# TABLE OF CONTENTS

## SECTION 1

Clark Atlanta University at a Glance

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>CAU Mission</td>
<td>2</td>
</tr>
<tr>
<td>1.3</td>
<td>CAU Vision</td>
<td>2</td>
</tr>
<tr>
<td>1.4</td>
<td>Institutional Goals</td>
<td>2-3</td>
</tr>
<tr>
<td>1.5</td>
<td>Core Values</td>
<td>3</td>
</tr>
<tr>
<td>1.6</td>
<td>Campus Cultural Creed</td>
<td>4</td>
</tr>
<tr>
<td>1.7</td>
<td>Institutional Accreditation</td>
<td>4</td>
</tr>
<tr>
<td>1.8</td>
<td>University and Program Accreditation</td>
<td>4</td>
</tr>
</tbody>
</table>

## SECTION 2

School of Education

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>School of Education</td>
<td>5</td>
</tr>
<tr>
<td>2.2</td>
<td>School of Education Mission</td>
<td>5</td>
</tr>
<tr>
<td>2.3</td>
<td>School of Education Vision</td>
<td>5</td>
</tr>
<tr>
<td>2.4</td>
<td>Theme</td>
<td>5</td>
</tr>
<tr>
<td>2.5</td>
<td>Conceptual Framework</td>
<td>5-6</td>
</tr>
</tbody>
</table>

## SECTION 3

Counseling

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Counseling Program</td>
<td>7</td>
</tr>
<tr>
<td>3.2</td>
<td>Counselor Education Mission</td>
<td>7-8</td>
</tr>
<tr>
<td>3.3</td>
<td>Program Goals and Objectives</td>
<td>8</td>
</tr>
<tr>
<td>3.4</td>
<td>Counseling</td>
<td>9</td>
</tr>
<tr>
<td>3.5</td>
<td>Degrees in Counseling</td>
<td>10</td>
</tr>
<tr>
<td>3.6</td>
<td>Community Counseling</td>
<td>10</td>
</tr>
<tr>
<td>3.7</td>
<td>Curriculum Objectives</td>
<td>11</td>
</tr>
<tr>
<td>3.8</td>
<td>Program Prepares Candidates to</td>
<td>11</td>
</tr>
</tbody>
</table>

## SECTION 4

Clinical Field Experiences

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Practicum and Internship Experience</td>
<td>12</td>
</tr>
<tr>
<td>4.2</td>
<td>Practicum</td>
<td>12</td>
</tr>
<tr>
<td>4.3</td>
<td>Practicum Courses</td>
<td>13</td>
</tr>
<tr>
<td>4.4</td>
<td>Internship</td>
<td>13</td>
</tr>
<tr>
<td>4.5</td>
<td>Internship Courses</td>
<td>14</td>
</tr>
<tr>
<td>4.6</td>
<td>Clinical Placement Guidelines</td>
<td>14-15</td>
</tr>
<tr>
<td>4.7</td>
<td>Responsibilities and Commitments</td>
<td>15</td>
</tr>
<tr>
<td>4.8</td>
<td>Candidate Responsibilities</td>
<td>15-16</td>
</tr>
<tr>
<td>4.9</td>
<td>Candidate Disposition</td>
<td>16</td>
</tr>
<tr>
<td>4.10</td>
<td>Remediation Plan</td>
<td>16</td>
</tr>
<tr>
<td>4.11</td>
<td>Conflicts in Field Experience</td>
<td>16</td>
</tr>
<tr>
<td>4.12</td>
<td>Academic Appeal Process</td>
<td>17</td>
</tr>
<tr>
<td>4.13</td>
<td>Dismissal from the Counselor Education Program</td>
<td>17</td>
</tr>
</tbody>
</table>
The Department of Counselor Education programs are accredited by:

NCATE/National Council for Accreditation of Teacher Education, and

[NCATE logo]

PSC/Georgia Professional Standard Commission, and

[Georgia Professional Standards Commission logo]

Council for Accreditation of Counseling and Related Educational Programs

[CACREP logo]
1.1 History

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to candidates of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled Charting a Bold New Future: Proposed Combination of Clark College and Atlanta University to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Atlanta University and Clark College made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American candidate body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including Phylon and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summerhill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.
An early benefactor, Bishop Gilbert Haven, visualized Clark as the "university" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. While candidates on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and Dr. Carlton E. Brown, our third President, assumed the presidency on August 1, 2008.

1.2 CAU Mission

Clark Atlanta University is an institution of high research activity characterized by a focus on the intellectual and personal development of each candidate. Its purpose is to prepare a diverse community of learners to excel in their chosen endeavors and to become responsible, productive, and innovative citizen leaders, locally and globally. This outcome is accomplished by the provision of access to and excellence in teaching, research, service, and creative activities through continuous engagement in an enriched, challenging, and nurturing environment.

1.3 CAU Vision

Clark Atlanta University will further extend its national prominence and international presence for its distinctive capacity and commitment to provide a personally transformative learning environment, characterized by excellence in teaching, rigorous and innovative academic programs, dedication to the nurturing and development of its candidates, and the conduct of research addressing critical local, national, and global issues. Its candidates and faculty will gather from all parts of the world to discover and apply solutions to many of society’s most pressing problems. Clark Atlanta University graduates will demonstrate finely honed intellectual capability, innovative ideas and practices, inclusiveness, a disposition to serve, and a distinct appreciation for diversity in people, place, and opportunity.

1.4 Institutional Goals

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among candidates, faculty, administrators, and staff.

2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.

4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.

5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.

6. To implement an integrated and centralized program for faculty and staff to address personal and professional development.

7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.

8. To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University's goals.

9. To continue to develop and implement a comprehensive candidate life program that will include both the undergraduate and graduate levels.

10. To develop and implement more comprehensive public service programs, including opportunities for candidates to participate in local, national, and international internships and work experiences.

11. To implement a systematic plan for attracting a candidate body of increasing quality and size and an expanded academic support system to improve candidate retention.

12. To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.

13. To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.

14. To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

1.5 Clark Atlanta University’s Core Values

Undergirding all of this “institutional cartography,” are Clark Atlanta University’s Core Values. This comportment is defined by six, unwavering standards that benchmark the University’s culture:

<table>
<thead>
<tr>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate Centeredness</td>
</tr>
<tr>
<td>2. Pursuit of Excellence</td>
</tr>
<tr>
<td>3. Innovation and Discovery</td>
</tr>
<tr>
<td>4. Integrity</td>
</tr>
<tr>
<td>5. Social Responsibility</td>
</tr>
<tr>
<td>6. Respect</td>
</tr>
</tbody>
</table>
1.6 Campus Cultural Creed

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;  
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;  
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;  
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;  
- I will honor and care for the sanctity of my body as the temple of God;  
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;  
- I will celebrate and contribute to the “spirit of greatness” left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.

1.7 Institutional Accreditation

Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor’s, Master’s, and Doctoral Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

1.8 University and Program Accreditations

- American Assembly of Collegiate Schools of Business, B.S. and M.B.A. Programs  
- Council for Accreditation of Counseling and Related Educational Programs  
- Council on Social Work Education, B.S.W. and M.S.W. degree programs  
- National Association of Schools of Public Affairs/Administration  
- National Council for Accreditation of Teacher Education  
- The Georgia Professional Standards Commission
2.1 School of Education

Clark Atlanta University’s School of Education believes that every child, regardless of language, culture, ethnicity, perceived ability and/or circumstance, can learn. Moreover, we assert that they deserve an opportunity to maximize their potential.

Every day, we prepare and challenge current and future educators to make that happen. Whether pursuing bachelor’s, specialist, master’s or doctorate degrees, our candidates are more than mere instructors, counselors, and school leaders, they are child advocates equipped with the knowledge, skill, and disposition to be change agents. That is our brand…and our calling: we equip educators to transform the lives of all learners from preschool to high school graduation and beyond.

Our degree programs include:
- Early Childhood Education
- Educational Studies
- Special Education - General Curriculum
- Secondary Math and Science Education
- Educational Leadership
- Community Counseling
- School Counseling

2.2 School of Education Mission

To prepare highly competent, autonomous, critical-thinking, candidates for P12 schools and various educational settings serve all candidates, particularly those belonging to culturally and linguistically diverse groups.

2.3 School of Education Vision

The School of Education will, consistent with the mission, vision, and core values of Clark Atlanta University, continue to drive and evaluate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

2.4 School of Education Theme

“Preparing Critical Thinking Change Agents to Improve Academic Outcomes in Diverse schools and Communities”

2.4 School of Education Conceptual Framework

The School of Education infuses all curricula with understandings that recognize and develop the gifts and talents that all persons bring to their respective program. The School identifies specific concepts: change agents for social justice, critical thinking and inquiry, assessment, pedagogy, diversity, content knowledge and technology—which undergird all curricula and instruction. These concepts empower candidates to pass on the unit’s vision that is sensitive to underserved populations.
<table>
<thead>
<tr>
<th>Critical Thinking Change Agent Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>K1. <em>Critical Race Theory</em>: Demonstrates the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all candidates.</td>
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<tr>
<td>K2. <em>Multicultural Education</em>: Demonstrates the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs.</td>
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<tr>
<td>K3. <em>Critical Pedagogy</em>: Demonstrates how to teach subject content inherent in effective teaching and/or learning.</td>
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<tr>
<td>K4. <em>Content Knowledge</em>: Exhibits understanding and has knowledge of subject matter and how knowledge is constructed to improve candidate academic achievement in inclusive settings.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>S1. <em>Communication</em>: Demonstrates effective verbal and nonverbal communication techniques to facilitate active learning in the classroom or when working with candidates, parents, colleagues and members of the community to promote candidate success.</td>
</tr>
<tr>
<td>S2. <em>Technological</em>: Incorporates technological applications to promote learning and ensure educational equity.</td>
</tr>
<tr>
<td>S3. <em>Assessment</em>: Systematically uses formal and informal assessment strategies to evaluate and assess teaching/learning issues in urban schools and communities.</td>
</tr>
<tr>
<td><strong>Dispositions</strong></td>
</tr>
<tr>
<td>D1. <em>Social Responsibility (Professionalism)</em>: Models ethical and professional behaviors in all interactions with schools, families, and communities.</td>
</tr>
<tr>
<td>D2. <em>Cultural Sensitivity</em>: Demonstrates respect for the learners’ communities and cultural norms and sees the learning potential in all candidates</td>
</tr>
<tr>
<td>D3. <em>Advocacy</em>: Views education as a dynamic political process in which to advocate improving the educational system.</td>
</tr>
</tbody>
</table>
SECTION 3

COUNSELOR EDUCATION

3.1 Community Counseling Program

Overview

Counselors must have a critical body of knowledge and set of skills in order to help clients function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: human growth and development; counseling diverse populations; the nature of helping relationships skills; group counseling; career counseling; appraisal, research and program evaluation; ethics, and professional issues. In addition, course work specific to the community counseling specialization is required. Finally, field practicum and internship experiences are required to ensure that candidates are able to apply the skills and knowledge they have learned. The Counseling Program is also designed to make sure that the counseling candidate possesses the personal characteristics necessary to be an effective helper. This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of candidates’ personal characteristics. The program is accredited with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Candidates receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, and correctional institutions. This major also prepares candidates for advanced graduate work at other institutions. A 700-hour clinical field placement is required.

The Community Counseling program at CAU meets the academic requirements for Georgia leading to licensure as a Professional Counselor (LPC), and is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The practicum and internship are field based experiences designed to provide candidates the opportunity to observe and participate in the actual processes involved in community counseling/mental health agencies. This manual has been developed to provide a more explicit liaison between the Clark Atlanta University Counseling Program and the various, institutions and agencies who voluntarily accept practicum and internship candidates. This manual serves to communicate the procedures and requirements relative to the field experience.

Please feel free to contact the Counseling Department should you have any concerns or need additional information.

3.3 Counselor Education Mission

The mission of the Department of Counselor Education furthers Clark Atlanta’s by preparing candidates to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards based programs. To promote a more just and humane society through counseling, the faculty prepare candidates who are knowledgeable, critical thinkers, and ethical change agents. These candidates exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, a practicum and internships (I and II), research, and community service.

The CAU Community Counseling Program faculty prepares candidates based on CACREP Community Counseling Standards to be knowledgeable, competent, ethical, change agents in the field of counseling who exhibit the highest degree of professionalism as community counselors. To work in a variety of diverse settings,
including agencies, institutions, and in private practice; collaborate with the total community at the individual, institutional and systemic levels; promote a more just and humane society in roles of community leadership and service; commit to ongoing program evaluation; advocate for their clients and the counseling profession; and, engage in continuing professional development.

### 3.3 Program Goal and Objectives

The Goal of the Counseling Program is to prepare professional counselors with personal and professional integrity. This endeavor requires, at a minimum, institutional and departmental support, a programmatic structure meeting credentialing requirements, qualified faculty, and dedicated candidates. In order to help prepare them to enter the field of counseling, faculty will provide candidates with specialized curricular, experiential, supervisory, and professional experiences. These include course work, practicum, internship, supervision, and opportunities for professional experiences. Candidates are encouraged to attend workshops, conferences, and to work with faculty on presentations/research. Faculty and candidates are expected to participate in local, state, and national professional activities and associations such as the American Counseling Association (ACA), its divisions, branches, and its affiliate organizations. We encourage participation and contribution to seminars, workshops that contribute to personal and professional growth. In addition, the counseling faculties are dedicated to recruiting candidates from underrepresented groups and to educating future counselors on issues related to working with diverse populations.

Upon graduation from the CAU counseling program, graduates should meet the following objectives:

1. Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.
2. Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.
3. Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
4. Understand and integrate career theories, career decision making. Career planning and career assessment in counseling through work at an agency or school.
5. Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.
6. Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches,
7. Understand individual and group assessment approaches and their utility in a pluralistic society.
8. Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
9. Understand and use basic technology: Microsoft Office Suite, and appraisal instruments.
Counseling can be a fulfilling profession for those who desire to promote the well-being of clients in a variety of settings. American Counseling Association outlined a definition and discussion that highlights the enormous responsibility and commitment that comes with being a professional counselor.

Professional counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology. To prepare for this challenging career, professional counselors undergo extensive education and training. This includes at least a master’s degree and field training with a solid foundation in human growth and development, career and lifestyle development, social and cultural foundations, group work, practice and internships. Professional counselors serve at all levels of schools and universities, in hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. The following include some examples that illustrate how counselors positively affect the lives of many different people...

Children and adolescents...Many community agencies call upon professional counselors to help children and adolescents cope with stressors in their home and school environments. Professional counselors assist children to maximize their success with peers, teachers, and family members. They create innovative strategies and advocate for access to community resources which enable children and adolescents to thrive academically, psychologically and socially. To accomplish this, professional counselor’s use a number of techniques, including conflict management approaches, peer mediation teams, candidate mentoring, group and individual counseling, and consultation, with other mental health professionals.

Young adults...Recognizing that the key to our nation’s competitiveness is a high-quality workforce, professional counselors are at the forefront of a national movement to prepare “work-bound” young adults. Unlike those who are college-bound, at least half of all high school graduates aspire to enter the workforce immediately. Professional counselors help these young people to personalize education and planning so the candidates can maximize their talents and opportunities. They create, develop and shape innovative strategies to enable candidates to be satisfied learners as well as productive citizens.

Adults in a unique group...Emergency and rescue workers routinely respond to life-threatening incidents that inflict a level of job stress few will ever know. Counselors join with other professionals to prepare these personnel who are called to such incidents as the bombing of the federal building in Oklahoma City, a hurricane that devastates the Gulf Coast or a rescue operation at a burning day care center. Counselors help these men and women identify stress in themselves and others, as well as take constructive action to alleviate acute stress responses at the scene or within days of an incident.

Older adults...Improvements in lifestyle choices, nutrition and health care are helping more Americans live longer lives. The fastest growing subgroup in America, older adults present a unique set of challenges for professional counselors. For example, retirees can experience a deep sense of loss. Some feel that their lives no longer have meaning, that they are no longer useful to society. To assist in the transition into senior adulthood, professional counselors guide many older adults in assessing their interests, abilities and potential in preparation for a second career. For many living on a fixed income, a successful second career provides new options.

Families...The number of single-parent families in America has grown at an alarming rate. With help and guidance from professional counselors, however, single parents and their children can learn to redefine relationships, live in harmony and lead productive lives. Working with parents who may be widowed, divorced or unmarried, professional counselors help them to overcome the negative stereotypes that society has perpetrated. Single parents learn how to identify their unique strengths and to use them...
advantageously in raising their children. Counselors also assist single parents in practical matters, such as dealing with school personnel and making career decisions.


This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

3.4 Degrees in Counseling

Welcome to the Clark Atlanta University Department of Counselor Education. You have chosen to begin a journey with the goal of becoming a professional counselor. The Department of Counselor Education offers two types of degrees based on candidate’s career goals: programs leading to Master of Arts degrees in Community Counseling and a Master of Arts School Counseling. The curricula of the department are designed to develop competency in counseling, stimulate original research, and serve the educational enterprise with creative scholarship and effective clinical practice.

The requirements of the counseling programs consist of courses in counseling skills, theories, ethics, and research. More advanced courses offer candidates the opportunity to learn of a variety of counseling strategies and theories, which they will utilize in their practice. Other courses in the professional sequence emphasize self-concept development in relation to the role of the counselor. Monitored and sequenced practicum and internship courses provide opportunities for the application of appropriate theories and practice as a professional counselor.

This manual is offered to candidates interested in Community Counseling. It is hoped that the contents will assist candidates in understanding the counseling program and to maximize candidates’ experience in our program. While every effort has been made to provide a comprehensive manual, the following are only guidelines. Candidates need to work closely with their advisor. Ultimately, the candidate is responsible for the successful completion of all graduation requirements.

In addition, it should be noted that the Counseling Program receives periodic review, permitting addition of new course work, elimination of obsolete course work, and/or change in program policy when appropriate. Any curriculum changes or policy changes required by reviews will be based on due notice and consultation with the academic and professional community. In order to “lock” in your curriculum, you must sign a program of study with your advisor. The program of study is the contract between you and the program regarding the requirements for graduation. If you do not sign a program of study early in your studies, it is possible that curriculum changes could affect your requirements for graduation.

3.5 Community Counseling

The Master of Arts degree in Community Counseling consists of a minimum of 51 semester hours and is designed to prepare candidates for professional counseling positions in a variety of community settings, including community counseling/mental health agencies, mental health hospitals, juvenile justice agencies, and substance abuse treatment facilities. Graduates of the program are prepared to provide individual and group counseling on personal concerns, community services, education and lifestyle development, career planning in diverse settings. The curriculum of this program is aligned with the basic requirements for licensure as a Professional Counselor in Georgia and qualifies graduates to take the National Board of Certified Counselor’s Examination.
### 3.6 Curriculum Objectives

- Candidates will have knowledge of human growth and development so that they can understand and apply theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
- Candidates will have knowledge and understand the uniqueness of social and cultural foundations and how it relates to the context of relationships, and issues in a pluralistic society.
- Candidates will have knowledge and understand helping relationship skills of counseling.
- Candidates will be knowledgeable about group work: development, dynamics, counseling theory, group counseling methods, and group work approaches.
- Candidates will be knowledgeable and understand career and lifestyle development as well as integrate career theories, career decision making, career planning and career assessment.
- Candidates will be knowledgeable and understand individual and group appraisal approaches.
- Candidates will be knowledgeable about research methods, program evaluation and basic statistics. (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.
- Candidates will be knowledgeable about professional orientation and ethics of counseling including history, philosophy of the counseling profession, professional roles and responsibilities, standards and credentials.
- Candidates will understand and use basic technology: Microsoft Office Suite, and appraisal instruments.

### 3.7 Program Prepares Candidates To:

1. Work effectively with individuals and groups on educational, emotional, personal, social, and vocational concerns through the processes of counseling, consulting, assessment, referral, placement, and follow-up, coordination.
2. Adopt an eclectic approach to working with clients of diverse ethnic populations while simultaneously assimilating cultural sensitivity and cross-cultural knowledge.
3. Design and maintain a sound community counseling program through planning, organizing, actuating, and evaluating continuously by utilizing existing standards from professional organizations specifically referring to goals, objectives, and activities as well as involving the program's clientele of candidates, parents, faculty, staff, administrators, and community.
4. Act in a manner exemplifying the professional ethics and standards of the sponsoring organizations that prepare and guide its membership.
5. Conduct timely research for the purposes of improvement, and creative innovations in the areas of counselor effectiveness, counseling programs, issues pertinent to youth and their numerous and diverse concerns.
6. Seek continual growth as a person and professional.
4.1 Practicum and Internship Experience

A total of 700 hours will be spent in the practicum and internship, over a period of at least one year. It is here that the candidate has the opportunity to put into practice the skills developed in the classroom. The Community Counseling Coordinator will supervise all clinical placements. Candidates must complete the application form, course verification form and submit forms to the Community Counseling Coordinator. The placement is contingent upon your continued advancement in the areas of knowledge, skills and dispositions. Please be reminded, your placement will need to take place over a minimum of ten (10) practicum to fourteen (14) internship weeks. At no time are you allowed to complete all hours in a one week time period.

Breakdown of Clinical Hours

<table>
<thead>
<tr>
<th>Practicum (15weeks)</th>
<th>Internship I (15weeks)</th>
<th>Internship II (15weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td>40 Hours</td>
<td>140 Hours</td>
</tr>
<tr>
<td>Indirect Service</td>
<td>60 Hours</td>
<td>160 Hours</td>
</tr>
<tr>
<td>Total Clock Hours</td>
<td>100 Hours</td>
<td>300 Hours</td>
</tr>
</tbody>
</table>

During your training you are expected to adhere to the ACA Code of Ethics and Standards of Practice, and the Clark Atlanta University Code of candidate Conduct and the policies and procedures of the placement site. Students are required to attend a Practicum Orientation prior to beginning their placement. Orientation will occur in the spring and fall semesters.

**Summer school field placement is not guaranteed.** The program coordinator will review the candidate’s department file to examine the course Disposition Rubrics and the End of Course forms that reflect instructor feedback on course matriculation. This process is done because as counselor educators we are gatekeepers to the professional and we have an ethical obligation to assess per CACREP accredited standards both the personal and professional dispositions of each candidate before entering the field as an emerging counselor.

4.2 Practicum

The practicum experience is typically the first clinical experience for candidates. Master's degree candidates are required to register for a 3-credit practicum course that includes 100 hours of field experience during an academic term. It is strongly recommended that practicum be taken, immediately before the candidate begins internship. This experience is designed to provide the candidate with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision with actual clients. Practicum candidates work a minimum of 8-10 hours per week on site and must complete a total of 100 hours over the course of the one semester. Please be reminded, your placement will need to take place over a minimum of ten(10) weeks. Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association, the Council for Accreditation of Counseling and Related Programs (CACREP) and site regulations. Candidates who are ready to start practicum and internship must complete a Clinical Placement Application and consult with the Practicum and Internship Coordinator.

The candidate's practicum includes the following:

1. a minimum of 40 hours of direct service with clients, in both individual and group work;
(2) A minimum of one (1) hour per week of individual supervision (using audio or video recordings, or live supervision) with the site supervisor over each academic term;

(3) One and one-half hours (1 1/2) per week of group supervision with other candidates in the practicum and one hour (1) per week of individual supervision over the academic term with a site supervisor and an assigned University supervisor (actual meeting times and dates will be determined by assigned University supervisor).

(4) Two (2) formal evaluations of the candidate's performance during the practicum by the University supervisor in consultation with the Site supervisor.

Candidates attend a weekly 1 and ½ hour practicum class during a semester. Each class session includes advanced instruction in counseling, professional orientation and development, and group supervision of the work candidates perform at their practicum site. The time spent in supervision counts toward the 100-hour requirement.

Field placement sites are developed by the Community Counseling Coordinator in conjunction with the Director of Field Services in which they perform counseling duties under the supervision of a licensed professional counselor or other qualified mental health professional. In order to meet the 100 hours of field experience requirement, candidates must spend a minimum of 8-10 hours each week on site during a regular semester. **Candidates who have completed 100 or more direct hours may choose to transfer a maximum of 20 direct hours to the internship experience.**

### 4.3 Practicum Courses

**CCPS 530: Community Counseling Practicum (100 hours)**

Provides a theoretical framework that focuses on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention, consultation and community-based interventions will be presented as well as needs assessments, goals formulation, intervention design and program evaluation.

*Prerequisite: Common Core Courses*

### 4.4 Internship

The Internship is the last field experience for candidates. This experience is designed to continue the enhancement of counseling skills in a professional supervised setting. For the internship, candidates have a two semester field experience (Internship I and II). Internship I may begin when practicum and other prerequisites are completed. In addition, candidates who have not successfully passed the departmental Comprehensive Examination will not be approved for enrollment into internship II. **During Internship I and II, students work 20(minimum) to 40(maximum) hours per week and must complete a total of 600 clock hours. Please be reminded, your placement must take place over a minimum of fourteen (14) weeks. 1 and 1/2 hours of weekly group/university supervision are required during the 15 week term. The time spent in group supervision counts toward the 600-hour requirement.**

Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association and site regulations. Candidates are required to participate in orientation conducted by the Counselor Education Department prior to the start of their internship. The internship provides for the continued development of individual counseling and group counseling skills, psycho educational activities, consultation skills, and the implementation of general support services.
The candidate's internship includes the following:

1. a minimum of 280 hours of direct service with clients, in both individual and group work;

2. a minimum of one hour per week of individual supervision with the site supervisor (using recordings, or live supervision) over each academic term;

3. 1 and ½ hours weekly group/university supervision with other candidates in internships.

4. the candidate is expected to achieve the following competencies applicable to the Community Counseling track within the internship experience:
   a) complete audio or video recordings of the candidate's interactions with clients for use in supervision (with approval and supervision of on-site supervisor);
   b) maintain internship weekly log sheets outlining site activities and submit signed logs to the university supervisor during each supervision class;
   c) participate in a minimum of one (1) hour per week of individual supervision with the on-site supervisor;
   d) participate in 1 and 1/2 hours of university/group-weekly with the internship faculty; and
   e) submit an evaluation of the candidate's performance throughout the internship including:
      ● a formal midterm and final evaluation of both Internship I and II from both the university and site supervisors.

4.5 Internship Courses

CCPS 542: Community Counseling Internship I (300 Hours)

Supervised field placement. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision on-site, and attend a 1 1/2 hour weekly group supervision class with the university supervisor. Prerequisite: CCPS 530, 534 and Candidacy. Prerequisite: CCPS 530, 540 and Candidacy.

CCPS 543: Community Counseling Internship II (300 Hours)

Capstone clinical field placement. Supervised field placement student. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision on-site, and attend a 1 1/2 hour weekly group supervision class with the university supervisor. Prerequisite: CCPS 542 and Candidacy.

4.6 Clinical Placement Guidelines

This guideline serves as a guide prior to the beginning of practicum and internship. Please check with the program coordinator if you have questions regarding the following guidelines.

1. Candidates must attend the mandatory practicum and internship orientation in the fall or spring semester prior to for the start of their field placement.
2. Candidates must complete all required pre-requisite courses to be considered for practicum.
3. Complete a completed application and submit all required documents to the department Administrative Assistant before posted deadline:
   a. All candidates must submit a criminal background check.
   b. All candidates must submit fingerprints
   c. All candidates must secure Professional Liability Insurance
   d. All candidates must submit a recent transcript (can be unofficial)
   e. All candidates must submit an Affidavit of Understanding
   f. All candidates must submit a recent resume
4. Read manual, including guidelines and expectations on clinical field placement.
5. Sign and return acknowledgement statement to the department Administrative Assistant.
6. Meet with Clinical Coordinator to discuss practicum and internship plan.
7. Learn expectations for candidates at placement site.
8. Schedule meeting to discuss placement with Clinical Coordinator.
9. Complete a resume and prepare for interview with site personnel.
10. Schedule and complete interviews with potential site supervisors.
11. Candidates who are full-time teachers in Fulton and DeKalb Counties are not permitted to complete their practicum or internships in these counties while employed. This is a policy of Fulton County and DeKalb County.
12. Approval and notification of placement will be email to you by the Department of Counselor Education.
13. Attend a mandatory orientation in the semester prior to beginning the practicum.

4.7 Responsibilities and Commitments

It is Clark Atlanta’s University intention to provide counseling candidates with the best possible experience during the clinical phase of their training. In order to accomplish this it is essential that high quality institutions, capable of providing equally high quality supervision, be utilized as off-campus field experience sites. It is imperative that a mutuality of understanding exists between all parties concerned; the on-site supervisor, the university supervisor and the candidate. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the field experience. The candidate is directly responsible to the site for the time and quality of his/her work. The site, in turn, is responsible for providing direct supervision (one hour per week). The site has final authority in all decisions concerning client care.

4.8 Candidate Responsibilities

1. Counselors-in-training will meet, interview and finalize their clinical placement.
2. Counselors-in-training will evaluate the on-site supervisor at the end of the experience.
3. The work schedule is to be arranged by the candidate, via an interview with the site supervisor. It must include direct contact hours and direct supervision defined above.
4. Counselors-in-training will present case studies in group supervision.
5. Counselors-in-training are responsible for completing all records and forms required by site, and the university supervisor.
6. Counselors-in-training are responsible for setting up all equipment for making the required recordings, and for obtaining the required signed permission forms to be filed with the site/agency.

7. Counselors-in-training are responsible for honestly logging all time spent with clients, and in supervision.

8. Counselors-in-training are required to submit daily and weekly log sheets to the university supervisor during supervision class.

9. Counselors-in-training are expected to follow site policies and procedures.

10. Counselors-in-training are responsible for obtaining liability insurance before counseling any client.

4.9 Candidate Disposition

The department Disposition Rubric is used to assess personal and professional behaviors in every course. It is also used to address issues that become barriers to the candidate’s progress in practicum and/or internship field experiences. This disposition rubric will identify the skills, behaviors, and/or knowledge that interfere with the candidate’s success in the CAU Counselor Education program. It also identifies any actions/recommendations which have or will be taken with regard to the candidate (this could include conference dates); and any action that would be recommended to the Department Chair with regard to this candidate.

Candidates must earn an overall rating of Satisfactory (2) by the end of the semester in order to meet the minimum standards on the disposition rubric. Also, an overall score of (4) for school counseling candidates and a (3) for community counseling candidates must be earned on the Practicum and Internship Performance Evaluation. Each of these two scores demonstrates that the candidate has done an adequate job of achieving competency.

4.10 Remediation Plan

A Remediation Plan is used to bring resolution of issues that a student may have while in their field experience. A disposition rubric may be used initially in this plan in an effort to monitor; evaluation and gate keep the progress of candidates. The Remediation Plan is developed only if a disposition rubric fails to bring resolution. The candidate, site supervisor, instructor and/or coordinator develop the remediation plan.

4.11 Conflicts in Field Experience Placement

Field experience students are required to contact their practicum and/or internship instructor if they experience a significant issue or problem during the field experience. The practicum and/or internship instructor will contact the site supervisor to discuss the matter and attempt to bring resolution to the problem. Where a resolution cannot be found, documentation of the problem will be compiled by the practicum and/or internship instructor of which a remediation plan will be construction with all parties. This remediation plan will be signed by all parties acknowledging that each understands and agrees to the procedures of the plan. Each person will have a copy of the signed plan and a copy will placed in the department’s file.

Once the remediation plan has been fulfilled, the site supervisor will complete the student evaluation instrument and mail a copy to the instructor or it may be received by the instructor or University designee per school site visit.

If the problem or issue is unable to be resolved in the manner so described in the remediation plan, the practicum and/or internship instructor will report the problem with the appropriate documentations to the coordinator. A meeting will be held with the site supervisor, instructor, coordinator, department chair, and director of field. Several outcomes are possible from this meeting:
- Student will be able to recommit to the remediation plan
- Student will recommit to a revised remediation plan
- Student will be able to complete the course
- Student will not be able to complete the course

Note: There is no reassignment after fourth week of the semester. The following will also govern conflicts between field site requirements, ACA Code of Ethics, the Georgia Professional Standards, and the Georgia Composite Board.

### 4.12 Academic Appeal Process

In the event a student or candidate wishes to contest an academic decision, there are several levels of appeal, all of which involve a personal conference between the student and a faculty member or administrator. The student must initiate the appeal process in writing and according to the levels outlined below:

- **Level 1:** University Instructor
- **Level 2:** Coordinator
- **Level 3:** Department Chair
- **Level 4:** Ombudsman of School of Education
- **Level 5:** Dean of the School of Education
- **Level 6:** Vice President for Academic Affairs
- **Level 7:** Provost, Executive Vice President
- **Level 8:** President of Clark Atlanta University

### 4.13 Dismissal from the Counselor Education Program

Not limited to but included: Failure to achieve satisfactory on disposition rubric and end of course student evaluation and grade sheet, remediation plan, satisfactory on field experience evaluations, cheating and plagiarism. The student will follow the grievance hierarchy as indicated above.

### 4.14 University Responsibilities

1. Learn the philosophy, objectives, and organizational pattern of the cooperating host site.
2. Orient the candidates to the clinical and professional standards required during the practicum and internship.
3. Orient the candidates to the host site in which they will do their practicum and internship work.
4. Acquaint the host site with the philosophy, objectives and organization of the Clark Atlanta University Counselor Education Program.
5. Establish and maintain good relationships and ongoing communication between the university and host site.
6. Counsel with the candidates concerning problems of adjustment to their practicum and internship role.
7. Evaluate the effectiveness of the cooperating sites as part of the practicum and internship team.
4.15 University Coordinator’s Responsibilities

If the site placement component is to be a truly systematic phase of the counseling practicum and internship, it is essential that the following process be adhered to:

1. Visit potential clinical sites.
2. Facilitate clinical placement.
3. Plan and conduct clinical orientations during the fall and spring semesters.
4. Collaborate with core faculty to adhere to the CACREP clinical instruction standards regulating site supervision, university staff, and candidate participation.

4.16 University Supervisor’s Responsibilities

1. Coordinate and conduct 1 and 1/2 hours or weekly group supervision.
2. Provide one hour of individual supervision per week for practicum students.
3. Collect documentation of Practicum and Internship daily and weekly log sheets during group supervision.
4. Visit clinical sites once per academic term/semester.
5. Complete the Field Site Hours Information Sheet.
6. Listen to the video or audio recordings, and provide detailed, concrete feedback.
7. Assign clinical grades based on evaluation of the total clinical experience (seminar and field experience).
8. The university faculty has final authority regarding the granting of competencies.

4.17 Site Supervisor Responsibilities

1. Submit a copy of your professional resume indicating degrees, certifications and licensures earned and counseling experience to the Community Counseling Coordinator.
2. Sign the agreement form provided by the intern.
3. Be familiar with all aspects of the counseling program, especially the practicum component.
4. Provide orientation to the school and/or agency environment to include but not limited to the following:
   - Mission, goals, and objectives of the school and agency
   - Policies and procedures
   - Standard operating procedures
5. Introduce the counselor-in-training to the administrators and staff of the site.
6. Insure that the counselor-in-training is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of non-compliance to the university supervisor immediately.
7. Provide the candidate with the best possible facility as a base of operations.
8. Provide one hour of individual supervision conference per week with intern to discuss various aspects of his/her work, make recommendations relative to intern’s progress, and sign the student’s daily and weekly log sheets.

9. Observe the candidates in counseling sessions and/or group guidance activities at least two times during the semester.

10. Internship site supervisor will complete a midterm and final evaluation report related to the candidate’s performance and will discuss the evaluation with the candidate.

4.18 Guidelines for Supervision
Candidates in practicum or internship are responsible for scheduling a minimum of one hour per week of individual supervision. The candidate will schedule individual supervision sessions with both the university and site supervisor. The purpose of the supervision is to provide support and direction for the professional development of counselors-in-training as they become fully engaged in their counseling functions.

4.19 2001 CACREP Standards

PRACTICUM
Candidates must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each candidate’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a candidate supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a candidate supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the candidate’s interactions with clients.

5. Evaluation of the candidate’s counseling performance throughout the practicum, including documentation of a formal evaluation after the candidate completes the practicum.

INTERNSHIP

The program requires completion of a supervised internship in the candidate’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each candidate’s internship includes all of the following:

1. At least 260 clock hours of direct service with clients including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the candidate to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the candidate to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the candidate’s counseling performance throughout the internship, including documentation of a formal evaluation after the candidate completes the internship by a program faculty member in consultation with the site supervisor.
Appendices
Clark Atlanta University  
School of Education  
Department of Counselor Education  

Community Counseling Practicum and Internship Application  
Spring 2014 and Summer 2014

**Directions:** This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and submitted to the Community Counseling Field Placement Coordinator.

<table>
<thead>
<tr>
<th>Student Information</th>
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<tbody>
<tr>
<td>Student Name:</td>
<td>Student ID#:</td>
<td></td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>Apt. #:</td>
<td>City:</td>
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<tr>
<td>Home Phone: (   ) -</td>
<td>Work Phone: (   )</td>
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<tr>
<td>Cell Phone: (   ) -</td>
<td>CAU Email Address: @stata.edu</td>
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<table>
<thead>
<tr>
<th>Agency in which you are currently employed:</th>
<th>Will you be able to finish your internship in the following semesters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCPS 530 Community Counseling Practicum (100 hours)</td>
<td>Fall</td>
</tr>
<tr>
<td>CCPS 543 Community Counseling Internship II (300 hours)</td>
<td>Spring</td>
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</tbody>
</table>

**Do not contact desired placement/internship site before receiving approval.**

<table>
<thead>
<tr>
<th>Agency Preference:</th>
<th></th>
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<tbody>
<tr>
<td>1st Choice</td>
<td>Agency Name:</td>
<td>Telephone Number: (   ) -</td>
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<tr>
<td>2nd Choice</td>
<td>Agency Name:</td>
<td>Telephone Number: (   ) -</td>
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**Statement of Understanding**  
This confirms my understanding that I must complete the Community Counseling Practicum/Internship under the supervision of a Licensed Professional Counselor. I further understand that I am to conduct myself in an ethical and professional manner, adhering to the policies and procedures of the agency in which my practicum/internship takes place.

Student Signature (If sending electronically, typed name will serve as signature) / /  
Date

Community Counseling Field Placement Coordinator  
Date

CC Practicum and Internship Manual   Page 23
This agreement is made this _______ day of ______________________ by and between Clark Atlanta University and _____________________________________,

Accepting Site/ Agency

located at________________________________________________________________________

address city state

This agreement will be effective for a total of 100 total clock hours per practicum. Specifically, a minimum of 40 hours per practicum spent in direct services with clients and 60 hours of indirect services.

This agreement will be effective for a total of 600 total clock hours for Internships (I and II). Specifically, a minimum of 280 hours for Internship (I and II) spent in direct services with clients and 420 hours of indirect services.

Purpose: The purpose of this agreement is to provide a qualified graduate candidate with field experience in working with individuals and groups in specific settings according to certain guidelines. Candidates in the Community Counseling will work with clients in an agency setting.

The University shall be responsible for the following: (1) Selecting a candidate who has successfully completed all the prerequisite courses for this experience; (2) Providing the Site with this agreement which clearly delineates the responsibilities of the University and the Site; (3) Designating a qualified faculty member as the Supervisor who will work with the Site in coordinating the experience; (4) Notifying the candidate that she/he must adhere to the administrative policies, rules, standards, schedules, and practices of the Site; (5) Advising the candidate that she/he should have adequate liability and accident insurance.

The Agency shall be responsible for the following: (1) Providing the candidate with an overall orientation to the Site’s specific services necessary for the implementation of the experience; (2) Designating a qualified staff member to function as the on-site Supervisor that meets the following criteria: a. Master's degree in Counseling or closely related field b. Appropriate certification and/or licenses c. At least two years pertinent professional experiences d. Knowledge of the program’s expectations, requirements, and evaluation procedures for candidates.

(3) Providing the candidate with adequate work space, staff, and resources to conduct professional activities. The on-site supervisor shall be responsible for providing opportunities for the candidate to engage in a variety of counseling activities under supervision, and for evaluating the candidate's performance. Suggested experiences are attached, and forms for evaluating the candidate's performance will be provided by the University's Supervisor.

Type of Agency involved in experience: ____________________________________________________

TRAINING ACTIVITIES

The training activities listed below will be provided for the candidate in sufficient amounts to an adequate evaluation of the candidate's level of competence in each activity.
• Counseling services (individual, group, family) of personal, social, educational, occupational nature
• Consultation (teachers, referral agencies, family members, administrators, professional team)
• Coordination (of counseling curriculum with regular curriculum)
• Observation
• Career development services
• Planning and development of program and services
• Individual assessment and inventory
• Research (including evaluation)
• Placement and follow-up
• Referral activities
• In-service
• Report-writing, intake interviewing, record keeping
• Case conferences, staff meetings
• Use of technology
• Other (as assigned by administration, classroom guidance, registration of new individuals in setting, grant writing)

The names and signatures of the responsible individuals in fulfilling this agreement are:

<table>
<thead>
<tr>
<th>Site Supervisor (Print)</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<th>Clinical Director (Print)</th>
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Clark Atlanta University

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<tr>
<th>Field Experience candidate (Print)</th>
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<tr>
<th>CAU Field Placement Coordinator (Print)</th>
<th>Signature</th>
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<th>Department Chair (Print)</th>
<th>Signature</th>
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The Graduate Department of Counselor Education at Clark Atlanta University conducts a Counseling Internship course each semester at the University. The Counseling Internship is a required course in counseling required of all Degree Candidates in the Counseling Program at Clark Atlanta University. Candidates may be required to audio tape counseling sessions as part of their course and degree requirements.

I would like to work with your son/daughter, a candidate at Clark Atlanta University. The counseling sessions conducted with your child may be audio taped and will be reviewed by the candidate’s supervisor. All audio tapes made will be erased at the completion of your child’s involvement in the program.

I have been told that all my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual] (b) danger to one’s self [i.e., suicide], (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

__________________________________________
Parent’s Signature

__________________________________________
Date
Clark Atlanta University  
School of Education  
Department of Counselor Education  
Community Counseling  
Client Release Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age</th>
<th>Date:</th>
</tr>
</thead>
</table>

I __________ agree to be counseled by an internship candidate in

Client’s Name

the Department of Counselor Education at Clark Atlanta University. I further understand that I may participate in counseling interviews that may be audio/video recorded. I understand that I may be counseled by a graduate candidate who has completed advanced course work in counseling. I understand that the candidate may be supervised by an independently licensed clinician (LPC) and a University faculty member with appropriate credentials.

I am aware that all my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases, confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual], (b) any form of domestic violence or abuse of the elderly, (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise.

I am aware that some counseling sessions are recorded. The university supervisor uses the following security measures when recording clients: (a) no digital recordings are identified with client information, (b) the digital recordings once provided to the university supervisor are secured in a locked cabinet, (c) the digital recordings are destroyed after they have been reviewed in supervision, and (d) the digital recordings are used for training purposes and clinical instruction in the Counselor Education program.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Client’s Signature: ___________________________  Date: ____________

Field Placement Candidate’s Name ___________________________  Field Placement Candidate’s Signature ___________________________  Date: ____________

Site Supervisor’s Name ___________________________  Site Supervisor’s Signature ___________________________  Date: ____________
**Client Profile Information**

### Personal Information

<table>
<thead>
<tr>
<th>Client's Name:</th>
<th>Today's Date:</th>
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<table>
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<table>
<thead>
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<th>Work phone:</th>
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<table>
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### Reason for Visit

Have you ever been to the counselor’s office before? 
Yes_______No_____

If yes, tell why: ___________________________________________________________

Presenting Problem or Condition: ____________________________________________

Presenting Factors: _________________________________________________________

Symptoms: ________________________________________________________________

Acute: ___________________________ Chronic: _____________________________

Are you currently taking medication? 
Yes_______No_____

If yes, name(s) of the medication(s): _______________________________________

Dosage: of the medication(s): _____________________________________________

### Test Results

<table>
<thead>
<tr>
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<th>Math:</th>
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<table>
<thead>
<tr>
<th>Reading:</th>
<th>Has candidate ever been retained, indicate grade:</th>
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<tbody>
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### Family History

#### Father’s Name:_________ Age:____

Living____ Deceased____

Occupation:________________

Full-time__ Part-time____

#### Mother’s Name:_________ Age:____

Living____ Deceased____

Occupation:________________

Full-time__ Part-time____

#### Siblings:

<table>
<thead>
<tr>
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<tr>
<td>Aggressive</td>
<td>____________</td>
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<tr>
<td>Noncompliant</td>
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<tr>
<td>Self-Confident</td>
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<td>Argumentative</td>
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<td>Motivated</td>
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</tbody>
</table>

Please check any of the concerns listed below.

- parents separated/divorced
- family problems
- sleep problems
- family financial problems
- feeling tired/no energy
- easily annoyed/irritated
- trouble concentrating
- loss of interest in people/things
- cry easily
- feelings of anger
- trouble with temper
- feelings of fear
- confusion
- feeling threatened/not safe
- feeling nervous/panicky
- sexual concerns
- thoughts of ending my life
- health problems
- feelings of guilt
- problems with alcohol/drugs
- aggressive behavior
- problems with transportation
- often think of past trauma
- trouble with memory
- mood swings/changes
- appetite/weight change
- runaway behavior
- legal problems
- difficulty keeping friends
- history of verbal abuse
- history of sexual abuse
- placement in group home
- pregnancy
- placement in alternative school
- history of physical abuse
- truancy
- repeated grades
- mental health treatment
- relationship problems
- placement in residential treatment
- excessive concern about weight
- family history of domestic violence
- thoughts of hurting someone
- placement in special education classes
- truancy
- problems controlling impulses (gambling, computers, eating, etc.)
- hearing voices/seeing things that others do not hear/see
## Community Counseling Practicum and Internship Daily Sign-in Sheet

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time In</th>
<th>Time In</th>
<th>Time Out</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Site Supervisor Signature</th>
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</tbody>
</table>

**Total Hours**

Field Candidate's Signature: ___________________________ Date: ________

Site Supervisor's Signature: ___________________________ Date: ________

University Supervisor: ___________________________ University Supervisor Signature: ___________________________
Clark Atlanta University  
School of Education  
Department of Counselor Education  

Community Counseling Practicum and Internship Daily Log Sheet

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Site Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type your name here</td>
<td>Type the name of your site supervisor</td>
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</table>

<table>
<thead>
<tr>
<th>Field Site:</th>
<th>Current Semester:</th>
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<tbody>
<tr>
<td>Type your field site name here</td>
<td>Type the current semester</td>
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<table>
<thead>
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<th>Course:</th>
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<tbody>
<tr>
<td>☐ CCPS 530 Community Counseling Practicum</td>
<td>☐ CCPS 542 Internship I</td>
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<tr>
<td>☐ CCPS 543 Internship II</td>
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**Week 1**  
Week Beginning: __________

### Field Experience Daily Log

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<tr>
<th>Activities</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>Intake Interviews</td>
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<tr>
<td>Clinical Observation</td>
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<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Other (Explain)</td>
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<tr>
<td>Administrative/Professional Office</td>
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<tr>
<td>Referral to Community Consultation</td>
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<tr>
<td>Assessment / Testing</td>
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<td>Other (Explain)</td>
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<tr>
<td>Training / Orientation on Site</td>
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<tr>
<td>Group Site Supervision</td>
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<tr>
<td>other (Explain)</td>
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</table>

**TOTAL DAILY HOURS**: 0 0 0 0 0 0 0

Total Hours Completed (1 week): 0

Site Supervisor’s Comments: ____________________________________________________________

_________________________________________  ___________________________
Field Candidate’s Signature                  Date

_________________________________________  ___________________________
Site Supervisor’s Signature                  Date

_________________________________________  ___________________________
University Supervisor Signature             Date
# Community Counseling Practicum and Internship Weekly Log Sheet

**Student's Name:** Type your name here  
**Site Supervisor:** Type the name of your site supervisor  
**Field Site:** Type your field site name here  
**Current Semester:** Type the current semester  

## Courses:
- [ ] CCPS 530 Community Counseling Practicum  
- [ ] CCPS 543 Internship II  
- [ ] CCPS 542 Internship I  

### Field Experience Weekly Log (Week 1-8)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Week 1 Hours</th>
<th>Week 2 Hours</th>
<th>Week 3 Hours</th>
<th>Week 4 Hours</th>
<th>Week 5 Hours</th>
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**TOTAL HOURS BY WEEKS**

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<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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**Total Hours (8 weeks)**: 0

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**Field Candidate's Signature**

Date

**Site Supervisor's Signature**

Date

**University Supervisor Signature**

Date
Clark Atlanta University  
School of Education  
Department of Counselor Education

Field Site and Hours Completion Form

- Community Counseling  
- Practicum  
- Internship I  
- Internship II

### Candidate Information

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<th>Middle Initial</th>
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<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Admission Semester</th>
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<tr>
<th>Work or Home Number</th>
<th>Cellular Number</th>
<th>candidate ID # (900-12-3456)</th>
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### Field Experience Site

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<tr>
<th>Site Name</th>
<th>Telephone Number</th>
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<thead>
<tr>
<th>Director/Principal’s Name</th>
<th>Telephone Number</th>
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<thead>
<tr>
<th>Site Address</th>
<th>Suite or Building</th>
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<th>City</th>
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<table>
<thead>
<tr>
<th>Site Supervisor Name</th>
<th>Title</th>
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<thead>
<tr>
<th>Site Supervisor License/Certification (Must be completed before submitting)</th>
<th>License/Certification Number</th>
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### Field Experience Hours Completed

Below indicate the number of clock hours you completed. Check the appropriate semester and indicate the year and the number of completed clock hours.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Experience Clock Hours</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>Spring</td>
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<td>Summer</td>
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Copy this form for each Internship course you take. This form becomes part of the candidate record to document the completion of Internship hours. It is the candidate’s responsibility to record the appropriate information on the form and obtain the signature of his/her faculty and site supervisor. It is the faculty instructor’s responsibility to incorporate this form into the candidate record. A Semester Log Sheet must be attached to verify the number of clock hours.

<table>
<thead>
<tr>
<th>Field Placement</th>
<th>candidate Signature (If sending electronically, typed name will serve as signature)</th>
<th>Date</th>
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<table>
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<tr>
<th>Site Supervisor’s Signature</th>
<th>Date</th>
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<thead>
<tr>
<th>University Supervisor’s Signature</th>
<th>Date:</th>
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</table>
## Practicum and Internship Performance Evaluation

Check One:  Practicum____  Internship I____  Internship II____

Field Experience  candidate_______________________________ Semester ________  
Name of Site Supervisor__________________________________________

**Directions:** Site supervisor should complete this form in duplicate at the end of the Practicum, Internship I and Internship II experiences. After reviewing with the candidate, one copy should be given to the candidate and the other copy is to be sent to the University Supervisor at CAU.

Below is a general guide for activities and experiences typically engaged in during counselor training as well as actual counselor performance. Please rate the candidate’s performance on level of achievement and/or competency using the outlined scale.

1-Needs Improvement (NI) 2-Satisfactory (S) 3-Good (G) 4-Excellent (E) 4-Not applicable at this time (NA)

### A. Counseling Skills

1. Ability to demonstrate active attending behavior  

2. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings  

3. Ability to understand accurately the client's point of view  

4. Ability to identify themes in client's story  

5. Ability to respond with accurate empathy  

6. Ability to ask open-minded questions  

7. Ability to help clients clarify and focus  

8. Ability to balance empathic response, clarification, and probing  

9. Ability to assess accurately severity of client’s problems  

10. Ability to establish a collaborative working relationship with client  

11. Ability to identify and challenge distorted thinking statements.  

12. Ability to share constructively some of own experiences, behaviors, and feelings with client  

13. Ability to understand and facilitate decision making  

14. Ability to help clients set goals and move toward action in problem solving  

15. Ability to recognize and manage client reluctance and resistance  

16. Ability to help client’s explore consequences of the goals they set  

17. Ability to help clients review and revise  
goals based on new experiences

19. Ability to establish continuity from session to session

20. Knowledge of policy and procedures of the agency regarding harm to self and others, substance abuse, and child abuse

B. Assessment Skills

21. Ability to use appropriate assessment instruments

22. Ability to conceptualize cases

23. Ability to develop treatment formulations

24. Ability to describe and document behavioral observations

25. Ability to make diagnostic impressions

26. Ability to self-critique their own work (identify strengths and weaknesses)

C. Intervention Skills

27. Maintains an appropriate pace during the session

28. Appropriate use of affective interventions

29. Appropriate use of cognitive interventions

30. Appropriate use of behavioral interventions

31. Appropriate use of systematic interventions

D. Professional Skills

33. Is aware of personal issues that might impact counseling

34. Demonstrates openness and receptivity to supervision

35. Appreciates own limits and boundaries

36. Projects a professional image

37. Adheres to the ethical standards of the counseling profession and clinical site

38. Participates in professional conferences, workshops, and in-service training

39. Demonstrates sensitivity to cultural diversity and special needs of clients and staff members

40. Maintains client confidentiality

Based on your experiences, what would you evaluate as being the candidate’s major strengths?

Please comment further addressing the candidate’s need for additional training, skills, knowledge of community agency settings, theories, professional growth and/or personal characteristics:

In comparison to other practicum or Internship interns at this stage in their training, how would you evaluate this candidate’s performance?
<table>
<thead>
<tr>
<th></th>
<th>Clearly excellent</th>
<th>Like others</th>
<th>Clearly deficient</th>
</tr>
</thead>
</table>

Clearly excellent
Like others
Clearly deficient

---

**Signature of Site Supervisor**

**Site Name**

**Date**

My signature indicates I have read and discussed the material above with my site supervisor. It does not indicate my total or partial agreement with the evaluation.

---

**Signature of Field Experience candidate**

**Date**

---

CC Practicum and Internship Manual   Page 36
Practicum and Internship Evaluation of On-Site Supervisor

Check one:   Practicum____   Internship I____  Internship II__

________________________________________________________________________
Name of Student  ____________________________              Name of Site Supervisor

Placement Site:  __________________________________________

Directions: Internship candidates should complete this form at the end of the Internship experience. After reviewing with your Site Supervisor, the Internship faculty at CAU, a copy will be sent to the Internship Site Supervisor.

Please circle the response that described your supervision experience most accurately.

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

PART I: Supervisory Process and Relationship

1. My supervisor explained his/her role as my supervisor
   1  2  3  4  N/A

2. My supervisor made me feel at ease with the supervisory process
   1  2  3  4  N/A

3. My supervisor assisted me in developing my counseling skills
   1  2  3  4  N/A

4. My supervisor gave me feedback about my role as a counselor that was accurate and that I could use
   1  2  3  4  N/A

5. My supervisor helped me clarify the issues that my client brought to the session
   1  2  3  4  N/A

6. My supervisor assisted me in understanding my own feelings about the client
   1  2  3  4  N/A

7. My supervisor helped me focus on specific counseling strategies to assist the my clients
   1  2  3  4  N/A

8. My supervisor helped me to develop techniques to resolve conflict
   1  2  3  4  N/A

9. My supervisor modeled appropriate counseling techniques when necessary
   1  2  3  4  N/A

10. My supervisor made it comfortable to communicate with him/her
    1  2  3  4  N/A

11. My supervisor made me feel that our supervisory relationship was a priority
    1  2  3  4  N/A

12. My supervisor provided resources and information when necessary
    1  2  3  4  N/A
13. My supervisor was genuine, congruent, empathic, and honest
   1 2 3 4 N/A

14. My supervisory sessions allowed for my personal and professional growth
   1 2 3 4 N/A

PART II: Legal and Ethical Issues

15. My supervisor reviewed and discussed with me the guidelines and standards of
   ASCA, ACA, and the PSC
   1 2 3 4 N/A

16. My supervisor discussed with me the importance of confidentiality
   1 2 3 4 N/A

17. My supervisor discussed with me the importance of written informed consent
   1 2 3 4 N/A

18. My supervisor and I discussed the importance of avoiding dual relationships
   1 2 3 4 N/A

19. My supervisor helped promote my professional identity by encouraging membership
   in professional organizations
   1 2 3 4 N/A

PART III: Evaluation Process

20. My supervisor provided me with all documents necessary for my Internship/Intern
    experience
   1 2 3 4 N/A

21. My supervisor met with me on a regular basis
   1 2 3 4 N/A

22. My supervisor, when necessary, provided immediate feedback regarding my client
    interaction
   1 2 3 4 N/A

23. My supervisor initiated periodic evaluation of my counseling skills
   1 2 3 4 N/A

PART IV: Site Evaluation

24. This Internship/Intern site was beneficial to my professional growth as a school counselor
   1 2 3 4 N/A

25. I would encourage other Internship/Intern candidates to work in this District
   1 2 3 4 N/A

Additional Comments:

Signature of Field Experience Candidate

__________________________________________ Date

Signature of Internship Site Supervisor

__________________________________________ Date
American Counseling Association Code of Ethics and Standards of Practice

Section A: The Counseling Relationship

Standard of Practice One (SP-1): Nondiscrimination. Counselors respect diversity and must not discriminate against clients because of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See A.2.a.)

Standard of Practice Two (SP-2): Disclosure to Clients. Counselors must adequately inform clients, preferably in writing, regarding the counseling process and counseling relationship at or before the time it begins and throughout the relationship. (See A.3.a.)

Standard of Practice Three (SP-3): Dual Relationships. Counselors must make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm to clients. When a dual relationship cannot be avoided, counselors must take appropriate steps to ensure that judgment is not impaired and that no exploitation occurs. (See A.6.a. and A.6.b.)

Standard of Practice Four (SP-4): Sexual Intimacies with Clients. Counselors must not engage in any type of sexual intimacies with current clients and must not engage in sexual intimacies with former clients within a minimum of 2 years after terminating the counseling relationship. Counselors who engage in such relationship after 2 years following termination have the responsibility to examine and document thoroughly that such relations did not have an exploitative nature.

Standard of Practice Five (SP-5): Protecting Clients During Group Work. Counselors must take steps to protect clients from physical or psychological trauma resulting from interactions during group work. (See A.9.b.)

Standard of Practice Six (SP-6): Advance Understanding of Fees. Counselors must explain to clients, prior to their entering the counseling relationship, financial arrangements related to professional services. (See A.10. a.-d. and A.11.c.)

Standard of Practice Seven (SP-7): Termination. Counselors must assist in making appropriate arrangements for the continuation of treatment of clients, when necessary, following termination of counseling relationships. (See A.11.a.)

Standard of Practice Eight (SP-8): Inability to Assist Clients. Counselors must avoid entering or immediately terminate a counseling relationship if it is determined that they are unable to be of professional assistance to a client. The counselor may assist in making an appropriate referral for the client. (See A.11.b.)

Section B: Confidentiality

Standard of Practice Nine (SP-9): Confidentiality Requirement. Counselors must keep information related to counseling services confidential unless disclosure is in the best interest of clients, is required for the welfare of others, or is required by law. When disclosure is required, only information that is essential is revealed and the client is informed of such disclosure. (See B.1. a.f.)

Standard of Practice Ten (SP-10): Confidentiality Requirements for Subordinates. Counselors must take measures to ensure that privacy and confidentiality of clients are maintained by subordinates. (See B.1.h.)

Standard of Practice Eleven (SP-11): Confidentiality in Group Work. Counselors must clearly communicate to group members that confidentiality cannot be guaranteed in group work. (See B.2.a.)
Standard of Practice Twelve (SP-12): Confidentiality in Family Counseling. Counselors must not disclose information about one family member in counseling to another family member without prior consent. (See B.2.b.)

Standard of Practice Thirteen (SP-13): Confidentiality of Records. Counselors must maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of counseling records. (See B.4.b.)

Standard of Practice Fourteen (SP-14): Permission to Record or Observe. Counselors must obtain prior consent from clients in order to record electronically or observe sessions. (See B.4.c.)

Standard of Practice Fifteen (SP-15): Disclosure or Transfer of Records. Counselors must obtain client consent to disclose or transfer records to third parties, unless exceptions listed in SP-9 exist. (See B.4.e.)

Standard of Practice Sixteen (SP-16): Data Disguise Required. Counselors must disguise the identity of the client when using data for training, research, or publication. (See B.5.a.)

**Section C: Professional Responsibility**

Standard of Practice Seventeen (SP-17): Boundaries of Competence. Counselors must practice only within the boundaries of their competence. (See C.2.a.)

Standard of Practice Eighteen (SP-18): Continuing Education. Counselors must engage in continuing education to maintain their professional competence. (See C.2.f.)

Standard of Practice Nineteen (SP-19): Impairment of Professionals. Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others. (See C.2.g.)

Standard of Practice Twenty (SP-20): Accurate Advertising. Counselors must accurately represent their credentials and services when advertising. (See C.3.a.)

Standard of Practice Twenty-One (SP-21): Recruiting Through Employment. Counselors must not use their place of employment or institutional affiliation to recruit clients for their private practices. (See C.3.d.)

Standard of Practice Twenty-Two (SP-22): Credentials Claimed. Counselors must claim or imply only professional credentials possessed and must correct any known misrepresentations of their credentials by others. (See C.4.a.)

Standard of Practice Twenty-Three (SP-23): Sexual Harassment. Counselors must not engage in sexual harassment. (See C.5.b.)

Standard of Practice Twenty-Four (SP-24): Unjustified Gains. Counselors must not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.5.e.)

Standard of Practice Twenty-Five (SP-25): Clients Served by Others. With the consent of the client, counselors must inform other mental health professionals serving the same client that a counseling relationship between the counselor and client exists. (See C.6.c.)

Standard of Practice Twenty-Six (SP-26): Negative Employment Conditions. Counselors must alert their employers to institutional policy or conditions that may be potentially disruptive or damaging to the counselor’s professional responsibilities, or that may limit their effectiveness or deny clients' rights. (See D.1.c.)
Standard of Practice Twenty-Seven (SP-27): Personnel Selection and Assignment. Counselors must select competent staff and must assign responsibilities compatible with staff skills and experiences. (See D.1.h.)

Standard of Practice Twenty-Eight (SP-28): Exploitative Relationships With Subordinates. Counselors must not engage in exploitative relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority. (See D.1.k.)

Section D: Relationship With Other Professionals

Standard of Practice Twenty-Nine (SP-29): Accepting Fees From Agency Clients. Counselors must not accept fees or other remuneration for consultation with persons entitled to such services through the counselor’s employing agency or institution. (See D.3.a.)

Standard of Practice Thirty (SP-30): Referral Fees. Counselors must not accept referral fees. (See D.3.b.)

Section E: Evaluation, Assessment and Interpretation

Standard of Practice Thirty-One (SP-31): Limits of Competence. Counselors must perform only testing and assessment services for which they are competent. Counselors must not allow the use of psychological assessment techniques by unqualified persons under their supervision. (See E.2.a.)

Standard of Practice Thirty-Two (SP-32): Appropriate Use of Assessment Instruments. Counselors must use assessment instruments in the manner for which they were intended. (See E.2.b.)

Standard of Practice Thirty-Three (SP-33): Assessment Explanations to Clients. Counselors must provide explanations to clients prior to assessment about the nature and purposes of assessment and the specific uses of results. (See E.3.a.)

Standard of Practice Thirty-Four (SP-34): Recipients of Test Results. Counselors must ensure that accurate and appropriate interpretations accompany any release of testing and assessment information. (See E.3.b.)

Standard of Practice Thirty-Five (SP-35): Obsolete Tests and Outdated Test Results. Counselors must not base their assessment or intervention decisions or recommendations on data or test results that are obsolete or outdated for the current purpose. (See E.11.)

Section F: Teaching, Training, and Supervision

Standard of Practice Thirty-Six (SP-36): Sexual Relationships with Candidates or Supervisees. Counselors must not engage in sexual relationships with their candidates and supervisees. (See F.1.c.)

Standard of Practice Thirty-Seven (SP-37): Credit for Contributions to Research. Counselors must give credit to candidates or supervisees for their contributions to research and scholarly projects. (See F.1.d.)

Standard of Practice Thirty-Eight (SP-38): Supervision Preparation. Counselors who offer clinical supervision services must be trained and prepared in supervision methods and techniques. (See F.1.f.)

Standard of Practice Thirty-Nine (SP-39): Evaluation Information. Counselors must clearly state to candidates and supervisees in advance of training the levels of competency expected, appraisal methods, and timing of evaluations. Counselors must provide candidates and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. (See F.2.c.)
Standard of Practice Forty (SP-40): Peer Relationships in Training. Counselors must make every effort to ensure that the rights of peers are not violated when candidates and supervisees are assigned to lead counseling groups or provide clinical supervision. (See F.2.e.)

Standard of Practice Forty-One (SP-41): Limitations of Candidates and Supervisees. Counselors must assist candidates and supervisees in securing remedial assistance, when needed, and must dismiss from the training program candidates and supervisees who are unable to provide competent service due to academic or personal limitations. (See F.3.a.)

Standard of Practice Forty-Two (SP-42): Self-Growth Experiences. Counselors who conduct experiences for candidates or supervisees that include self-growth or self-disclosure must inform participants of counselors' ethical obligations to the profession and must not grade participants based on their nonacademic performance. (See F.3.b.)

Standard of Practice Forty-Three (SP-43): Standards for Candidates and Supervisees. Candidates and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors. (See F.3.e.)

Section G: Research and Publication

Standard of Practice Forty-Four (SP-44): Precautions to Avoid Injury in Research. Counselors must avoid causing physical, social, or psychological harm or injury to subjects in research. (See G.1.c.)

Standard of Practice Forty-Five (SP-45): Confidentiality of Research Information. Counselors must keep confidential information obtained about research participants. (See G.2.d.)

Standard of Practice Forty-Six (SP-46): Information Affecting Research Outcome. Counselors must report all variables and conditions known to the investigator that may have affected research data or outcomes. (See G.3.a.)

Standard of Practice Forty-Seven (SP-47): Accurate Research Results. Counselors must not distort or misrepresent research data, nor fabricate or intentionally bias research results. (See G.3.b.)

Standard of Practice Forty-Eight (SP-48): Publication Contributors. Counselors must give appropriate credit to those who have contributed to research. (See G.4.a. and G.4.b.)

Section H: Resolving Ethical Issues

Standard of Practice Forty-Nine (SP-49): Ethical Behavior Expected. Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner. (See H.2.a.)

Standard of Practice Fifty (SP-50): Unwarranted Complaints. Counselors must not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intended to harm a mental health professional rather than to protect clients or the public. (See H.2.f.)

Standard of Practice Fifty-One (SP-51): Cooperation With Ethics Committees. Counselors must cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. (See H.3.)
References


[http://www.ncda.org/softeval.html](http://www.ncda.org/softeval.html)

[http://www.ncda.org/about/softeval.html](http://www.ncda.org/about/softeval.html)


Student’s Copy

I have received a copy of the Counselor Education Practicum and Internship Manual. I understand that I must follow the guidelines and procedures outlined in this manual. As a counselor-in-training in the Clark Atlanta University, School of Education, Department of Counselor Education, I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of this Practicum and Internship Manual. My signature below indicates that I have read and understood my copy of this manual and reviewed the contents with my University Supervisor and that I agree to abide by standards stated.

I also understand that I must comply with the following guidelines:

- All practicum and internship placements must have the approval of the Community Counseling Coordinator. The candidate may not change his/her practicum or internship placement without prior consent of the Coordinator. Changes in placement will not be made after the fourth week of the semester.
- All practicum and internship activities must be completed as outlined in the course syllabus.
- Accurate weekly and daily logs of practicum and internship experiences must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum and internship hours are not completed during the designated time, the candidate will receive an “F”.
- Candidates are advised to read all university documents to successfully complete their program of study.

Candidate’s Name (Print)  Candidate’s Signature  Date:

University Supervisor’s Name (Print)  University Supervisor’s Signature  Date:

Received on ______________________________________  (Date)

Student’s Copy
Student’s File Copy

I have received a copy of the Counselor Education Practicum and Internship Manual. I understand that I must follow the guidelines and procedures outlined in this manual. As a counselor-in-training in the Clark Atlanta University, School of Education, Department of Counselor Education, I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of this Practicum and Internship Manual. My signature below indicates that I have read and understood my copy of this manual and reviewed the contents with my University Supervisor and that I agree to abide by standards stated.

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<tr>
<td>University Supervisor’s Name (Print)</td>
<td>University Supervisor’s Signature</td>
<td>Date:</td>
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</table>

Received on ____________________________
(Date)

Note: (This form should be turned in to the Community Counseling Coordinator during the first semester of the candidate’s program. The Clinical Coordinator will place this form in the candidate’s field training file.)