

**Counseling Practicum
and
Internship Manual**



**Department of Counseling
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002**

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Overview of the Manual

This manual is designed for both students and site supervisors. It includes necessary information for navigating the process of both being a Gallaudet University Counseling Program trainee and being a supervisor. It also includes important links to our professional counselor and supervisor ethical standards throughout the manual.

In this manual, site supervisors will find basic information about the Counseling Program, as well as specific supervisor roles and responsibilities. This manual is not designed to add to your responsibilities as a supervisor, but rather to take you easily through the process of supervising our students. Here you will find all forms that you will need for both recording training experiences and evaluating performance.

Students should read this manual carefully. Here you will find guidelines for selecting a practicum/internship site and a comprehensive listing of roles and responsibilities of being a trainee. There is also a section with supervision-related rubrics at the end of the manual to help you understand the grading process.

The supervisory experience may very likely be one of the most rewarding experiences of your life, both as a supervisee and a supervisor. The best supervisory relationships have been described by our students as being safe, honest, warm, creative, and genuine. Students appreciate supervisors who show a real interest, are generous with sharing counseling techniques and skills, give uninterrupted attention and time, pay attention to both verbal and non-verbal communication, and are respectful. Respect is a two-way street and is a quality supervisors also wish from their supervisees, along with open and honest communication, and a commitment to exploring both their own processes and those of their clients. It is these qualities that good supervisor/supervisee relationships are built on.



Introduction to the Counseling Program

The Counseling Program was initially established as the Department of Counseling at Gallaudet University in 1971 and the first graduates received their degrees in 1974. Over the years there have been many changes, but the original premise of the department remains. We believe that all individuals who are deaf or hard of hearing have the right to equal opportunity and access to counseling provided by counselors who are highly qualified and competent.

Gallaudet's Counseling Program prepares our graduates to be multiculturally competent professional mental health or school counselors, able to work skillfully with deaf, hard of hearing, and hearing clients of diverse backgrounds in a variety of settings. Our training models emphasize the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to influence individual, group, organizational and systemic changes that promote health and well-being for all persons in the context of social justice and multiculturalism. We are committed to both finding individuals who wish to do this work, and to training them in the knowledge, skills, and dispositions counselors need.

The Program currently has two degree programs: Mental Health Counseling, and School Counseling. We are aligned with accreditation standards published by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the District of Columbia.

For information about the Department of Counseling, please contact Dr. Gabriel Lomas at Gabriel.Lomas@Gallaudet.edu.

Introduction to the Mental Health Counseling Program

The Mental Health Counseling Program was initiated in 1986, because of a national need to provide appropriate counseling services to deaf and hard of hearing adults, adolescents, and children in a variety of mental health settings. We are the only graduate training program in the world that specializes in preparing mental health counselors to do clinical or community work with deaf and hard of hearing people. Our training focus is twofold: mental health counseling, and the knowledge and skills to work with deaf and hard of hearing persons in a culturally appropriate way. The academic environment at Gallaudet University is bilingual (i.e., American Sign Language and English) and students admitted to the Mental Health Counseling Program must demonstrate proficiency in both languages. Fieldwork, required over a minimum of three semesters, is seen as a major component of this professional training program.

**Core Program of Study and Recommended Sequence
Mental Health Counseling Program**

YEAR	Summer (face to face years 1 and 2, digital synchronous year 3)	Fall (digital synchronous)	Spring (digital synchronous)
1	<p>COU 710 Orientation to the Profession of Mental Health Counseling</p> <p>COU 755 Legal and Ethical Issues in Counseling</p> <p>TOTAL: 6 Credits</p>	<p>COU 732 (digital synchronous) Theories and Approaches in Counseling and Psychotherapy</p> <p>COU 730 (digital synchronous) Social & Cultural Diversity, Foundations & Multicultural Counseling</p> <p>TOTAL: 6 CREDITS</p>	<p>COU 717 (digital synchronous) Lifespan Development</p> <p>COU 720 (digital synchronous) Intro to Research for Counselors</p> <p>TOTAL 6 CREDITS</p>
2	<p>COU 748 (Face to face) Principles of Assessment in Counseling</p> <p>COU 753 (face to face) Group Psychotherapy</p> <p>COU 765 (Face to face) Crisis and Trauma Counseling</p> <p>TOTAL: 9 CREDITS</p>	<p>COU 721 (digital synchronous) Foundations of Helping Skills 1</p> <p>COU 714 (digital synchronous) Psychopathology and Diagnostics</p> <p>TOTAL: 6 CREDITS</p>	<p>COU 768 (digital synchronous) Techniques and Skills in Psychotherapy</p> <p>COU 715 (digital synchronous) Family Therapy</p> <p>TOTAL: 6 CREDITS</p>
3	<p>COU 742 (digital synchronous) Practicum in CMHC</p> <p>COU 728 (digital synchronous) The Cycle of Substance Abuse</p> <p>TOTAL 6 CREDITS</p>	<p>COU 792 (digital synchronous) Internship 1 in CMHC</p> <p>COU 734 (digital synchronous) Lifestyles and Career Development</p> <p>(POSSIBLE ELECTIVE)</p> <p>TOTAL 6 CREDITS</p>	<p>COU 794 (digital synchronous) Internship 2 in CMHC</p> <p>COU 716 (digital synchronous) (1 credit) Psychopharmacology</p> <p>(POSSIBLE ELECTIVE) (COMPREHENSIVE EXAM)</p> <p>TOTAL: 4 CREDITS</p>

This plan represents 55 credits which are required for the degree. Students are required to take five elective credits as 61 credits are required for the degree. Two electives are offered each academic year.

Department of Counseling Mission Statement

Gallaudet’s Counseling program prepares students to become highly qualified counselors eligible for licensure as professional counselors. We offer accredited graduate counselor training programs with specializations in working with deaf and hard of hearing individuals. Graduates from the program work in diverse environments, including schools, community mental health agencies, residential treatment facilities, hospitals, private practice, and federal, state, and local government agencies. Specialty areas include play therapy, addictions counseling, vocational rehabilitation, and functional behavioral assessment, as well as individual, family, couples, and group counseling. (revised in 2021)

Counseling Program Student Learning Outcomes

Students in Gallaudet’s Mental Health Counseling Program will become professionals who:

Counseling Program Learning Outcomes	
Students in Gallaudet’s Counseling Program will become professionals who:	
PLO 1	Demonstrate knowledge and skills related to counseling needs of culturally and linguistically diverse clients
PLO 2	Employ developmentally and culturally appropriate prevention and intervention techniques within an accepted theoretical framework
PLO 3	Effectively counsel individuals, small groups, couples, and families from diverse populations
PLO 4	Comprehend legal and ethical standards pertaining to mental health counselors and consistently integrate an ethical decision-making model into their professional work.
Counseling Student Learning Outcomes	
SLO 1	Students will be able to articulate the elements related to professional identity including: the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served. (CACREP 3.A)
SLO 2	Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population. (CACREP 3.B)
SLO 3	Students can demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning. (CACREP 3.C)
SLO 4	Students can utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions. (CACREP 3.D)

SLO 5	Students can demonstrate the skills necessary to engage in an effective and therapeutic helping relationship. (CACREP 3.E)
SLO 6	Students demonstrate competency in preparing for and facilitation of group counseling. (CACREP 3.F)
SLO 7	Students demonstrate the ability to identify effective assessment strategies to facilitate treatment planning. (CACREP 3.G)
SLO 8	Students will demonstrate an understanding of research methods to inform evidence-based practice. (CACREP 3.H)
SLO 9	Clinical Mental Health students will develop effective treatment plans utilizing the diagnostic process, assessment data and evidence-based practices (CACREP 3.F.11, 13, 15,3.G.113.C.1,5)
SLO 10	School Counseling students will develop a comprehensive school counseling program based on data and utilizing a program model for their state of residence (CACREP 5-H.1,4,13)
SLO 11	Students will show sensitivity, genuineness, and positive regard for others, practice high levels of self-awareness, and demonstrate a commitment to personal growth and ongoing professional development. (CACREP 2.C.2, 3.E.8)

Organization of Practicum and Internship

Counseling trainees engage in a minimum of three different levels of fieldwork experience in various settings, including but not limited to, mental health agencies, substance abuse treatment centers, university counseling centers, centers for interpersonal violence, , and psychiatric treatment facilities.

Prior to entering field placement, all students must take the **ASL-PI** and receive a passing score of 2 or higher. Students must provide evidence of their passing score to the field work coordinator. Students who do not receive a 2 will not be allowed to enter field work.

Practicum Course Requirements

Students begin fieldwork with a **Practicum** (COU 742) during the summer between the second and third year. This practicum is helpful in assisting students in “putting on” the role of counselor, learning about the services offered and the administrative structure at their chosen practicum agency, observing other professionals, and beginning to apply their emerging counseling skills. This practicum is a total of 100 clock hours over the course of the semester in a mental health setting with deaf and hard of hearing clients. The Field Placement Coordinator assists students with the site selection and placement.

COURSE REQUIREMENTS

- 1) Students complete 100 clock hours at the site to meet the requirements of Practicum.
- 2) Direct service hours involve “face-to-face interaction with clients which includes:
 - a) the application of counseling, consultation, or human development skills” and,
 - b) Ten (10) of the forty (40) direct hours must consist of group counseling.
- 3) Supervision of practicum and internship students includes program-appropriate recordings and/or live supervision of students’ interactions with clients.
- 4) One hour per week of individual and/or triadic supervision throughout the practicum provided by a program faculty member, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
- 5) The student meets for a minimum of one (1) hour per week for individual or triadic supervision at the site and a minimum of one and one-half (1 ½) hours per week of group supervision with other students.
- 6) *Formative Evaluation* of the student’s counseling performance throughout the practicum, including documentation of a formal *Summative Evaluation* after the student completes the practicum.
- 7) The program philosophy is for face-to-face field experiences. Students should consider that state laws may require field placement hours be accrued face-to-face. However, there may be rare exceptions to this requirement that must be discussed and approved by the site supervisor and the field placement coordinator.

SITE VISIT

During the course of the semester, the Practicum instructor along with the student assigned to them meets with the site supervisor to review requirements for the course and the site supervisor’s role. The purpose of this meeting is for the faculty instructor to be assured that the site offers opportunities consistent with CACREP and Program Standards and to gauge student progress. We may conduct visits in-person or via video conferencing.

THE PRACTICUM AGREEMENT FORM

This document must be signed by all parties where indicated and kept in the student's clinical file using the digital Student Learning and Licensure (SLL) platform. There is also an orientation meeting as well as supervision instruction for all site supervisors and students the semester prior to the Practicum experience.

STUDENT LIABILITY INSURANCE

Students must provide proof of Student Liability Insurance at, or before the signing of their Practicum Agreement Form at the Site Visit. The insurance certificate must be uploaded to the SLL platform.

Practicum Completion Policy

Counseling students must successfully complete a minimum of 100 clock hour Practicum experience in order to be eligible for graduation. A minimum of 40 clock hours must be direct services to clients.

The following is required to document the successful completion of the Practicum experience:

- All weekly logs have been signed by site supervisor and student and turned in via Watermark/SLL
- All weekly supervision logs have been signed by site supervisor and student and turned in via Watermark/SLL
- Practicum Agreement Form has been completed and signed by the site supervisor in Watermark/SLL Site supervisor has completed and returned a mid-term and final evaluation via Watermark/SLL
- Student has completed and returned the site evaluation form via Watermark/SLL
- Student has completed and returned the site supervisor form via Watermark/SLL
- All assignments from COU 792 or COU 794 have been completed and turned in by the student in according to course deadlines

Failure to complete any of the above items will result in an F or WH in the course.

Any counselor in training (student) who commits an ethical violation, including but not limited to, falsification of Practicum documents or client files will appear before the faculty in a Fitness to Practice meeting and will be subject to disciplinary consequences. The consequences may include removal from the program, a failing grade in COU 742, and lack of endorsement for licensure.

Class Attendance Policy

All students must attend the group supervision on a regular basis. Failure to attend the class may result in a failing grade even if the student is being successful in Practicum. Both the field work and the supervision meetings in the course are required to pass the course.

Internship Course Requirements

Internship I (COU 792) typically takes place in the final (third) year during fall semester, ideally at the same site as practicum, but not necessarily. The student should now be comfortable with their new role and developmentally ready to start taking on more responsibilities.

Internship II (COU 794) typically takes place in the final (third) year during spring semester, ideally at the same site as practicum and Internship I, but not necessarily. During the second semester of internship students should be assuming more responsibilities to get a true sense of the full scope of the counselor role and work.

COURSE REQUIREMENTS

There are five (5) requirements for Internship that are necessary to consider in identifying an appropriate site.

1. The student must commit a minimum of 600 clock hours over two semesters to the site to meet the university requirement of internship. Students should be aware that some sites may require more hours than the minimum.
2. Of these 600 hours, 240 must be direct service hours. Direct service hours involve “face-to-face” interaction with clients which includes the application of counseling, consultation, or human development skills.”
3. If the site does not allow the intern to record direct service hours for the purposes of supervision, students will be observed at the site. The site must provide supervision by a counselor or clinician meeting the requirements of the counseling program. The identified site supervisor must hold a minimum of a master’s degree in the program emphasis area and possess appropriate certification or licenses. In addition, the site supervisor must have a minimum of two (2) years of experience as a licensed or certified counselor.
4. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would expect to perform.
5. The student must meet for a minimum of one and one-half (1 ½) hours per week for group supervision with the program faculty supervisor throughout the internship.

SITE VISIT

During the course of the semester, the Internship instructor along with the student meets with the site supervisor to review requirements for the course and the site supervisor’s role. The purpose of this meeting is for the faculty instructor to be assured that the site offers opportunities consistent with CACREP and Program Standards and to assess student progress.

THE INTERNSHIP AGREEMENT FORM

The Internship Agreement Form describes the responsibilities of both parties. The document is signed by all parties and kept in the student's clinical file via Watermark/SLL.

STUDENT LIABILITY INSURANCE

Students must provide proof of Student Liability Insurance at, or before the signing of their Internship Agreement Form at the Site Visit. This is also kept as an electronic copy in Watermark/SLL. Students should make sure their policy stays current for the duration of all field work

Internship Completion Policy

Counseling students must successfully complete a minimum of 600 clock hour internship experience in the area of professional preparation in order to be eligible for graduation. Students must meet this requirement by completing two semesters with at least 300-hours of field work completed each semester.. Of the 600 hours, a minimum of 240 clock hours must be direct services to clients.

The following is required to document the successful completion of the Internship experience:

- All weekly logs have been signed by site supervisor and student and turned in via Watermark/SLL
- All weekly supervision logs have been signed by site supervisor and student and turned in via Watermark/SLL
- Internship Agreement Form has been completed and signed by the site supervisor on Watermark/SLL
- Site supervisor has completed and returned a mid-term and final evaluation via Watermark/SLL
- Intern has completed and returned the site evaluation form via Watermark/SLL
- Intern has completed and returned the site supervisor form via Watermark/SLL
- All assignments from COU 792 or COU 794 have been completed and turned in by the student in according to course deadlines

Failure to turn in any of the above items will result in an F or W(F) in the course.

Any Intern who commits an ethical violation, including but not limited to, falsification of internship documents will appear before the faculty and will be subject to disciplinary consequences. The consequences may include removal from the program, a failing grade in COU 792/COU 794, and lack of endorsement for licensure.

Class Attendance Policy

All students must attend the group supervision on a regular basis. Failure to attend the class may result in a failing grade even if the student is being successful in Practicum.

In summary, in order to graduate with a degree in Counseling from Gallaudet University, the student must have earned a minimum of 700 clock hours and 280 direct contact hours *total* over the three semesters of practicum and internship and successfully complied with all course requirements.

Student Professional Liability Coverage

Students must provide proof of Student Liability Insurance at, or before the signing of their Practicum Agreement Form at the Site Visit. Student liability insurance can be obtained at no cost by joining the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA). Proof of coverage must be provided to the faculty supervisor and uploaded to SLL prior to starting practicum. We recommend this level of coverage for all students, including those who are not specializing in clinical mental health counseling.

Finding and Getting Approval for Placement Locations

Practicum and Internship

Typically, a student will stay at the same agency for both Practicum and Internship in order to ensure continuity of training practices and appropriate relationship stability for clients/students. The Field Placement Coordinator is heavily involved with students in site selection and placement for Practicum and Internship.

One Semester prior to practicum placement, students will begin the process of identifying and securing a practicum/internship site. This will begin with a full cohort meeting with the Field Placement Coordinator and Program Director to review the rules/requirements/expectations. Students will then work to identify a site with the guidance of the Field Placement Coordinator. Once a site has been identified, the student will approach the agencies in a similar manner as one does when applying for a job. That is, the student will introduce her/himself to the agency's contact person by email, request an interview, and provide a resume. (Note: Some agencies have different application requirements. Make sure to ask and follow them.) The student should consult with the Field Placement Coordinator before accepting any practicum placement offers made by an agency. After accepting the placement, the student must complete the [Practicum/Internship Information Form](#) in SmartSheet and the Practicum Agreement Form in [Watermark](#), which must be signed by all parties. New sites will require review and approval by the field placement coordinator.

If the student is not able to do their internship at the same site as their practicum, they must meet with the Field Placement Coordinator as soon as they know this information. The Field Placement Coordinator will work with the student to identify and secure a new site for internship. Site changes are rare and will be done on a case-by-case basis.

For Practicum and Internship, students are to seek placements in human services agencies where counseling is provided to deaf and hard of hearing adults, adolescents, and/or children. The setting should reflect the student's career objectives and provide services to client populations similar to those the intern intends to serve after graduation.

Interns will find eight factors important in selecting a practicum/internship site:

1. Location of the agency and the administrative structure of the agency
2. Methods of practice, philosophy and theoretical orientation of the agency
3. Potential for interdisciplinary support, collaboration, consultation, and referral
4. Cultural, ethnic and gender diversity of populations served
5. Qualifications, availability, and experience of the on-site supervisor
6. Variety in professional resources including computer applications to counseling, electronic and printed media, professional literature, assessment tools and techniques
7. Availability of assorted professional activities other than direct client services, including consulting and training activities, administrative case management, and other opportunities for institutional and community services
8. Referral networks of appropriate human service providers

Students are encouraged to use the above factors as an evaluation guide for selecting an practicum/internship site. The student should meet with the Field Placement Coordinator to discuss the merits of various sites and options. In consultation with the advisor, the student will select an internship site that will challenge, support, and nurture the student's professional and personal development.

Once again, the student should approach the agency as if applying for a professional job. The initial contact may be through email or telephone/videophone. Typically, the student then submits a resume and references to the appropriate agency personnel prior to requesting an interview. Before accepting an agency's offer for an internship placement, the student must notify the Field Placement Coordinator and complete the [Practicum/Internship Information Form](#) in Smartsheet. The Field Placement Coordinator is responsible for approving the agency as a suitable practicum/internship site and will contact agency personnel to initiate a Memorandum of Agreement for the practicum/internship.

Approval of Employment for Field Work

The purpose of field work is for a mentee to dedicate time to learn from an experienced mentor. Typically, traditional employment relationships do not allow for the necessary mentorship components of field work. While CACREP and Gallaudet University do not require field work to be unpaid, students are cautioned against using existing employment for field work. However, some employers are able to create the proper circumstances for a wonderful field work experience, allowing the student to retain their employment and grow in new ways. Students who wish to do field work at their place of employment should review these variables and seek approval from the field work coordinator. Students who are offered employment during their unpaid field work should also seek approval from the field placement coordinator.

Timeline Guide to Practicum

One semester prior to Practicum

Meeting with Field Placement Coordinator and Program Director

Begin to investigate possible sites for Practicum/Internship (e.g. contact agency; discuss with faculty advisor and Field Placement Coordinator; reach out to anyone you know who might work at that site.

Update resume in preparation for Practicum/Internship interviews, reach out to the Office of Career Success for help with resume.

Week 4 of semester prior to Practicum

Make initial contact (through email or telephone/videophone) with at least 2 internship sites
Communicate with Field Placement Coordinator

Week 6 of semester prior to Practicum

By week 6 of the semester prior to Practicum, submit application materials (resume, references, other documents requested by the site) to internship sites. Before accepting an agency's offer, notify Field Placement Coordinator and complete the [Practicum/Internship Information Form](#)

Week 12 of semester prior to Practicum

By week 12 of the semester prior to Practicum, site should be confirmed

Practicum Planning

Keep in mind:

1. It can be a time-consuming process finding a practicum site, and this should not be delayed until the beginning of the Practicum semester.
2. Because of the amount of supervision required for Practicum, faculty assignments will be determined by the number planning to enroll in the course. Staff planning takes place a few months before the beginning of each semester.

3. With other counseling programs in your geographic area, there is competition for Practicum sites and early contracting with a site is recommended. Please note that students must have flexibility to complete the field experiences at an approved site during the fieldwork portion of their training. It may be necessary to relocate to complete field work.
4. Site Supervisors must complete the Gallaudet supervisor training or submit their documentation of supervisor training prior to the start of practicum.
5. Students who are employed at a school or agency and wish to do field work at your place of employment should obtain approval prior to admission to the counselor education program.
6. Although the Field Placement Coordinator assumes the role of guiding the student toward appropriate Practicum sites, it is ultimately the student's responsibility to find an appropriate site.

Internship Planning

Students should be in contact with the Field Placement Coordinator to begin planning for Internship. Some states do not allow students to accrue hours via telehealth. Sometimes a site will appear acceptable to the intern but not to the coordinator; at other times the intern may find the site unacceptable; and sometimes the site supervisor will not find the intern to be a good fit for the site. For all of these reasons, it is important that the student not delay the search for a best fitting site. In the first month of the student's Practicum, they should be informing the Coordinator of plans for Internship (expected semester to start Internship, sites under consideration, etc.). In other words, if you are beginning Practicum in the summer semester, you should make contact with the Coordinator at the end of May to discuss internship placement.

Counseling Ethics

One of the most important responsibilities for all counseling trainees, counselors, and counselor supervisors is to adhere to the [American Counseling Association \(ACA\) Code of Ethics](#). (Clicking this link will take you to the ACA webpage.) Additionally, mental health counselors should have a thorough understanding of the [Code of Ethics of the American Mental Health Counselors Association \(AMHCA\)](#). School counselors must adhere to the [American School Counselor Association \(ASCA\) Code of Ethics](#). Students should also be familiar with ethical and legal codes that may be in place for professional counselors in their respective states.

Student Performance

It is understood that practicum and internship experiences are processes, and that personal and professional growth are cumulative. Trainees are expected to be open to their own self exploration, to be willing to examine their counseling interaction and skill development, and to be open to the process of supervision. Integration of theoretical knowledge and practical

experience is expected. Nevertheless, sometimes trainees do not progress through training as expected and desired.

If student performance is of concern, site supervisors are expected to immediately share these concerns with both the student and the faculty supervisor. Faculty supervisors can then be very helpful in assisting the training process by, for example, changing the nature of the supervision process or increasing the amount of supervision.

In addition, there are occasions when ethical concerns are present. Effective performance of counseling duties, while adhering to professional ethics, is a part of the skill set trainees need to develop. Accordingly, the Program sees it as part of our duty to assure that trainees have opportunities to openly discuss issues of ethical behavior and furthermore to ascertain that they have sufficient support to correct behavior which may be problematic. Any concern about ethical behavior, difficulty with boundaries, and/or moral decision-making should be shared with the faculty supervisor immediately. The faculty supervisor and department faculty, in consultation with both student and site supervisor, will decide on action needed.

Remediation of professional performance deficiencies is a responsibility the Program takes seriously. Additional coursework, personal psychotherapy, or changes of placement sometimes make a big difference and the trainee is often able to continue training successfully. At other times, the faculty may determine that more serious action is needed, and the Program Director may require the trainee to withdraw from their placement. In other circumstances, it is possible the student will be asked to withdraw from the Program. The intent is always foremost to protect client welfare.

Ethics in Supervision

Please become familiar with the ethical guidelines for supervision, teaching, and training in the [American Counseling Association Code of Ethics](#). It is of importance for both supervisors and supervisees.

Practicum Supervision Requirements

Practicum represents the first opportunity for the student to engage in direct service with “real” clients. The site supervisor must be a fully certified or licensed counselor with a minimum of two (2) years of professional experience. The clinical site supervisor must have a minimum of a master’s degree in counseling or a closely related field and appropriate certification and/or licenses as well as a minimum of two (2) years of pertinent experience. All site supervisors must have documented training in counselor supervision. Supervisors who do not have documented training in counselor supervision must take the online training provided by Gallaudet’s Counselor Education Program and pass a quiz. The site supervisor is asked to:

1. Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients.
2. Help orient the student to the site.
3. Provide appropriate space for the student to meet with clients.
4. Monitor the practicum generally in order to determine the student's needs and to ensure that the clients' needs are being met.
5. Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
6. Be available to the student in case of emergency.
7. Provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisor's involvement in supervision above and beyond the minimum expectations listed above.)
8. Observe the student in sessions to provide feedback as needed.
9. Depending on the student's development as a counselor, the site supervisor may co-facilitate sessions initially, but should taper off after a few weeks.

Internship Supervision Requirements

Internship Site Supervisors must have the same qualifications as Practicum Site Supervisors stated above. Internship Site Supervision requirements:

1. All site supervisors must have documented training in supervision.
2. The site supervisor is the primary supervisor for the student intern and must commit to a minimum of one (1) hour weekly of individual supervision to the intern.
3. Clinical supervision should include supervision of counseling cases and related professional activities.
4. The site supervisor will be asked to provide the counseling program with evaluations of the student intern's overall performance and professionalism during the Internship.
5. Supervision also takes place with a faculty supervisor on a weekly basis. Group supervision for one and one-half hours (1 ½) includes peer feedback.

Guidelines for Trainees

As a counselor trainee from Gallaudet you are involved in a vital component of your training program. Practicum and internships are collaborative partnerships among your program and faculty, your fieldwork agency and site supervisor, and yourself. As a trainee, you enter into a rich learning environment, and have opportunities to grow in ways that are truly remarkable. To honor and assist in this important trainee role, we offer the following guidelines.

Trainees agree to:

1. Adhere to the American Counseling Association [Code of Ethics](#).
2. Obtain and maintain student professional liability insurance.
3. Maintain professional appearance, punctuality, and behavior.
4. Become aware of the agency operating procedures, policies, goals, and employees.
5. Participate in a full range of professional counselor experiences appropriate to your level of development.
6. Review client files and keep entries up to date.

7. Participate in clinical meetings, such as treatment team meetings, clinical staffing, and agency supervision meetings.
8. Participate in agency in-service and training opportunities.
9. Attend and be prepared for all supervisory meetings, including individual supervision with your site supervisor, and individual and group supervision with your faculty supervisor. For out-of-town internships, this means 1 hour weekly individual supervision and 1 ½ hours weekly group supervision via Zoom.
10. Communicate with Gallaudet University faculty promptly if there is any concern about performance or ethics.
11. Make arrangements for the site supervisor to observe your work with clients a minimum of twice a semester. This observation may be through a one-way window, videotape, or live (in-room).
12. Make digital recordings of client sessions (with client permission) to be reviewed by the faculty supervisor if requested.
13. Complete weekly time logs via Watermark/SLL.
14. Update the Comprehensive Time Log at the end of each semester of fieldwork.
15. Complete and provide the faculty supervisor with weekly schedule overview of how your time will be spent at the site
16. Provide the site supervisor with the appropriate Trainee Evaluation Form at the beginning of each semester.
17. Complete all required fieldwork forms during your training.

Guidelines for Site Supervisors

The Gallaudet University Counseling Program sees our Site Supervisors as having a vital role in our training program and as partners in the development of professional counselors working with deaf, hard-of-hearing, and hearing persons and their families. You, your skills, and your knowledge are highly valued. We also recognize that you are taking on considerable professional responsibility in agreeing to supervise our students' clinical work. To honor and assist in this important supervisory role, we offer the following guidelines.

Practicum/internship Site Supervisors agree to:

1. Adhere to ethical standards of his/her profession and be familiar with the American Counseling Association [Code of Ethics](#).
2. Provide appropriate physical work space for trainees and private space for the trainee's sessions with clients, as well as telephone/tty/videophone, internet connection, and office supplies as applicable.
3. Provide the trainee with orientation to the agency operating procedures, policies, goals, and employees.
4. Provide a full range of professional counselor experiences to the trainee.
5. Allow the trainee to review client files.
6. Consistently provide a minimum of one hour a week one-on-one supervision and be available for daily consultation.

7. Involve trainee in agency's clinical meetings, such as treatment team meetings, clinical staffing, and agency supervision meetings.
8. Provide certified ASL interpreters for deaf, hard-of-hearing, and deaf-blind trainees as needed for supervision, meetings, and training.
9. Allow trainee to take part in agency in-service and training opportunities.
10. Allow trainee both time and technology to meet with his/her faculty supervisor each week.
11. Communicate with Gallaudet University faculty promptly if there is any concern about student performance or ethics.
12. Observe trainee's work with clients a minimum of twice a semester and complete the Supervisor Observation Form.
13. Allow recordings of client sessions (with client permission) to be reviewed by the faculty supervisor if requested.
14. Provide on-going formative evaluation of trainee's performance and a summative evaluation twice per semester using the Trainee Evaluation Form (for Practicum, Internship I, or Internship II).
15. Complete all required Department of Counseling fieldwork forms in a timely manner.

Guidelines for Faculty Supervisors

Practicum and internships are collaborative partnerships among agencies, site supervisors, student trainees, the Gallaudet University Counseling Program and the faculty supervisor. While the Site Supervisor has responsibility for the counseling client, the ultimate responsibility for training lies with the faculty supervisor. To honor and assist in this important supervisory role, we offer the following guidelines.

Practicum/internship faculty supervisors agree to:

1. Make certain the trainee is eligible to enter into the appropriate level of practicum or internship experience.
2. Provide program orientation, training, and on-going contact and consultation to the site supervisor.
3. Adhere to the [ACA Code of Ethics](#) and model appropriate ethical decision making for the trainee.
4. Provide an average of one hour per week of individual or triadic supervision and be available for consultation. For out-of-town internships, this means supervision on Zoom or other synchronous technology.
5. Provide a minimum of 90 minutes per week of group supervision via Zoom or other synchronous technology.
6. Provide effective and timely feedback to trainees on their performance using the Mental Health Individual Supervision Rubric and the Group Supervision Rubric.
7. Review all submitted forms and maintain student field experience file. 8. Maintain regular and frequent contact with site supervisor to review trainee's on-going performance.

9. Promptly communicate with student and site supervisor if there is any major concern regarding performance or ethics, or if any changes need to be made in structure or timing of fieldwork.
10. Observe trainee's work with clients at least twice per semester in the event the site supervisor is unable to do so.
11. Provide additional support and supervision as needed when trainee developmental or remedial performance deficiencies exist.
12. Submit a final grade for the student.

SAMPLE RUBRICS

[These rubrics are samples of how components of the grade are assessed. Students should always follow the grading rubrics found in the course syllabus.]

Mental Health Individual Supervision Rubric

Supervision is an interactive process intended to monitor the quality of client care, to improve clinical skills, and to facilitate professional and personal growth. The student can expect to receive timely verbal and written feedback on his/her professional growth and development and to have a supportive environment in which to discuss client-related issues and develop clinical skills. Individual/triadic and group supervision are essential to professional growth and should be considered a priority, equal to other course work.

On a regular basis, the student will be assessed by the faculty supervisor on the following seven areas:

Preparedness

The student is expected to arrive at the supervision meetings on time and be prepared to discuss his/her work in an organized and thoughtful way. Preparation includes bringing all necessary materials, including completed paperwork and any necessary research, having questions formulated and organized, and having outlined goals for the session. All assigned readings should be completed prior to the related group or individual/triadic session.

Participation

Active participation and effective use of critical thinking skills in the supervisory process are a criterion for maximum learning. The student, in collaboration with supervisor and peers, initiates and participates in interactive dialogue throughout the supervision session. Attentive listening and asking for clarification on material or comments not understood are important aspects of the interactive dialogue. New learning is cultivated by engaging in discussion and experiential activities and often requires the student to reach beyond established comfort in order to try new ideas or techniques. The student is also expected to actively and eagerly solicit and attend to contributions made by others in the supervisory relationship (i.e., peers and supervisors), whether the contributions are about the student's work or about the work of others.

Ethical Behavior

Adherence to current ethical standards of the ACA, AMHCA, and ACES, and legal requirements of the jurisdiction in which fieldwork takes place, is required of each student. This includes adherence to standards related to the supervisory process and relationship. In addition, the student should identify and be able to articulate and apply an effective ethical decision-making model.

Case Formulation

Ethical and effective counseling involves formulating treatment within the framework of an empirically-supported theoretical perspective. Case formulation goes well beyond consideration of the initial referral issue and includes a review of the client's history and

records, consultation with other mental health professionals familiar with the case or presenting problem, and independent analysis on the part of the person formulating it. It incorporates knowledge about the multidimensional environmental influences on the client, including social and institutional barriers. A culturally appropriate and empirically-supported treatment plan addressing all relevant treatment goals is the result of a thorough case formulation.

Case formulation is not static; it evolves over the course of treatment. As new information becomes available and treatment progresses, the student adjusts his/her formulation accordingly. For example, this might include recognizing transference and countertransference, discussing it in supervision, and creating an appropriate plan to utilize it therapeutically.

Openness to and Application of Feedback

Maximum learning occurs through a feedback loop in which the student incorporates new knowledge or attempts a new skill, receives feedback from the environment on this understanding or skill, and then modifies it accordingly. Accepting and giving both praise and criticism in a constructive and professional manner is critical to this learning process. Once feedback has been received, the necessary next step is for the student to apply it. When circumstances exist that prevent or rule out application of the feedback, the student can clearly articulate a justification.

Throughout the execution of the feedback loop, the successful student engages in extensive self-reflection. This reflection is expected to include both personal perspectives and professional development.

Paperwork

Administrative and clinical paperwork required by the Department of Counseling and the fieldwork site is expected to be completed accurately, neatly, and in accordance with the required format. Timely completion of such paperwork is ethical behavior. As students are expected to develop a professional identity aligned with the field of counseling, students should employ the use of appropriate professional language and terminology in all paperwork. This includes the use of appropriate terms for ethnic and cultural groups.

Dispositions

The student is expected to develop/improve his/her manner of thinking, behaving, and reacting in accordance with the professional practice of counseling. Examples in this area include: 1) having an appreciation for self-evaluation; 2) recognizing and valuing clients' assets and strengths; 3) appreciating that even small changes in clients can be important for their mental health; 4) valuing the relationship with clients above the performance of techniques; and 5) valuing continued professional development.

Individual Supervision Rubric Score Sheet

Name _____

Date _____

Performance Element	SLOs	Exceptional (3 pts)	Admirable (2 pts)	Approaching (1 pt)	Unsatisfactory (0)	Score
Preparedness For Supervision	Course: 4	Consistently comes prepared to each session with needed materials, questions organized, and any research complete	Comes totally prepared to 75% of sessions, or is consistently prepared with more than 50%, but not all materials	Comes totally prepared 50-75% of the time, or is consistently prepared less than 50% of the necessary materials	Does not come to supervision prepared	
	Program: 1, 4	Articulates clear goal(s) for each supervision session Always arrives on time for supervision meetings Arrives at sessions having completed assigned readings	Articulates clear goals most of the time, though occasionally goals are unclear Arrives on time for at least 75% of supervision meetings Usually completes assigned readings prior to meeting, and always makes up missed readings	Articulates clear goals less than half of the time, or consistently articulates goals that are relatively vague and general Only arrives on time for 50-75% of the meetings Sometimes completes assigned readings prior to meeting, but always reads the material at some point	Does not bring goals to supervision, or goals are too vague or general to be useful Arrives late more than half the time Does not complete assigned readings	

Participation in Supervision	Course: 4	Consistently initiates interactive dialogue with supervisor and peers	Participates in interactive dialogue, but usually does not initiate it.	Attends to dialogue between supervisor and peers, but actively participates infrequently	Mostly silent and does not appear engaged in dialogue
	Program: 3	<p>Listens carefully and always asks for clarification when does not understand</p> <p>Consistently demonstrates effective critical thinking skills in posing questions and comments</p> <p>Eagerly solicits and attends to contributions of others, both in terms of own and other's work</p> <p>Demonstrates willingness to stretch "comfort zone" in new learning (e.g., participating in role plays, trying new techniques)</p>	<p>Listens most of the time, though at times appears to be distracted or inattentive; usually asks for clarification</p> <p>Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty</p> <p>Solicits and attends to contributions about own work, or about other's work, but not both</p> <p>Willing to stretch "comfort zone" in new learning most of the time, though is usually not the first to volunteer</p>	<p>Attention is divided, or mind seems elsewhere most of the time; sometimes asks for clarification</p> <p>Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective</p> <p>Accepts, but does not solicit contributions from others both in terms of own and other's work</p> <p>Occasionally willing to stretch "comfort zone", but generally intolerant of discomfort in learning</p>	<p>Attention clearly not present; rarely acknowledges need for clarification</p> <p>Demonstrates no effective critical thinking skills</p> <p>Routinely does not solicit, attend to, or accept contributions from others</p> <p>Totally intolerant of discomfort in new situations and learning</p>

Ethical Behavior	Course: 4,5 Program : 4	Adheres to ACA ethical standards, including those related to the supervisory relationship. Recognizes, articulates, and uses an effective ethical decision-making model	*[see footnote] Recognizes and articulates a good ethical decision making model, but is not confident in executing it	*[see footnote] Is familiar with an ethical decision making model, but does not clearly or consistently execute it	*[see footnote] Does not know of or employ an ethical decision-making model	
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NOTE: Adherence to ethical standards is expected at the “exceptional” level at all times. Ethical misconduct may be grounds for an “F” in the course, removal from the internship site and possible dismissal from the program.

<p>Case Formulation</p>	<p>Course: 2,3,5</p> <p>Program: 2,4</p>	<p>Identification of the nature of a client's problem goes well beyond the initial referral to include review of client records, consultation with others familiar with case, and independent analysis.</p> <p>Incorporates knowledge about the multidimensional environmental influences on the client, including social and institutional barriers, into case formulation</p> <p>Formulates culturally appropriate and empirically supported treatment plans that clearly address treatment goals</p> <p>Demonstrates a clear link between intervention strategies</p>	<p>Consideration of the nature of the problem and some investigation of alternate sources of information beyond the referral are present.</p> <p>Incomplete incorporation of multiple dimensions of the environment.</p> <p>Formulates culturally appropriate and empirically supported treatment plans, but misses one or two treatment goals</p> <p>Generally provides some relationship between interventions selected and theoretical perspective, but the relationship is not always fully or clearly articulated</p>	<p>Some consideration of the nature of the problem beyond the information included in the referral</p> <p>Only minimal &/or superficial consideration of multiple aspects of the environment.</p> <p>Formulates treatment plans, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals)</p> <p>Inconsistent &/or superficial connection between theoretical perspective selected and interventions utilized</p> <p>Sometimes can report the general implications of</p>	<p>Identification of problem routinely consists merely of accepting statements from referral without critical evaluation.</p> <p>No incorporation of environmental considerations</p> <p>Cannot formulate a clear treatment plan</p> <p>Unclear or nonexistent theoretical orientation guiding the counseling.</p> <p>Little recognition of the occurrence of transference/ countertransference, or its implications to counseling</p>	
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		<p>utilized/planned and selected theoretical perspective .</p> <p>Recognizes transference and countertransference, discusses its related implications, and can usually articulate an appropriate plan to use it therapeutically</p>	<p>Often can articulate an understanding of the implications of transference and countertransference and can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically.</p>	<p>transference and countertransference, but rarely recognizes its occurrence</p>		
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<p>Openness to and Application of Feedback</p>	<p>Course: 1,2,4 Program: 2,3</p>	<p>Accepts praise and criticism when framed in an appropriate, constructive manner</p> <p>Gives praise and criticism framed in an appropriate, constructive manner, including to supervisor</p> <p>Consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used</p> <p>Self-reflection is evident pertaining to <u>both</u> personal perspectives and professional development</p>	<p>Usually accepts praise and criticism, but sometimes does not accept from specific sources or under specific circumstances</p> <p>Is mostly consistent in giving praise and criticism, but may not always offer it in constructive manner; some awkwardness giving feedback to supervisor</p> <p>Often incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion may be somewhat unclear</p> <p>Moderate amount of reflective thought regarding</p>	<p>Only occasionally accepts praise and criticism well</p> <p>Only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor</p> <p>Occasionally incorporates and follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear</p> <p>Some reflective thought pertaining to personal perspectives and professional development and how they inter-relate</p>	<p>Does not accept praise or constructive criticism well</p> <p>Does not offer praise or criticism at all, or offers in judgmental or disrespectful manner</p> <p>Does not incorporate suggestions received and provides weak or no rationale for not using them</p> <p>No reflective thought evident</p>	
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			personal perspectives and professional development considerations			
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Paperwork	Course: 2,4,5	Consistently submits all paperwork on time	Submits paperwork on time at least 75% of the time	Submits paperwork on time 50-75% of the time	Routinely submits paper work late
	Program: 2,3,4	<p>Consistently completes all paperwork accurately</p> <p>Paperwork is concise, neat, readable, and conforms to required format</p> <p>Clinical impressions are written using appropriate professional terminology</p> <p>Employs appropriate terms for ethnic and cultural groups</p>	<p>Paperwork is usually accurate, with a few minor, non-content related errors</p> <p>Paperwork is somewhat too long or short, and is sometimes not clear or does not strictly conform to format</p> <p>Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms</p> <p>Mostly uses appropriate terms to describe ethnic and cultural groups</p>	<p>Paperwork is basically accurate, with frequent non-content related errors, or with 1-2 errors in content material</p> <p>Paperwork is generally too long or short, is often not clear, or deviates from format</p> <p>Clinical impressions are somewhat unclear and there is little use of appropriate clinical terminology</p> <p>Uses some appropriate & inappropriate terms to describe ethnic and cultural groups</p>	<p>Paperwork has frequent or multiple errors</p> <p>Paperwork is not readable or deviates totally from the required format.</p> <p>Clinical impressions are unclear and there is no use of clinically appropriate terms</p> <p>Uses inappropriate terms for ethnic and cultural groups</p>

Dispositions	Course: 1,2,4 Program: 2,3	<p>Demonstrates an appreciation for self evaluation</p> <p>Articulates an on-going recognition of and appreciation for clients' assets and strengths</p> <p>Demonstrates an appreciation that even small changes in clients can be important for mental health</p> <p>Applies knowledge and skills in a manner that values the relationship with clients above the performance of techniques</p> <p>Models an appreciation for continued professional development (e.g., by frequently engaging</p>	<p>Demonstrates moderate amount of appreciation for self evaluation</p> <p>Occasionally articulates recognition of and appreciation for clients' assets and strengths</p> <p>Mostly appreciates that even small changes in clients can be important, but sometimes loses sight of this.</p> <p>Mostly values the relationship with clients above the performance of techniques, but occasionally allows own performance anxiety to interfere in applying knowledge and skills in supervision</p>	<p>Demonstrates ambivalence toward self-evaluation</p> <p>Infrequently articulates recognition of and appreciation for clients' assets and strengths</p> <p>Demonstrates ambivalence toward or occasional frustration with small change in clients or for change that requires some time</p> <p>Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention</p>	<p>Demonstrates no regard for self evaluation</p> <p>Does not articulate recognition of or appreciation for clients' asset and strengths</p> <p>Demonstrates no appreciation for small changes in clients</p> <p>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</p> <p>Does not engage in any extracurricular activities that support continued professional development</p>	
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		in extracurricular to practice) activities—reading, training, attending conferences—and then adapting the information	Mostly models an appreciation for continued professional development by engaging in some extracurricular activities	Somewhat models an appreciation for continued professional development by occasionally engaging in extracurricular activities		
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Comments:

GROUP SUPERVISION RUBRIC

Participation is essential for learning. Full participation provides opportunities for authentic dialogue in which participants listen for understanding, engage in active reflection, and allow for expression of multiple and diverse perspectives. Such dialogue occurs within a climate of mutual respect and learning among all participants. Participation characterized as vague, repetitive, irrelevant, disrespectful, or without sufficient foundation undermines authentic dialogue.

Score		Description (applies to both group session and online reading discussions)
4	High participation	<ul style="list-style-type: none"> • Contributions consistently offer relevant information from course material and fieldwork experience • Incorporates content and process among peers <p>Consistently demonstrates behaviors that facilitate dialogue (e.g., listening for understanding, turn-taking and sharing time, respectful communication and language)</p> <ul style="list-style-type: none"> • Engages actively in reflection (as distinguished from reporting only) • Embraces and creates opportunities to explore difficult dialogues/issues (e.g., controversial topics) • Fully engages fieldwork experiential learning and the processes associated with them • Communication is consistently clear, concise, and relevant
3	Moderate participation	<ul style="list-style-type: none"> • Contributions often provide relevant information from course materials and fieldwork experience • Takes part in content/process discussion among peers, at times initiating or facilitating such discussion • Usually demonstrates behaviors that facilitate dialogue • Takes part in the dialogue/interaction but does not dominate it; engages frequently in reflection • Often willing to take risks to explore difficult dialogues/issues • Moderately engages fieldwork experiential learning and the processes associated with them • Communication is mostly clear, concise and relevant

2	Low participation	<ul style="list-style-type: none"> • Contributions occasionally offer relevant information from class materials and fieldwork experience • Sometimes participates in discussion when initiated by others, engaging mostly in content rather than process discussion (i.e., largely “reporting” rather than reflecting) • Occasionally demonstrates behaviors that facilitate dialogue • Tends toward “passive” engagement and usually does not lead OR may dominate in interaction • Superficial participation in fieldwork experiential learning
1	Unsatisfactory participation	<ul style="list-style-type: none"> • Infrequently offers relevant information from class materials and fieldwork experience • Sometimes on-topic but rarely initiates comments or dialogue with peers • Occasionally demonstrates off-task behavior (e.g., side conversations, on pager) that may require redirection • Rarely takes part in content/process discussions with limited demonstration of reflection • Limited intentionality in listening for understanding, respectful communication and language • Minimal participation in fieldwork experiential learning
0	Non- or disruptive participation	<ul style="list-style-type: none"> • Contributions reflect no preparation and are not linked to class materials or fieldwork experience • Does not participate in discussion or disrupts others, hindering their ability to participate fully • Does not demonstrate ability to listen for understanding or engage in respectful communication • Unwilling to take risks to explore questions/issues, and unwilling to participate in experiential learning