

Counseling Program Student Handbook: Policies and Procedures  
Department of Psychology  
University of West Florida (Revised 2025)

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## Overview

The Counseling Program Student Handbook reviews policies, procedures, and practices in the program and supplements the University of West Florida Student Handbook and the University of West Florida Catalog. Each student should obtain, read, be familiar with, and abide by these policies and procedures. Upon admission to the program, students will sign a statement certifying that they have read and agree to abide by Counseling Program, Department of Psychology, and University policies (See Appendix A). Ideally, this statement should be uploaded in the student's digital file prior to initial class attendance.

## Mission

*We produce effective and resilient graduates  
who can pursue careers in mental health counseling in diverse contexts.*

## Vision

Our program strives to educate future mental health counselors who are competent in clinical knowledge and skills and ethical in their professional judgment. Our graduates learn to rely on the use of evidence-based practices in counseling psychology. Our eight-semester cohort program provides a humane pace for completing academic courses and direct service training experiences. We develop clinical competence through regular personalized, honest, and constructive feedback. Our program promotes a strong, supportive learning community in which we value the diversity of people and opinion. We advance the importance of establishing and maintaining a wellness lifestyle, achieving work-life balance in graduate school and beyond.

We embrace the responsibility of serving the mental health needs of northwest Florida and maintain strong relationships with the regional mental health practice community. Although our accredited program is designed to meet the academic qualifications in the state of Florida, our graduates will qualify academically for licensing in many other states as well.

## Program Objectives

1. To maintain a fully accredited program that produces competent and ethical counselors who will be academically qualified to sit for licensing exams in Florida and elsewhere.
2. To encourage reliance on evidence-based practices in case conceptualization.
3. To provide a personalized and supportive learning environment.
4. To encourage wellness practices to support sustainable mental health careers.
5. To respect diversity of people and opinion.
6. To respond effectively to the mental health needs in Northwest Florida.

## Student Learning Outcomes

***Knowledge of Counseling Psychology (Academic Performance).*** Graduate students will perform at a high level of academically, demonstrating knowledge in various content areas of psychology and counseling. Students should integrate the psychology content they learn across their courses.

***Critical Thinking and Professional Problem Solving (Clinical Skills).*** Clinical training will be scaffolded in clinical skills courses to develop competence in the following areas:

- 1) Clinical assessment and diagnostic skills
- 2) Application of psychological theory in case conceptualization
- 3) Integration of evidence-based research in clinical intervention
- 4) Evaluation of treatment effectiveness
- 5) Incorporation of knowledge about diversity in treatment planning

**Communication in Professional Practice (Communication Skill).** Students will demonstrate effective listening, oral and written communication skills, and successful collaboration skills, including working effectively with diverse populations. They should use feedback to enhance their leadership skills. They will demonstrate appropriate emotional regulation and effective boundary management. Students will use technology appropriate to clinical contexts and also participate effectively in class discussion.

**Integrity/Values (Ethics).** Students will demonstrate values that are important to counseling practice, including empathy and concern for the welfare of others as well as open-mindedness and respect for individual and cultural differences. They will actively demonstrate a growth mindset, being enthusiastic about learning opportunities, including the ability to recover and learn from mistakes. They should show conscientiousness about analyzing the impact of their behavior on others and seek consultation when they realize their own limitations. They should embody the spirit of psychology and the counseling profession.

**Professional Development (Professionalism).** In addition to adhering to UWF policies, each student's behavior shall reflect a level of personal maturity, emotional stability, and professional integrity consistent with conduct in the professional community. This expectation includes interactions with university faculty, staff, and students, as well as practicum and internship supervisors, staff, and clients. Students should respond positively to performance feedback. They will adopt professional norms regarding comportment, language, and appearance. They will demonstrate a strong work ethic and reliable performance. They will be expected to pursue a personal plan for self-care to help manage the stress entailed in completing graduate studies and serving in a counseling role.

## Organizational Chart

**Dean**  
**Usha Kundu College of Health**  
Dr. David Bellar

**Chair**  
**Psychology Department**  
Dr. Lisa Blalock

**Director**  
**Counseling Program**  
Dr. Keya Wiggins-Jackson

**Core Counseling Faculty**  
Chelsea Greer, Ph.D., LMHC  
Rob Rotunda, Ph.D.  
*Search underway*

**Contributing Faculty**  
James Arruda, Ph.D.  
Jane Halonen, Ph.D.  
Vanessa Rainey, Ph.D.

**Adjunct Faculty**  
Dow Blue, EdD  
April Glenn, EdD

# Application

## Application Pathways

### *Traditional*

The application deadline for the traditional application process is February 1. The UWF Graduate School requires that students have a cumulative GPA of at least 3.0 to be considered.

Students must submit the following for consideration: a letter of intent, a transcript, two letters of recommendation, a curriculum vitae or resume, and an application fee of \$30. After reviewing the application materials, the faculty may issue an interview for a personal interview. Applicants should be notified of the decision by mid-March.

### *Early Decision*

Well-qualified UWF graduates (students with GPA equal to or greater than 3.75) may apply for an “early decision.” The goal of the early decision program is to assist talented students who have a strong commitment to pursuing their degrees at UWF to be able to secure their place in the next cohort. If the program faculty agree that the applicant is an excellent fit, the early-decision candidate can be admitted without being compared to the larger traditional applicant pool, thus avoiding the expense of applying to multiple graduate programs.

Application deadline for the early decision process is November 1. Submission requirements include a resume, letter of intent, one recommendation letter, and a writing sample. There is no application fee. The faculty review the pool of applicants and issue invitations for a November interview with program faculty. Decisions on early admission are targeted for no later than December 1. Early decision acceptance should include some qualification for financial support from UWF through the Pace Scholarships available to the program, when those funds are available.

Early-decision applicants who are not invited at this stage may convert their application to the traditional pathway by adding one more letter of recommendation and paying the application fee of \$30. The traditional application will be evaluated with the regular candidate pool.

## Application Outcomes

Decisions are made resulting in one of three categories: Acceptance, Waitlist, or Rejection:

- “Acceptance” means that students have secured a place in the next cohort. Students who are accepted in the program have a decision deadline of two weeks following notification. Failure to respond with an acceptance relinquishes the reserved spot in the cohort.
- “Waitlist” means that students have not been accepted in the first round of offers. However, they are qualified for admission and may be granted admission after first round acceptance decisions have been determined. Waitlist candidates are rank ordered for priority in waitlist offers and are asked to respond to an admission offer within two weeks to secure a place in the next cohort.
- “Rejection” means that students do not qualify for admission due to shortcomings in or incompleteness of their application materials or they are rejected based on problematic performance in the personal interview. If students intend to reapply in a later year, remediation of shortcomings is recommended.

## Special Acceptance Conditions

The program faculty may confer conditional or provisional admission in cases where individuals show significant academic promise, but their applications reveal some gaps. If an applicant has missing information (prerequisites; final transcripts), the program faculty can endorse a **provisional admission**; admitted students then must remedy the gaps either by completing some targeted coursework or arranging to submit missing transcripts.

The faculty can also grant **conditional admission** when students have submitted all the required materials, but may not meet the minimum requirements, typically the GPA. In this situation, students must earn

a B or better in their graduate coursework within a specified number of credit hours, up to 12, as decided by the department. Conditional admits are rare for the Psychology - LMHC program.

### **Accreditation**

The UWF MA in Psychology: Counseling Specialization is in good standing through 2032 with the accrediting body known as MPCAC, Masters of Psychology Counseling Accreditation Council.

### **Admission**

The faculty accept students for admission based on their commitment to pursue the program full-time with their assigned cohort.

Once admitted, students may negotiate completing the program on a part-time basis with the understanding that their original graduation date is likely to be postponed. Permission to change to part-time status must be formally negotiated with the program director. If complications arise in pursuing scheduled courses with the cohort, substitute courses may be endorsed on a limited basis; however, the program strongly encourages graduate students to complete their courses within the program.

If accepted, students may request “deferral” status to delay admission in the program to the following year, if complications arise in their original planning. Although the student’s application will be reactivated in the following year, it will be reevaluated in relation to other applicants for that year of admission.

Consequently, electing to defer admission does not guarantee that students will be able to enter the program a year later unless they have competed successfully with members of the next cohort.

### **Advising**

Counseling graduate students get advising assistance from two individuals in the program. The *professional* advisor is responsible for course registration and technical details related to the program. The *faculty* advisor helps them navigate the program and serves as a mentor for the student throughout the course of the student's training. The faculty advisor also has the responsibility to discuss the student's regular evaluation results with the student.

Early in the first semester, students should seek an appointment with their assigned faculty advisors to review the training program requirements. Thereafter, students should schedule an appointment, as needed, to deal with critical issues. Students who receive feedback that their performance is problematic should meet with their advisor to review progress and develop performance improvement plans.

Student advisee assignments are distributed across faculty members in the program, typically matching student interest with faculty specialty, where feasible. Changes in advising assignments may be requested by submitting a request and rationale for the change to the program director.

### **Curriculum**

Typically, students will register for three courses in the fall and spring semesters of their first two years and two courses in their summer semesters. In the semesters of their final year, students will register for two courses, one of which will be internship. Our curriculum is carefully balanced between disciplinary core courses (6 hours), research methods (3 hours), classes designed specifically to build clinical acumen (42 hours), and direct service experience in practicum and internship placements (9 hours). The curriculum aligns with requirements for state licensure in Florida as well as curriculum standards for our MPCAC accreditation. In the cohort model, graduate students move through the curriculum together from start to finish.

The curriculum consists of core courses that provide background in research methods, developmental psychology, and neuroscience. Courses that address develop counseling theory and technique are scaffolded to produce skills that deepen over time. Students should develop and refine preferences for *guiding theoretical frameworks* that will serve their needs in case conceptualization and facilitate effective direct service experiences. A practicum and two internship experiences take place in the final three semesters of the program.

Here is the link to the course requirements:

<https://uwf.edu/ukcoh/departments/psychology/graduate-student-resources/counseling-curriculum/>

This link provides a sample three-year course schedule:

[https://pdf.live/edit?url=https://uwf.edu/media/university-of-west-florida/colleges/coh/Counseling-Psychology-course-sequence-for-cohort-starting-in-Fall-2023.pdf&guid=54423157-b5d9-6023-1835-519887af1c84&installDate=040224&source=google-d\\_pdfiab\\_cr](https://pdf.live/edit?url=https://uwf.edu/media/university-of-west-florida/colleges/coh/Counseling-Psychology-course-sequence-for-cohort-starting-in-Fall-2023.pdf&guid=54423157-b5d9-6023-1835-519887af1c84&installDate=040224&source=google-d_pdfiab_cr)

## **Grading Standards**

All graduate students must receive a B- or higher in all graduate coursework. Courses in which grades fall below this standard will need to be repeated. Each student must maintain a minimum grade point average (GPA) of 3.0. Students will be placed on academic probation if the GPA falls below 3.0. The most effective academic performance occurs when students integrate the psychology content they learn across their courses.

Beyond academic performance, each student must demonstrate satisfactory progress in acquisition of applied skills at a consistent rate to meet at least minimum performance standards for the student's level of training (e.g., practicum vs. internship) across other skill development areas in the Academic Learning Plan.

## **Formative Performance Assessment**

Given the nature of the practice of mental health counseling as an academically based profession, the Counseling Program faculty has a responsibility to promote and assure standards of excellence for students in the training program. Consequently, the program faculty regularly provide holistic feedback about the progress students are making in the program.

The department does not assume responsibility for the regulation of this profession nor for the administration of mental health programs in which they will provide direct service. However, the department recognizes its responsibility to establish and maintain a training program that is consistent with the standards set forth by the Florida Department of Health. For master's level mental health professionals, the Florida Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling is the relevant guiding body. (<http://www.floridahealth.gov/licensing-and-regulation/mental-health/index.html>).

## **The Evaluation Protocol**

Each student seeking a graduate degree will be evaluated at regular intervals in five specific areas of performance in keeping with the program's Academic Learning Plan (ALP), including academic performance in coursework; critical thinking and professional problem solving; communication in professional practice; integrity and values; and professional development. Faculty use the ALP framework when evaluating holistic performance assessments at the end of each semester, practicum and internship performances, case conceptualization comprehensive examination.

This evaluation process documents progress in the program's designated outcomes, including the identification of the student's particular strengths and/or areas of difficulty. Each student's performance in these areas will be evaluated according to minimum expectations for the student's level of training, as determined by the faculty. Blank evaluation forms and performance criteria are available in Appendix B.

Evaluation procedures affirm that all students deserve direct and immediate feedback on their progress toward achievement of the goal of graduation. Problems in a student's academic, professional, and personal conduct can take many forms due to the many demands and stresses involved in graduate study.

- For the successful student, regular evaluation will provide support and encouragement to continue good work.
- For the student having temporary difficulty, regular evaluation will provide early identification of problems along with support and encouragement for resolving those problems in a timely fashion.
- For the student with significant, long-term difficulties, regular evaluation will provide support and encouragement for recognizing problems may not be easily resolved. Faculty may recommend alternate career pathways.

The faculty convene to discuss student progress and deliver a written formal evaluation of each student twice per year (early in the spring and fall semesters). Each formal evaluation includes a decision by the counseling faculty regarding the student's overall progress in the program, ranging from "commendation with

honor” through “dismissal” status. Descriptions of these judgments are detailed later in this document under “Program Status.” Overall status is determined by performance ratings in the five goals of the program. Evaluation of each of the five performance areas may include a brief description of specific information that supports and illustrates this rating. Finally, one or more goals for the student to work toward in each area may be indicated. If faculty members believe they have insufficient information or opportunity to observe the student, a rating in a particular performance area may be deferred.

The student shall acknowledge, by signature on the evaluation, having read the evaluation. Students are offered the opportunity to respond to the evaluation in writing and this response shall be attached to the evaluation placed in the student's file. Students should discuss their evaluations with their advisors, especially if needed improvements have been indicated.

### **Holistic Ratings for Program Goals**

Student evaluations in each of the 5 performance goal areas are based on the following scale:

#### ***“4” Exceeds Expectations***

The student's performance represents outstanding achievement of a level of performance that is above what would be expected for his/her level of training. A student with a cumulative GPA of 3.8 or higher would achieve this rating for academic performance in coursework, including making strong connections of content across courses. In other skill-based goals, the student performs in a distinguished manner; this rating may include execution of other departmental or program duties (e.g., as graduate assistant) or additional psychology-related activities (participates in research, organizations, colloquia, etc).

#### ***“3” Meets Expectations***

This rating is the most common seen in holistic evaluations, representing a student making satisfactory progress in the program. Students' GPAs typically fall in the 3.0-3.8 range. The faculty may note specific outcome strengths and limitations and offer suggestions to improve in problematic areas, but the student should feel encouraged about their likely success in the program based on this level of performance.

#### ***“2” Needs Improvement***

This rating suggests that students need additional effort to meet standards in a given area. A student who maintains an overall GPA over 3.0 but produces a lower semester GPA would fall into this category; however, the rating can also be triggered by faculty concerns in other performance areas. In the event of a rating below expected level, the faculty may recommend remedial action.

#### ***“1” Needs Substantial Improvement***

This rating suggest that the student's performance represents a significant problem needing urgent attention. Performance is below the expected level and thus may require a plan for remedial action that is necessary to improve the student's performance to achieve a minimally acceptable level of performance. A student with a cumulative GPA that is lower than 3.0 would receive this rating for academic performance. Aside from low GPA, other reasons a student may receive this rating include unacceptable or missing academic assignments, not making any progress on the internship or capstone experience, not responding to or meeting with faculty when indicated, or unprofessional/unethical behaviors which affect progress in the program.

#### ***“0” Not Observed***

This rating is relatively rare given the scope of student learning outcomes in each category.



## **Program Status Judgments**

Upon completion of the holistic performance evaluation conducted at the start of the spring semester and the start of the fall semester, students will be categorized by participating faculty members according to their overall performance in the program.

### ***Commendation of Honor:***

The faculty may recognize a student for overall performance that exceeds expectations and represents excellence in the profession, relative to the minimum expectations for the student's level of training.

This progress rating is given if:

- 1) semester GPA falls in 3.8 to 4.0 range;
- 2) at least two other areas of performance are judged by counseling faculty to exceed expectations; and
- 3) no areas of performance are in need of improvement or substantial improvement.

For situations in which a performance area cannot be assessed (e.g., student not involved in Practicum or Internship at the time of evaluation), academic performance (as outlined by GPA standards below) and a majority of the remaining, rated performance areas must be deemed to exceed expectations, with no areas of performance deemed in need of improvement or in need of substantial improvement.

### ***Good Standing:***

The faculty will recommend continuation in the program for students in good standing, who demonstrate satisfactory performance relative to the minimum expectations for the student's level of training. This is the most common rating provided by the faculty. This progress rating is given if

- 1) semester GPA is expected to be in the 3.0-3.79 range.
- 2) no performance area is deemed in need of improvement or in need of substantial improvement.

### ***Remediation:***

The faculty may recommend continuation in the program, but with specific recommendations for remedial action to be taken by the student who demonstrates satisfactory performance in most areas evaluated, but is also found to be below expectations in one area. This progress rating is given if

- 1) semester GPA is expected to be in the 3.0-3.79
- 2) one goal area is rated as not meeting expectations.

Remedial action is intended to assist the student in correcting the area of deficiency and is expected to be completed by the next regular evaluation. This recommendation shall include a notice to the student of the potential for being placed on probation or dismissed from the program if the remedial action is not successfully completed (Appendix C).

### ***Probation:***

The faculty may recommend probation in any of the following circumstances:

- 1) semester GPA falls below 3.0;
- 2) performance in more than one area judged to be below expectations;
- 3) performance in one or more areas judged as being *significantly* below expectations;
- 4) failure to successfully complete a previously recommended remedial action;
- 5) concerns initiating investigation through its conclusion for alleged violation of
  - a) APA or ACA ethical standards
  - b) Florida statutes that would normally result in restriction from professional activities as a mental health professional;
  - c) UWF Student Misconduct System or the Academic Misconduct Policy.

The recommendation for probation shall be in relation to the Counseling Program only, and shall be separate from and/or in addition to academic probation imposed by the university.

The recommendation for probation shall include specific conditions of the probationary period as well as a remedial action plan intended to assist the student in correcting the area(s) of deficiency. The recommendation for probation shall also include a notice to the student of the potential for being

dismissed from the program if the conditions of the probation are not honored and/or if the remedial action plan is not successfully completed (Appendix D). A student on probation must submit a written request for removal from probation to the Counseling Program faculty to consider at the next regular evaluation. Removal from probation and reinstatement in the program requires action by the Counseling faculty upon interview with the student and review of the student's successful completion of the conditions of probation and the remedial action plan.

### ***Dismissal:***

Dismissal is intended to be the final step taken after repeated efforts to assist the student in meeting minimal expectations have failed or been rejected by the student. The faculty may recommend dismissal from the program for a student who

- 1) earns an overall GPA that falls below 3.0;
- 2) consistently demonstrates problematic progress in deficient goal areas, including failing to complete recommended remedial plans;
- 3) repeated academic/comportment difficulties that predict professional goals are not realistic or tenable.

Faculty may also recommend dismissal from the program without any prior recommendation for remedial action of probation under the alleged *severe* violations of professional standards that engender risk for clients, the program, or the university, including

- 1) APA or ACA ethical standards;
- 2) Florida Statutes that would normally result in restriction from professional activities as a mental health professional; or
- 3) UWF Student Conduct System or the Academic Misconduct Policy

Notification of dismissal (Appendix D) should provide a description of the grounds for dismissal and a description of the UWF appeals process, including the identity of the representative of the Usha Kundu College of Health who is designated as the appeals officer.

## **Practicum**

The Practicum experience course provides graduate students with their first practical experiences in direct service as a mental health counseling professional. The student will spend approximately 10-15 hours per week at the assigned practicum site performing counseling-related duties assigned by the site supervisor. Simultaneously, students meet with their cohort members in a class led by a core faculty member. The experience is typically scheduled in the last summer semester of the program.

In taking this first step into a professional role, practicum students assume several additional responsibilities. First, students are responsible for making the most of the educational opportunities afforded by the university. Second, students are responsible for representing the Counseling Program, Department of Psychology, and the university in the professional community. Third, students are responsible to the field placement site, to function as a responsible staff member and colleague. Finally, and arguably most important, students are responsible for delivering high-quality care to their assigned clients.

### **Qualifications**

Program faculty are responsible for assuring that students are adequately prepared prior to being permitted to take this step. Thus, the decision to authorize student applications for a practicum position and register for practicum hours requires careful consideration of the student's previous performance in the training program.

To apply for permission to begin practicum, students must successfully complete specific courses listed as pre-requisites for practicum. Thus, students ordinarily will not apply for permission to begin practicum until *at least* the 5th semester in the program. Typically, students begin practicum during their second summer in the program.

No students who are currently on a remediation plan or on probation will be permitted to apply. Thus, the student's most recent evaluation must have resulted in either a recommendation for commendation or continuation in good standing without any remedial action. In effect, the student's most recent evaluation must clearly indicate a level of performance that is consistent with that of the average student in the program entering the applied practicum stage of graduate training.

### **Practicum Direct Service**

The practicum placement serves as arena for the practical application of theories and concepts of counseling that the student has learned in previous coursework. The expectation is that practicum students will spend a minimum of 10 hours per week, but typically no more than 15 hours per week at the practicum site performing counseling training duties assigned by the supervisor at the practicum site. Under normal circumstances, the time spent at the practicum site should involve at least half of the time devoted to direct client contact. Over the course of the semester, the practicum experience will provide the student with a *minimum* of 150 on-site hours of training, and a *minimum* of 40 direct client contact hours. No more than 200 on-site hours accrued during the practicum semester may count toward the 1000 on-site hours needed for program completion.

Upon receiving authorization from the Counseling Program faculty to apply for a practicum position and register for practicum hours, students should review the authorized practicum placement sites to determine which sites will be most likely to meet their training needs and goals. Application for practicum generally takes place as part of the Counseling Program core course, Pre-practicum: Techniques of Counseling and Psychotherapy (PCO6204). In this course, students identify placement sites that fit with their professional goals. They interview at multiple sites, and with the direction of core faculty, accept placement in a community agency that offers an experienced mental health professional in that agency to provide supervision.

The *Practicum-Internship Application* form (Appendix E) must be completed by the student and submitted to the Program Director of the Counseling Track at least 4 weeks prior to the start of the semester in which the student intends to begin the practicum. All preliminary arrangements (e.g. student contacts, interviews, notification of acceptance by site supervisor) must be completed and the site approved prior to registration for internship hours in any semester. To be covered by liability insurance, the student must be registered for practicum or internship prior to starting or continuing with any activities at the placement site.

The emphasis of the direct service experience is on development of clinical skills in interviewing, assessment, and mental health counseling of individuals, groups, and families. These activities may include conducting assessment and counseling sessions with clients of the agency; conducting co-therapy with experienced staff members as they work with individuals, couples or groups; participating in case conferences and meetings; participating in weekly one-hour supervision sessions with the supervisor; and completing any record keeping and case management duties required in a responsible, professional, and timely fashion.

Ordinarily, students will not be placed for practicum in an agency where they are already employed. Exceptions will be considered if the practicum placement is within a program that is administratively distinct from the students' employment and if practicum supervisors are not the students' employment supervisors. Employment in the practicum site agency that would commence after the start of the practicum may be considered on a case-by-case basis, if the above criteria for distinct program and supervisor are met.

The on-site presence of the supervisor or other staff person is required when the student is performing assigned duties. The supervisor should arrange for coverage by other experienced staff if unable to meet with the student during their regularly scheduled supervision hour.

### **Practicum Course**

In addition to the above practicum site responsibilities, the student will attend the scheduled class on campus each week, as well as regularly scheduled individual supervision sessions with the course instructor. The class will be conducted as a peer group supervision session in which case material, including audio/video recordings of counseling sessions (where applicable), will be presented and discussed in the context of assigned readings and topics on practical applications of counseling. The case material will serve to illustrate these applications. Whenever possible, the student will be expected to record (audio and/or

video) counseling sessions on a regular basis for supervision by the on-site supervisor, the course instructor, and the student's peers in group supervision. These activities promote more effective self-evaluation by the student, as well as generate constructive feedback for the student's professional development. It should be clearly understood that such discussions are conducted with the strictest confidentiality, in compliance with policy and regulations of the practicum site, in compliance with applicable professional ethical standards, and in compliance with applicable law.

Over the course of the semester, these components of the practicum experience will provide students with a minimum of 150 hours of on-site training in addition to the university-based supervision and class. Successful completion of the practicum will be determined by the grade received for the course (minimum of B- required), based on the evaluation of the on-site practicum supervisor and the course instructor.

### **Assessment Procedures**

At the conclusion of the practicum experience, students will be evaluated by the supervisor. A copy of the evaluation form can be found in Appendix F. The form is also used to evaluate internship performance. The evaluation form is essential as documentation of the number of hours students complete in direct service, including the actual number of supervision hours.

### **Internship and Comprehensive Examination**

The process for completing the requirements for the internship is similar to, and follows in sequence, the completion of the requirements for the practicum experience. Students must, in conjunction with the Counseling Program faculty, be cleared to continue training in an internship position), and register for internship credit hours. To obtain permission to begin internship, students must have successfully completed Practicum. Students typically remain at their training site for three semesters (one year, beginning in May through the following April).

The internship expands the amount of time students spend in direct service and continues involvement in a full range of clinical activities. Interns will receive a minimum of one hour of individual supervision per week from the site supervisor. They will also attend a scheduled class on campus each week with their cohort to learn from the experiences reported by their peers. The internship course instructor also provides regularly scheduled individual supervision.

Students who are currently on a recommendation for remedial action or on probation will not be permitted to begin the internship. Thus, the student's most recent evaluation must have resulted in either a recommendation for commendation or a recommendation for continuation in the program without any remedial action. In effect, students' most recent evaluations must clearly indicate a level of performance that is consistent with that of the average student in the program nearing the end of his/her graduate training.

### **Direct Service Requirements**

The internship training experience usually is the equivalent of working 24-40 hours per week across two semesters. Under some circumstances, a part-time placement over a longer period of time may be approved by the counseling faculty.

Adding on to 150 hours of direct service in practicum, a minimum of 850 on-site hours fulfills the 1000-hour requirement for the internship experience. At least 280 hours must involve direct client contact. The 1000 hour direct service must be accrued and documented for successful completion of the UWF program, which is consistent with Florida requirements for pre-degree training hours as a licensed mental health counselor.

### **Comprehensive Capstone Examination**

To satisfy requirements for graduation, the internship experience must be integrated into the knowledge base the student has acquired through coursework in psychology and counseling. The student must demonstrate this integrative competence by completing a comprehensive capstone assignment that includes a case conceptualization with oral defense. The emphasis of the experience is exhibiting the student's ability to use the *guiding theoretical framework* that the student has developed through the program to address diagnostic and treatment concerns. "Comp" performance is reviewed by assessors, typically two faculty members, one of

whom must represent core faculty from the Counseling program. In some cases, external assessors may be recruited from the counseling psychology community.

Conducted at the end of the final semester in the program, the capstone experience simulates the kind of professional decisions a counselor needs to make regarding problem identification, diagnosis, and treatment in a mental health setting. The assessors provide two case studies and ask students to declare a preference. The student then has 60 minutes to prepare a case conceptualization. Students have access only to the *Diagnostic and Statistical Manual* to support their work. They may not use other technology. They will then present their case conceptualizations targeted for 30 minutes. Assessors may ask questions during or after the presentation.

At the conclusion of the presentation, assessors ask students to step outside while they deliberate on their achievement level. Desirable categories include “Commendation with Honor” and “Good Standing.” Student performance can also be designated in need of minor or major remediation, including a judgment that the student failed to meet criteria. Minor remediation recommendations include revision of the case conceptualization in writing. Major remediation may require starting over with a different case.

The evaluation form used for the comprehensive examination can be found in Appendix F.

## **Policies and Practices**

### **Academic Integrity**

Counseling students will adhere to the Argo Honor Code, which states, “**As Argonauts, we act with integrity. We do not lie, cheat, steal or tolerate those who do.**”

### **Accommodations**

Students must be registered with the Student Accessibility Resource (SAR) Office on campus to request learning accommodations, such as extended times or noise-reduced environments during testing.

<https://uwf.edu/academic-engagement-and-student-affairs/departments/student-accessibility-resources/>

### **Background Checks**

Some direct service appointments may require evidence of an appropriate background check. Should students have any problematic history that might interfere with placement, they should disclose to their advisors any difficulties that may show up in a background check. Challenges of this nature do not rule out community placement, but potentially will restrict the range of available choices for training sites.

### **Career Planning**

Graduate students have access to Career Advising Services on campus to help them transition from the program into the professional counseling workforce. Faculty advisors may encourage students to seek support for the development of a professional resume, for interviewing practice, and for job searching.

<https://uwf.edu/academic-engagement-and-student-affairs/departments/career-development-and-community-engagement/>

### **Conflict Resolution (Appeals, Grievance, and Due Process)**

We honor an organizational “chain of command” in attempting to resolve conflict. Students should initiate conflict resolution by speaking directly with the faculty instructor about the concern.

Barring a favorable resolution of the problems at that level, students should seek an appointment in turn with the Counseling Program Director, the Chair of the Psychology Department, a representative of the Dean of the Usha Kundu College of Health, and finally a representative of the UWF Provost Office. If this process does not yield a satisfactory outcome, the student may consider filing a grievance as described in the UWF Student Handbook.

Due process ensures that student evaluations and faculty decisions regarding students are not arbitrary, discriminatory, personally biased, or otherwise unfair. Students who are dissatisfied with the content or outcome of any evaluation is encouraged to attach a written response to the evaluation.

Upon admission to the graduate training program, each student receives a copy of evaluation procedures and criteria in this policy document. Each student maintains online access to the UWF Student Handbook that outlines the appropriate appeal procedures available to the student.

### **Counseling & Behavioral Health Colloquium Series**

The UKCOH faculty collaborate on a colloquium series that should benefit Counseling students. The series offers enrichment opportunities for students to learn about current challenges and emerging techniques in the field of counseling and other aspects of health care. The Colloquium provides an opportunity for the student body to come together to learn about professional practice and to enhance building their professional networks. Participation in the series is currently voluntary, but highly recommended, unless specified as a course requirement by specific instructors.

### **Diversity Commitment**

Commitment to diversity is important in the Counseling program in relation to recruitment and retention of a diverse student body as well as attention to preparing counseling graduates to work with diverse clientele. Attention to diversity concerns is essential in educating counselors who will function well in a multicultural society that values the expression of diverse ideas.

The UWF faculty strive to be proactive, transparent, and intentional in support of those objectives. They attend to building supportive relationships with counseling students that focus not just on navigating program expectations but on supporting the achievement of their future professional roles. They show respect for and interest in the diverse backgrounds that students share in the program and enthusiastically support goals that involve working with marginalized populations. The faculty are honest and timely in their feedback to encourage optimal student performance and growth. The faculty also regularly seek feedback about the program climate to ensure the best graduate learning experience.

### **Enrollment Status**

Each student should maintain continuous enrollment in the program. For best outcomes, we discourage students from trying to complete the program while working a full-time job.

A student may petition the Counseling Program faculty in writing for a leave of absence from the program. Such a leave of absence will normally be granted for one semester, but may be extended by the program director for an additional semester upon written petition by the student. A student on a faculty-approved leave of absence for more than three consecutive semesters must reapply to the University and to the Counseling Program director to reactivate graduate student status and will be expected to meet requirements for graduation in effect at the time of readmission rather than the original admission conditions.

A student who is not enrolled and is not on a faculty approved leave of absence shall be considered to have withdrawn voluntarily from the program and must reapply for admission to the program along with other candidates for that year.

### **Ethical Standards**

To assure compliance with the current Ethical Standards of the American Psychological Association (APA), the American Counseling Association (ACA), and applicable Florida law regarding the practice of Mental Health Counseling and Psychology, no student may engage in any paid work of a psychological nature during direct service courses (i.e., practicum, internship) without the formal approval of the Counseling Program faculty. A student must provide a written proposal for such activity for faculty approval prior to accepting any such position. Students should also not be engaged in any type of independent mental health practice while enrolled in the program.

Each student is expected to be familiar with and adhere to the current ethical standards of the relevant professional association (e.g. American Psychological Association; American Counseling Association). In addition, each student is expected to adhere to the standards for professional conduct that have been established for mental health professionals by Florida statute and regulations developed by the relevant state agency (e.g., Florida Department of Health; Florida Department of Children and Families). These standards shall include the

relevant sections of Chapter 491; Chapter 490; Chapter 394, Part I; Chapter 415; and/or Florida Statute 090.503. (These standards will be covered at length in the Ethics and Professional Issues in Counseling course).

## **Financial Aid**

Approximately 50% of UWF graduate students receive some kind of financial aid. Options for financial aid and their application procedures include

- graduate assistantships → Students should apply to the Graduate school for consideration of GA assignments in the department or elsewhere on campus
- scholarships → Students should go to the scholarship portal maintained by the Graduate School which will match student characteristics to existing opportunities
- participation in grant-funded faculty research → Although this opportunity is rare, students should seek out and apply to faculty who may have research assistantship (RA) funding available.
- student loans → Low-interest, long-term loans are awarded on the basis of financial need or the cost of attendance. Types of loans include: Federal Perkins Loan, Federal Direct Loans, Federal Direct PLUS Loan for Graduate Students, and Alternative/Private Loans. Visit the UWF Financial Aid website for more information about the [types of loans](#) available, financial aid forms, and steps to [apply for aid](#).

## **Graduate Assistantships**

Graduate assistantships entail ten hours per week of administrative or academic support work under the supervision of a UWF faculty or staff member. Typically, a small number of GAs are available for work within the Psychology Department, in which case GAs can support teaching or research activities for their assigned faculty member. GAs may work for more than one supervisor during their period of employment. Students can also apply for GAs in other operations on the campus.

Compensation for serving as a GA includes coverage of six credits of graduate tuition and minimum wage for up to ten hours per week.

## **Harassment**

University of West Florida (University) is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of age, color, disability, genetic information, marital status, national origin, race, religion, sex (including pregnancy, gender, gender identity, and sexual orientation), veteran status or any other legally protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable laws, regulations, ordinances, orders, and University policies, procedures, and processes.

The University is committed to ensuring that each member of the University community is permitted to work and learn in an environment which is free from discrimination and harassment. The Equal Opportunity Office is responsible for accomplishing this objective by:

- Working to maintain an environment free from discrimination and harassment and ensuring compliance with all applicable local, state, and federal laws.
- Addressing reports of harassment, discrimination, and retaliation, involving the University community, consisting of prospective and enrolled students, prospective and current employees, and visitors.
- Promoting an inclusive work and educational environment where the faculty, staff, and students are treated fairly, recognized for individuality, and rewarded for performance.
- Developing policies and procedures to enhance equal opportunity for the University community.
- Communicating the University's commitment through training, education, and program development.

Faculty, staff and students are strongly encouraged to report allegations of discrimination, harassment and/or retaliation.

## **Health Care**

Student physical and mental health needs are supported at Student Health Services on campus. Primary care is provided at no charge; however, fees may be charged for lab services and testing. To make an appointment call [850.474.2172](tel:850.474.2172), option 1.

Obtaining independent health insurance is highly recommended for students who are pursuing graduate degrees and are not covered by parental policies or other means. Options are available for securing health insurance at [Healthcare.gov](https://www.healthcare.gov).

### **Liability Coverage**

Affiliation agreements signed between the University of West Florida and their allied placement agencies provide liability coverage for students in training. However, students may exercise an additional layer of protection by taking out their own policies. Options can be investigated through the American Psychological Association.

### **New Student Orientation**

The faculty offer a mandatory orientation session for the incoming cohort typically the Friday before the fall semester gets underway. The orientation introduces faculty, describes the curriculum, and incorporates a tour of the campus. Students may secure their Nautilus card (UWF student identification) during the tour. New students should contact the program director to make alternate arrangements to learn the content of the orientation, if they are unable to attend the scheduled orientation session.

### **Privacy**

Faculty are obligated to protect student privacy through the Buckley Amendment, referred to as the FERPA Act. As such, no information can be distributed about student participation in the program without consultation and explicit permission.

### **Professionalism**

Students should behave in a professional manner, whether in class or in direct service in counseling contexts. Broadly speaking, professionalism involves demonstrating a strong work ethic in which one strives to do one's best and to bring out the best in others. Professionals demonstrate a positive attitude, perform reliably to engender trust, communicate honestly and respectfully, and observe local norms about punctuality, dress code, and comportment. They strive to be helpful and collaborative. Professionals also maintain high standards of personal integrity.

### **Professional Memberships**

Students may benefit from pursuing membership in a professional organization that addresses counseling issues. The most common choices for student membership include:

- The American Psychological Association ([apa.org](https://www.apa.org))
- APA, Division 17, Counseling Psychology (<https://www.div17.org/>)
- The American Counseling Association (<https://www.counseling.org>)
- The Association of Marriage and Family Therapy (<https://aamft.org>)
- National Association of School Psychologists (<https://nasponline.org>)

### **Student Advisory Board**

Students have an opportunity to develop leadership skills by volunteering to serve on the Student Advisory Board. In this capacity, the board meets with the program director at minimum twice a semester for input from the student perspective. They also will assist in the design and execution of the New Student Orientation under the supervision of the Program Director.

### **Student Responsibility**

Responsibility for completing all applications, meeting all deadlines, and complying with the requirements and policies of the Counseling Program, and University rests entirely with the student.



## **Student Scholarship Symposium**

Counseling graduate students have the opportunity to showcase scholarly work in UWF's annual student showcase called the Student Scholarship Symposium. Sponsored by a faculty member, students can submit posters that display their original work. This opportunity is highly recommended for students who wish to move into doctoral programs after completing the specialization in counseling.

## **Student Travel Funding**

The Graduate School provides support for graduate students to travel to one conference during their graduate studies. Students typically use these funds to attend the Southeastern Psychological Association convention that takes place in the spring semester at a major city in the region. However, other professional conference experiences qualify for travel support. Students may be able to take advantage of travel arrangements sponsored by the department as an additional means of defraying the cost of participation.

## **Supervisor Benefits**

Each supervisor who provides supervision of a student for at least 300 contact hours is eligible to receive a Certificate of Participation issued by the University of West Florida. This certificate entitles the supervisor to an exemption from the matriculation fee for up to six hours during one term of instruction at any state university. Although the matriculation fee will be waived, the holder of the certificate, which is non-transferable, will be required to pay all other applicable fees at the time of registration.

Issuance of this certificate will follow documentation of at least 300 on-site hours performed by the student through the *Practicum/Internship Student Counselor Evaluation Form* to be completed by the site supervisor at the end of each semester. This form is critical in that it formalizes the number of hours the student completes at their practicum/internship site, and verifies the actual number of supervision hours.

## **Time Limitations**

All master's work must be completed within six years of beginning the degree program or the student will be required to retake any expired course work.

## **Transfer to I/O Track**

If student wishes to change to UWF's MA program in Industrial/Organizational Psychology, the student should first consult with the faculty advisor and also communicate this intention in writing to the program director. Students must initiate a new application process for this change, including the submission a new letter of intent describing their revised career goals and how the track will help them in their pursuit of these goals. If the transfer is approved, the student must then follow the rules that govern performance in the new track.

## **Transfer Credit**

During residence at UWF, each student should complete the required Counseling Program Courses that are listed in the UWF catalog and on the department's website, including the practicum and internship courses associated with clinical field placement. With the advisor's approval, the program director may accept transfer of a maximum of 6 semester hours of graduate work taken at another University toward the degree based on conditions of exigency; however, direct service courses will not be accepted for transfer credit. Students should be aware that transferring course credits to satisfy UWF requirements may compromise on time graduation with the student's cohort.

## **Withdrawal**

If a student wishes to withdraw from the program, the student should first consult with the faculty advisor followed by a formal communication of this intention in writing to the program director.

## **Work-Life Balance**

Professional counselors should strive to maintain reasonable work life balance learning how to manage the inevitable stresses associated with the helping professions. Although therapy is not mandated, the faculty encourage students to explore therapeutic support at some time during their preparation to learn techniques that

will help them become more resilient. Faculty can provide suggestions for local counselors who can assist students.

## Appendix A

### CERTIFICATION OF ADMISSION AND AGREEMENT TO ABIDE BY COUNSELING PROGRAM POLICIES (rev. 2025)

Student Name:

Semester of Admission:

I understand that, as a graduate student, I have certain rights, privileges, and responsibilities, as do the faculty, which are described in the Counseling Program's Student Handbook. In accepting admission to the Counseling Psychology Program in the Department of Psychology,

I certify that I have received, read, and agree to abide by the provisions contained in the Counseling Program Student Handbook: Policies and Procedures (available on the Counseling Psychology Graduate Track website).

*I understand that departing from the cohort schedule may compromise my intended graduation date.*

Student Signature:

Date:

Faculty Advisor or Program Coordinator:

Date:

Appendix B  
**Formative Performance Evaluation**

Name \_\_\_\_\_

Year in Program 1 2 3

Evaluation Period: \_\_\_\_\_

**Program Status:**

- Commendation with Honors**
- Good Standing\***
- Remediation**
- Probation**
- Dismissal**

*Holistic Ratings Scale for Program Goals:*

*“4” Exceeds Expectations*

*“3” Meets Expectations*

*“2” Needs Improvement*

*“1” Needs Substantial Improvement*

*“0” Not Observed*

*\*This category is the most typical rating*

*Outcome status (A-DD) assumes “meets expectations” unless otherwise noted.*

---

**Knowledge in Counseling Psychology**

**Semester GPA:** \_\_\_\_\_ **Overall GPA:** \_\_\_\_\_

“4” Semester GPA = 3.8 - 4.0

“3” Semester GPA = 3.0 - 3.79

“2” Semester GPA < 3.0

“1” Overall GPA < 3.0

**Exceeding Expectation:**

**Not Meeting Expectation:**

Recommendation:

A. Integrates psychological knowledge across courses

---

**Critical Thinking/Professional Problem-Solving**

B. Diagnoses clinical conditions accurately using DSM-5 framework

C. Relies on theory to explain etiology/plan treatment

D. Justifies treatment planning theoretically

E. Integrates research into evidence-based treatment plan

F. Incorporates diversity knowledge (e.g., culture, gender)  
in clinical planning

G. Evaluates effectiveness of interventions

**Exceeding Expectation:**

**Not Meeting Expectation:**

Recommendation:

---

**Communication in Professional Practice**

H. Listens attentively, actively, and empathetically

I. Expresses ideas effectively in oral and written modes

J. Delivers effective presentations

K. Manages and expresses emotions appropriately

L. Establishes and maintains appropriate interpersonal boundaries

M. Collaborates effectively on team projects

N. Demonstrates effective leadership

O. Interacts effectively with diverse others

P. Participates appropriately in class discussion

Q. Uses technology appropriately in clinical/academic settings

**Exceeding Expectation:**

**Not Meeting Expectation:**

Recommendation:

---

**Integrity/Values**

R. Expresses empathetic concern for welfare of others

S. Demonstrates open-mindedness about and respect  
for individual and cultural differences

T. Maintains appropriate ethical & personal integrity standards

U. Embodies spirit of the psychology discipline/counseling profession

V. Exhibits growth mindset orientation

W. Systematically reflects on behavioral impact on others

**Exceeding Expectation:**

**Not Meeting Expectation:**

Recommendation:

X. Seeks consultation as appropriate

---

**Professional Development**

- Y. Adopts professionalism norms (comportment, language, dress)
- Z. Plans and executes projects skillfully
- AA. Delivers appropriately on commitments and obligations
- BB. Displays positive attitude toward work and profession
- CC. Effectively incorporates performance feedback from faculty/supervisors
- DD. Engages in effective self-care practices to manage stress

**Exceeding Expectation:**  
**Not Meeting Expectation:**  
Recommendation:

**Advisor Signature:**

**Date:**

**Program Coordinator Signature:**

**Date:**

**Student Signature:**

**Date:**

Please sign and date this form indicating you have read the evaluation. Return the signed form to the Program Coordinator. **We strongly encourage you to make an appointment with your advisor to discuss implications for goal ratings that fall below "Good Standing."**

**Program Status Criteria**

**Commendation with Honor**

- Semester GPA meets or exceeds 3.8
- At least two additional program goals earn "exceeds expectation" ratings
- All program goals at least "meet expectations"

**Good Standing**

- Semester GPA between 3.0 and 3.79
- All program goals at least "meet expectations"

**Remediation**

- Semester GPA between 3.0 and 3.79
- One goal area achieves "does not meet expectations"  
*Deficiency must be corrected by next evaluation.  
Notice to student will include potential of probation or dismissal if remediation is not addressed.*

**Probation**

- Semester GPA falls below 3.0
- Deficiencies noted in more than one goal area or substantial change needed in one specific area.
- Failure to complete remediation plan
- Alleged violations of relevant codes of conduct until investigation is concluded

**Dismissal**

- Overall GPA falls below 3.0
- Failure to complete remediation plan
- Failure to demonstrate deficient goal area progress
- Repeated academic/comportment difficulties predict professional goals are not realistic or tenable
- Alleged severe violations of professional standards that engender risk for clients, program, or university

Appendix C  
**REMEDIAL ACTION PLAN**

Student Name: \_\_\_\_\_

The following remedial action plan is intended to help the student address an area of performance that has been evaluated as being below expected level for the student's current level of training. This remedial action plan is regarded as being a required component of the student's training program, which must be successfully completed before the student can advance within the program. Failure to honor or successfully complete this plan may result in the student being placed on probation or even dismissed from the program, according to the Counseling Program Student Handbook.

Area and Nature of Deficiency:

Remedial Action and Criteria for Completion:

Recommended Time for Completion:

\_\_\_\_\_  
Faculty Advisor Signature/Date

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Counseling Program Coordinator/Date

## Appendix D

### RECOMMENDATION FOR PROBATION

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

This Recommendation for Probation is intended to help the student address one or more areas of performance that have been evaluated as being below expected level for the student's current level of training or as representing a significant impediment to the student's successful completion of the training program. This probation status is regarded as being a temporary suspension of the student's training program. The conditions of probation must be successfully fulfilled before the student will be permitted to advance within the program. Failure to honor or successfully fulfill the conditions of probation may result in the student being dismissed from the program.

Cause for Probation:

Conditions of Probation and Criteria for Completion:

Recommended Time for Completion:

---

Faculty Advisor Signature/Date

---

Student Signature/Date

---

Counseling Program  
/Date

Appendix E  
**PRACTICUM AND INTERNSHIP APPLICATION**  
(revised 2024)

**Department of Psychology – M.A. In Psychology  
Counseling Specialization**

**Section I. Personal Information:**

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_ E-mail: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Work location (if applicable) and number of hours worked per week: \_\_\_\_\_  
\_\_\_\_\_

Local address: \_\_\_\_\_

(City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip code) \_\_\_\_\_

**1) Intended Start of Practicum:** Spring \_\_ Summer \_\_ Fall \_\_ Year: \_\_\_\_\_

**2) Current GPA:** \_\_\_\_\_ **3. Total # credit hours completed:** \_\_\_\_\_

**4) Pre-requisites completed:** \_\_\_\_\_ Semester

Psychopathology	CLP 5166	_____
Ethics	PCO 6206	_____
Theories of Individual Counseling	PCO 6216	_____
Theories of Group Counseling	PCO 6246	_____
Pre-Practicum: Counseling Skills	PCO 6204	_____

**5) Excluding current courses being taken, list courses remaining to complete degree:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section II. Areas of Interest for Practicum Placement: (Check or rank order all that apply)**

**Client Population:** \_\_ Child \_\_ Adolescent \_\_ Adult \_\_ Elderly \_\_ Corrections

**Type of Setting:** \_\_ Inpatient \_\_ Outpatient \_\_ Transition \_\_ Prison \_\_ School



**Special Interests:** \_\_\_ Marital/Family \_\_\_ Substance Abuse \_\_\_ Health \_\_\_ Trauma

Special needs, limitations, accommodations: \_\_\_\_\_

**Section III. Practicum / Internship Site Information:**

Placement Site: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Phone: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Supervisor E-Mail: \_\_\_\_\_

Anticipated Starting Date: \_\_\_\_\_ Anticipated Ending Date: \_\_\_\_\_

**Section IV. Practicum / Internship Agreement and Approval:**

The parties below confirm that they have received, read, and understand the following document, which constitutes part of the training agreement:

UWF Department of Psychology, *Practicum/Internship in Mental Health Counseling: Essential Information for Students and Supervisors*, summarizing the expectations and requirements for practicum and internship.

By endorsing this placement, the parties below agree to fulfill their respective responsibilities and will abide by the relevant policies of the University of West Florida and the field placement site concerning interns and/or employees.

Student signature: \_\_\_\_\_ (Date) \_\_\_\_\_

Site supervisor signature: \_\_\_\_\_ (Date) \_\_\_\_\_

Counseling Track Coordinator: \_\_\_\_\_ (Date) \_\_\_\_\_

*Please attach a current resume or curriculum vita, to be included in your file, and return to the Counseling Track Coordinator prior to beginning your placement.*

## Appendix F

### Practicum/Internship Rubric (in progress)

# Student Performance Expectations and Assessment Record for Internship Experience

(revised with program outcomes 08/9/24)

## Instructions

*Please rate the following behaviors using this scale:*

Student Name:

- 4: Exemplary for student with this level of training and experience
- 3: Competent
- 2: Needs Improvement
- 1: Needs Substantial Improvement
- 0: No Evidence

Evaluator Name:

Placement Site:

Evaluator Role: \_\_\_\_\_ Internship supervisor

\_\_\_\_\_ Instructor/Faculty member

**Knowledge of Counseling Psychology**

1. Accurately describes the mission of internship site	4	3	2	1	0
2. Articulates the typical needs of and/or issues faced by the site's clientele	4	3	2	1	0
3. Accurately conveys relevant psychological concepts	4	3	2	1	0
4. Applies appropriate psychological content to client needs	4	3	2	1	0

Notes:

**Critical Thinking and Professional Problem-Solving**

5. Diagnoses clinical conditions accurately using DSM-5 framework	4	3	2	1	0
6. Explains origins theoretically	4	3	2	1	0
7. Justifies treatment planning theoretically	4	3	2	1	0
8. Integrates research into evidence-based treatment plan (justifies action on research and evidence not simply personal opinion)	4	3	2	1	0
9. Incorporates diversity knowledge (e.g., culture, gender) in treatment	4	3	2	1	0
10. Applies research skills relevant to the site or project planning	4	3	2	1	0
11. Evaluates effectiveness of interventions	4	3	2	1	0

Notes:

**Communication in Professional Practice**

12. Listens attentively, actively, and empathetically	4	3	2	1	0
13. Expresses ideas effectively in writing and orally	4	3	2	1	0
14. Manages and expresses emotions appropriately	4	3	2	1	0
15. Build rapport and trust with clients, peers, and supervisors	4	3	2	1	0
16. Attends to nonverbal client behavior	4	3	2	1	0
17. Accurately identifies prioritizes client problems and concerns	4	3	2	1	0
18. Manages client crises effectively	4	3	2	1	0
19. Assigns homework to clients as appropriate	4	3	2	1	0
20. Collaborates effectively on team projects	4	3	2	1	0
21. Establishes and maintains appropriate professional boundaries	4	3	2	1	0
22. Interacts effectively with diverse others	4	3	2	1	0
23. Communicates effectively in public presentations	4	3	2	1	0
24. Demonstrates leadership skills	4	3	2	1	0
25. Uses technology appropriate to clinical setting	4	3	2	1	0

Notes:

---

**Integrity/Values**

26. Shows positive regard/empathetic concern for welfare of others	4	3	2	1	0
27. Demonstrates open-mindedness about and respect for individual and cultural differences	4	3	2	1	0
28. Recognizes key ethical issues involved in service delivery or applied project (e.g., confidentiality, multiple relationship)	4	3	2	1	0
29. Behaves ethically with peers, supervisors, service recipients, and/or research participants	4	3	2	1	0
30. Exhibits growth mindset orientation	4	3	2	1	0
31. Seeks consultation or supervision when needed	4	3	2	1	0
32. Systematically reflects on impact of behavior to improve performance, including the potential effects of bias	4	3	2	1	0
33. Engages in effective self-care practices to manage stress	4	3	2	1	0

Notes:

**Professional Development**

34. Conforms to organizational expectations (e.g., professional attire, communication, behavior)	4	3	2	1	0
35. Plans and executes projects/case notes/assessment intakes in a timely and skillful manner	4	3	2	1	0
36. Manages therapy session time limits	4	3	2	1	0
37. Delivers appropriately on commitments and obligations	4	3	2	1	0
38. Displays positive attitude toward work and profession	4	3	2	1	0
39. Responds positively to performance feedback from supervisors	4	3	2	1	0

Notes:

---

Recommendations for Further Growth: Check all that apply.

- |                                                                   |                                                                                                             |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Promote more client disclosure.          | <input type="checkbox"/> Increase flexibility in counseling responses.                                      |
| <input type="checkbox"/> Avoid lecturing or moralizing.           | <input type="checkbox"/> Use open-ended questioning.                                                        |
| <input type="checkbox"/> Demonstrate more empathy.                | <input type="checkbox"/> Respond positively to criticism.                                                   |
| <input type="checkbox"/> Relax during client interaction          | <input type="checkbox"/> Reduce defensiveness.                                                              |
| <input type="checkbox"/> Use self-disclosure appropriately.       | <input type="checkbox"/> Tailor language to client capability.                                              |
| <input type="checkbox"/> Display greater confidence.              | <input type="checkbox"/> Become more independent from supervision.                                          |
| <input type="checkbox"/> Reduce intellectualizing/alooofness.     | <input type="checkbox"/> Adapt therapeutic models to clients.                                               |
| <input type="checkbox"/> Increase vigilance about potential risk. | <input type="checkbox"/> Develop specialized knowledge about specific client problems (e.g., grief, abuse). |

---

Number of On Site Hours Completed by this student this semester:

Number of Individual Supervision Hours Student received this semester:

Type of Supervision Provided:

Audiotape    Videotape    Co-therapy    Direct Observation    Case Discussion

## Appendix G Internship Site Evaluation Form

The purpose for this evaluation is to assist us in maintaining good training sites for our students, and to inform prospective interns about available community placements. When nearing completion of the internship, you must submit this evaluation of the placement site and supervisor(s) to the track coordinator and an anonymous copy will be made available to future graduate students during the pre-practicum class.

**Site Name and Location:** \_\_\_\_\_

**Supervisor(s):** \_\_\_\_\_

***Types of clients served (age, ethnicity, gender, SES, presenting problems etc.)***

**Required clinical activities: (individual, couple, group therapies; testing; diagnostics; record keeping etc.)**

**Required training activities: (orientations, seminars, presentations, readings, travel etc.)**

**Optional clinical or training activities available:**

***Describe nature & extent of supervision: (# supervisors; mode of supervision; accessibility, quality etc.)***

***Describe assets and strengths of site/staff:***

***Describe limitations and drawbacks of site/staff:***

***Other characteristics of the work setting that may impact trainees: (space; other staff; available resources; scheduling; intern's role; intern appearance/dress etc.)***

***What experiences, skills, or coursework does this site value prior to the beginning of training?***

***What experiences or skills does this site develop?***

***How well did your expectations match your training? Any suggestions for new interns or to make placement process or internship site better?***

***What do you know now as you near the end of your internship that you wish you knew when you started the practicum?***

Appendix H  
Comprehensive Examination Rubric (in progress)

**Case Conceptualization Rubric**

Name:

Internship Placement:

Date:

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>KNOWLEDGE BASE</b>			
<b>Concept Application</b>	<i>Applies concepts to case analysis accurately and thoroughly</i>	<i>Applies concepts to case analysis with some minor error</i>	<i>Applies concepts to case analysis in limited way or makes multiple conceptual errors</i>
<b>CRITICAL THINKING</b>			
<b>Problem Identification</b>	<i>Identifies most significant cognitive/affective, behavioral problems</i>	<i>Identifies many client concerns but may overlook a critical problem (e.g, misses potential medical factors)</i>	<i>Struggles to represent the scope of difficulties reported by the client</i>
<b>Diagnostic Acumen</b>	<i>Describes both provisional diagnosis and strategies for ruling out alternatives</i>	<i>Justifies plausible diagnosis with limited attention to ruling out alternatives</i>	<i>Misdiagnoses client</i>
<b>Theoretical Facility</b>	<i>Explains etiology from coherent and thorough application of preferred theoretical framework</i>	<i>Incorporates relevant theoretical detail in etiology</i>	<i>Applies theory superficially or inaccurately</i>
<b>Treatment Planning</b>	<i>Details several treatment strategies that are justifiable and reflect appropriate theoretical intervention</i>	<i>Provides at least one thorough treatment strategy that fits selected theory</i>	<i>Offers treatment strategy, but not theoretically justified or relevant to proposed theory of etiology</i>
<b>Diversity Influence</b>	<i>Identifies thorough intersectional considerations and potential for bias that affect case conceptualization</i>	<i>Identifies at least two intersectional considerations or bias challenges that affect case conceptualization</i>	<i>Fails to address how intersectional factors or bias influence case conceptualization</i>
<b>COMMUNICATION</b>			
<b>Audience Sensitivity</b>	<i>Tailors language for professional audience</i>	<i>Uses word choice mostly appropriate to professional audience</i>	<i>Relies on language too casual or inappropriate for professional audience</i>
<b>Organization</b>	<i>Develops effective, logical, and coherent argument</i>	<i>Develops adequate but somewhat flawed or incoherent argument</i>	<i>Produces ineffective, disorganized argument</i>
<b>Conventional Expression</b>	<i>Applies effective communication conventions (pronunciation, grammar)</i>	<i>Commits limited conventional errors (pronunciation, grammar)</i>	<i>Commits significant conventional errors (pronunciation, grammar)</i>
<b>Delivery Quality</b>	<i>Articulately discusses conceptualization</i>	<i>Discusses conceptualization with minor challenges in style of delivery</i>	<i>Delivers conceptualization with major challenges in style of delivery</i>

