute/skill/behavior is highly developed and consistently performed.

A. PERSONAL CONDUCT

	NA	1	2	3
1. Self Awareness	NA	1	2	3
2. Emotional Stability	NA	1	2	3
3. Self Control	NA	1	2	3
4. Cooperativeness	NA	1	2	3
5. Adaptability	NA	1	2	3

6. Ability to be a team player	NA	1	2	3
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General Comments on personal conduct:

B. PROFESSIONAL BEHAVIOR

1. Dependability	NA	1	2	3
2. Use of Suggestions and constructive criticism	NA	1	2	3
3. Promptness	NA	1	2	3
4. Ability to work independently	NA	1	2	3
5. Willingness to assume responsibility	NA	1	2	3
6. Initiative	NA	1	2	3
7. Cross Cultural Competence/ Multicultural Sensitivity	NA	1	2	3

General Comments on professional behavior:

C. COUNSELING SKILLS AND PROCESS

1. Genuine interest in clients	NA	1	2	3
2. Ability to understand the client's point of view	NA	1	2	3
3. Ability to relate to diverse clients	NA	1	2	3
4. Ability to establish and maintain rapport	NA	1	2	3

5. Ability to assess and have insight into client's problems	NA	1	2	3
6. Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	NA	1	2	3

General Comments on counseling skills and process:

D. COMPETENCE IN IMPLEMENTATION

1. Assessment and evaluation skills	NA	1	2	3
2. Implementation of individual counseling techniques	NA	1	2	3
3. Implementation of group counseling techniques	NA	1	2	3
4. Ability to plan and implement developmental activities for clients	NA	1	2	3
5. Ability to establish and implement consultation relationships	NA	1	2	3

General Comments on technical competence:

E. OVERALL RATING OF STUDENT

1

2

3

Please comment on the two following questions:

What are the greatest strengths of the student?

What areas need further development?

Doctoral Practicum Student Signature

Date

Site Supervisor Signature

Date

University Supervisor Signature

Date

APPENDIX H

Virginia Commonwealth University
Advanced Practicum
Self-Evaluation
Circle One: Mid-term or Final

Name: _____ Date: _____

Semster: _____

Please rate each of the following, after reviewing your tapes and practicum activities to date.

- 1 = I understand the concept/skill
- 2 = I can identify the skill when I see or hear it
- 3 = I can identify the skill and need a lot more practice using it
- 4 = I'm ok at using this skill, but could use practice
- 5 = I'm pretty good at this skill and I use it appropriately and consistently
- 6 = I have mastered this skill and almost always use it appropriately

- ___ Demonstrates *basic* counseling skills appropriately (e.g., active listening, reflecting, summarizing, paraphrasing, appropriate use of open/closed questions)
- ___ Demonstrates *advanced* skills appropriately (e.g., humor, self-disclosure, confrontation, interpretation)
- ___ Explains the rationale for specific interventions (including use of theory)
- ___ Develops rapport by communicating interest in and acceptance of clients
- ___ Demonstrates awareness of personal issues and their potential impact on the counseling relationship (defensiveness/counter-transference)
- ___ Recognizes own skills, competencies, and need for growth
- ___ Reflects on one's impact on others
- ___ Selects and uses a variety of interventions
- ___ Demonstrates an understanding of diversity issues (e.g., race, ethnicity, class, gender, sexual orientation, religion, language, and disability)
- ___ Addresses and challenges personal biases
- ___ Effectively uses appropriate technology as a management, evaluation and counseling tool
- ___ Initiates and maintains open and accurate communication with site supervisor, university personnel, and other relevant parties

- ___ Demonstrates the ability to assess client needs
- ___ Collects and analyzes data to guide decision making
- ___ Develops plans to address identified client needs (individual, small group, student affairs programming)
- ___ Plans and implements groups effectively
- ___ Demonstrates effective group leadership skills
- ___ Plans and implements student affairs programming effectively
- ___ Demonstrates effective presentation skills
- ___ Understands the site's emergency management plan and the roles and responsibilities of the counselor during crises, disasters, and other trauma-causing events
- ___ Provides crisis counseling (prevention, intervention, and post-crisis counseling)
- ___ Communicates in an appropriate manner in oral, written, and electronic formats
- ___ Consults with colleagues and other professionals (maintaining appropriate levels of confidentiality)
- ___ Understands referral process and possesses knowledge of community resources
- ___ Uses current literature in counseling activities

Please comment on additional skills and growth, and other areas needing improvement:

APPENDIX I

**Virginia Commonwealth University
Department of Counselor Education
Doctoral Teaching Internship Application**

Application Deadline: Fall Semester/January 1 Spring Semester/September 1

Please Note: Return applications to Dr. Philip Gnilka. Applications received after the deadline will not be processed.

1. Name _____
Address _____
Email _____
Phone(W) _____ (H) _____ (C) _____
2. For which semester are you applying? Semester _____ Year _____
3. Date completed CLED 721 Counselor Education Doctoral Seminar II: _____
4. Preferred days and times for teaching:
Monday _____ Afternoon (4-6:45) _____ Evening (7-9:45)
Tuesday _____ Afternoon (4-6:45) _____ Evening (7-9:45)
Wednesday _____ Afternoon (4-6:45) _____ Evening (7-9:45)
Thursday _____ Afternoon (4-6:45) _____ Evening (7-9:45)
5. Describe any previous teaching experiences:

Advisor
Approval _____ Date _____

For office use only: Date Received: _____ Date Reviewed: _____ Approved _____ Not Approved

APPENDIX J

Virginia Commonwealth University Counselor Education Doctoral Supervision Externship

Supervision Consent Form and Agreement

[Name]

I am pleased to have the opportunity to serve as your CLED 604 or CLED 608 practicum supervisor. The purpose of this consent form is to familiarize you with me as your supervisor and to explain what you can expect from your relationship with me.

Education / Credentials

I have a bachelor's degree in English. I have a master's degree in Education with a concentration in Counselor Education. I have worked in higher education and college student development as a counselor, career counselor, academic advisor, and administrator. I have eleven years of counseling experience in higher education. I have worked with individuals, groups, and families. My theoretical orientation for counseling integrates cognitive-behavioral, client-centered, and constructivist theory. I use techniques from these orientations as well as from solution-focused, family systems, and narrative theory. **[This section should include a description of supervisor's education, work experiences, clientele, and theoretical orientation]**

Approach to Supervision

Supervision is designed to assist you in improving counseling skills, case conceptualization skills, personal growth and professional identity. It is also my ethical responsibility to monitor client care. As your supervisor, I will function in four roles during our sessions: teacher, consultant, counselor and evaluator. I will support your choice of counseling theory and expose you to additional approaches when appropriate. We will use videotapes in supervision. You are expected to come to sessions prepared with your tapes, case conceptualizations, documentation of goals and progress and requests for help. We will meet for supervision as per the schedule designed in the course. You can expect to receive verbal feedback from me regarding each session.

Supervision has both benefits and risks. The benefits include personal and professional growth and increased comfort and skills in counseling and case conceptualization. The risks include experiencing discomfort due to challenge, anxiety, frustration or confusion. I believe that discomfort is part of the growth process. Please discuss with me any feelings you experience during this process.

Evaluation

Evaluation is an ongoing process. Both subjective and objective methods will be used. I will provide verbal feedback. If you have any concerns or are dissatisfied with your supervision or the evaluation process, please discuss them with me. If we are unable to resolve the issues, then the course instructor can provide additional assistance. If I have concerns about issues regarding

your performance, I will discuss them with you first and then share them with the course instructor.

Legal / Ethical Issues

The information that you share during our sessions will remain confidential among your co-supervisees. Since you are receiving group supervision, I will share information with the course instructor only but cannot guarantee confidentiality by the other supervisees in the group. Because I am receiving training the area of supervision, the supervision sessions will be recorded to demonstrate my supervision skills and receive supervision for these skills in my EDUS 700: Doctoral Externship course with Dr. Philip Gnilka. The supervision recordings will be kept confidential and in a safe location until they are erased at the end of the Fall 2014 semester. Other than these situations, I will not reveal information about our Supervisor/Supervisee relationship without your knowledge. My services will be offered in a professional manner and will be consistent with the Ethical Guidelines for Counseling Supervisors, which are stated in the American Counseling Association Ethical Code (2014). Supervision is not intended to provide personal counseling for the supervisee. If personal concerns arise that interfere in your functioning, I will encourage you to seek counseling. Once again, if you are dissatisfied with your supervision and unable to resolve issues with me, please consult Dr. Philip Gnilka (804-828-1332 or pbgnilka@vcu.edu).

Statement of Agreement

By signing below, both parties indicate that they have read and understand this document and agree to participate in supervision according to the guidelines set forth in this contract.

Supervisor Signature

Date

Supervisee Signature

Date

Supervisor Name

Email address

EDUS Externship Supervisor

Date