



School Counseling Practicum and Internship Handbook

**Department Counseling, Educational Leadership, Educational and School
Psychology
College of Applied Studies
Wichita State University**

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Field Placement Terminology

Practicum – A supervised field experience course in which the counseling student develops basic individual counseling and case conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement site consistent with the student's selected emphasis area: school counseling. During practicum, the student engages in a broad range of school counselor activities similar to those provided by a professional counselor or school counselor.

Internship – A distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement (CACREP, 2016).

School Counseling Coordinator – Counseling Program faculty member with responsibility for coordinating school counseling field experiences (practicum, internships) courses, including field site placements for practicum/internship in conjunction with students and sites.

Practicum Student – Counseling Program student seeking or fulfilling practicum experiences.

Internship Student - Counseling Program student seeking or fulfilling Internship experiences.

University Practicum Supervisor – the faculty member or instructor who is responsible for the student's overall learning and growth in the practicum and also the person who teaches the student' practicum course.

University Internship Supervisor – the faculty member or instructor who is responsible for the student's overall learning and growth in the internship and also the person who teaches the student' internship course

Field Placement Site – School where counseling students provide counseling and counseling-related services to clients under supervision from both the field site supervisor and the Counseling Program.

- Counseling students with provisional licenses may use their work setting as their practicum site.
- Typically, teachers may not use the school where they are employed as a practicum or internship site. Exceptions will be considered on a case by case decision. In any case, teachers may not perform individual counseling or group counseling with their current or former students.

Field Experience Hours – The activities making up practicum/internship experiences are counted as hours. With parental and client permission, direct service hours must be recorded (video or audio recording). Recordings are accordance with site rules.

Direct Service – Involves hours of actual clock time of face to face client and/or student contact in individual or group counseling in fifteen-minute increments;

- School setting – Individual and group counseling; classroom and group guidance; consultation.
- Guidelines for what types of practicum direct service are required are listed in Counseling and Grading.

Supervision – A tutorial and mentoring form of instruction in which the supervisor monitors the Practicum/Internship student’s activities and facilitates learning and skill development.

Field site mentor or supervisor – An experienced counselor familiar with the particular school or agency in which the student is working. The site mentor or supervisor must be readily accessible to the Practicum/Internship student and, located in the same building. A qualified field site supervisor must have the following:

- A minimum of a master’s degree in counseling and a professional school counseling license in Kansas. In coordination with the School Counseling coordinator special supervision arrangements may be made if no qualified supervisor is unavailable at the practicum/internship site building.
- A minimum of two years of professional experience at the professional school counseling licensure level in the program area in which the student is enrolled.
- Knowledge of the program’s expectations, requirements, and evaluation for students
- Relevant training in counseling supervision.

University instructor or supervisor – The instructor for the practicum/internship course. All faculty members teaching, and supervising practicum/internship hold appropriate licenses and certification for the relevant fields. The university faculty instructor or supervisor provides group supervision in practicum/internship.

Course grades and credit will be given after the completion of the experience. In addition, the candidacy application occurs during practicum which determines whether the student moves on to internship. In consultation with site supervisors, the Practicum/Internship faculty member will make the final decision regarding course grades. Letter grades will be assigned for practicum; for internship the grade is satisfactory or unsatisfactory.

Orientation for on-site supervisors is the responsibility of the counseling program. Online training will be provided faculty supervisor or other counseling faculty members to convey and

clarify expectations in the practicum/internship requirements and train site supervisors in models of supervision. Other supervisory information will be available periodically to site supervisors.

Parallel Pathway – An alternative program for school counseling licensure for individuals who are not a licensed teacher in Kansas. The parallel pathway option requires an additional two semesters (six semester hours) of counseling internship and a post-degree internship. For more information regarding parallel pathways eligibility and requirements please see an advisor.

Licensed School Counselor – An individual who holds a Kansas School Counselor License. School licensure is regulated by the Kansas State Department of Education (KSDE) State Board can find their license information here: <https://goo.gl/1r3Ko6>

Licensure requirements for school counselors with a teaching license and five years of teaching experience are listed <https://goo.gl/AkxLZp>

Parallel pathway or direct entry school counseling license requirements from the KSDE website are listed on the counseling program website: For students who plan to work in another state: standards and requirements for school counseling certification or licensure vary state by state and are governed by state education accreditation boards, again it is the student's responsibility to understand licensing requirements in other states.

<https://goo.gl/MKTR7y>

General Guidelines and Policies for Practicum/Internship

All Practicum/Internship students are expected to read these guidelines and policies prior to application for practicum classes. All students are expected to follow these guidelines and policies.

Eligibility and Pre-requisites for Practicum/Internship

The following criteria exist for enrollment in Practicum (CESP 856):

Completion of the following courses with a grade of B or better: CESP 824 Counseling Techniques and CESP 803 Counseling Theory. Approval of admission to clinical practice in the CESP 824 Counseling Techniques course, by the counseling faculty.

Students must also complete the following tasks before they begin practicum:

1. Obtain professional counseling liability insurance (see information below):.
2. Current background check
3. A TB test and/or physical exam, if required by the student's site.

Applications for practicum need to be submitted within these time lines:

- Spring practicum: the previous fall, by November 1.
- Fall practicum: by April 1 of the previous spring semester.

The following criteria exist for enrollment in CESP 949 School Counseling Internship:

1. Completion of CESP 824 Counseling Techniques (minimum course grade of B).
2. Completion of CESP 803 Counseling Theory (minimum course grade of B).
3. Completion of CESP 821 Multicultural Issues in Counseling (or concurrent enrollment)
4. Completion of CESP 825 Group Counseling (with minimum passing grade of B or concurrent enrollment with passing grade of B)
5. Completion of CESP 856 School Counseling practicum (a minimum passing grade of B)
6. Approval of admission to candidacy by the counseling faculty.

Students must also complete the following tasks before they begin internship:

- Obtain a professional counseling liability insurance (see information below).
- Complete additional requirements: A background check, a clear TB test, or a physical exam, if required by the student's site.

Practicum Expectations

Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

- At least 40 clock hours of direct service with actual clients, including experience in individual counseling and group work (CACREP, 2016, III, G)
- Weekly interaction with an average of one (1) hour per week of individual supervision which occurs regularly over a minimum of one academic term (CACREP, 2016, III, H)
- An average of one and half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member (CACREP, 2016, III, I)
- Formative and summative evaluations of counseling performance and ability to integrate and apply knowledge (CACREP, 2016, III, C).

Internship Expectation

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (CACREP, 2016, III, J)
- Internship students complete at least 240 clock hours of direct service. (CACREP, 2016, III, K)
- Internship students have weekly interaction with supervisors that averages one hour per week of individual supervision throughout the internship, provided by (1) the site supervisor, (2) counseling program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. (CACREP, 2016, III, L)
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a

counseling program faculty member. (CACREP, 2016, III, M)

Practicum and Internship Requirements and Grading

Students are required to accumulate various types of direct service during their practicum/internship. A total of 100 client contact hours are required for practicum. Individual counseling hours are a primary focus of the counseling practicum. Therefore, a total of 40 hours of the 100 total hours must be spent primarily in individual counseling sessions. The remaining 60 hours will be spent in other counseling related activities. School Counseling Internship requires that students spend 300 hours at the site each semester. Students are not required to attend their site placements during WSU sanctioned break however, the expectation is that students must make arrangements with the site supervisors prior to any break. Students must remain at their site the entire semester. Please note that these hours must be accumulated evenly throughout the semester, and cannot, therefore, be obtained in one or two months. Of the total 300 hours, a total of 120 hours must be obtained in direct counseling with clients. The remaining 180 hours may be obtained in indirect counseling services.

It is expected that students will complete their practicum/internship by distributing their time in the practicum/internship site over the entire semester. In addition, the Practicum/Internship student is required to attend the weekly practicum/internship class, which typically meets three hours per week to review and discuss the on-site practicum/internship activities with a faculty member and other Practicum/Internship students. Reviewing recordings of counseling sessions, role-playing, presenting cases, and evaluating legal and ethical issues are examples of class activities. Students will also participate in weekly supervision as required by the instructor.

- For practicum, students must record and submit sessions to the practicum instructor throughout the semester.
- For internship, a minimum of 2 counseling sessions must be recorded and turned in to the internship instructor for grading.
- For internship, a minimum of 5-hour group or psychoeducational sessions must be recorded in your Internship log.

Criteria for grading are found in the syllabi of each practicum/internship instructor. The student's university faculty supervisor records practicum/internship grades at the end of the practicum/internship experience after discussions with the student and the site supervisor.

Attendance, Participation, Restrictions

Practicum/Internship students are expected to attend all class and supervision meetings (group, individual, on-site). Be prompt and be prepared. Students should develop a schedule with their field sites regarding attendance and come prepared to fully participate in the field site experience.

- Students in their practicum should complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students should plan to spend at least 9-10 hours per

week at the site, with 3-4 hours each week obtained in direct counseling with your clients.

- Internship students should plan to spend at least 24-26 hours each week with 10-12 hours each week being spent in direct counseling with clients.

Note: Students should be aware weather-related concerns and of school breaks and plan accordingly regarding hours at their site.

Attendance and class participation in all individual and group supervision sessions is crucial for students to gain the knowledge and skills required to facilitate individual and group counseling sessions. Successful completion of the course requires attendance at every scheduled class and at every supervision session. The Practicum/Internship faculty instructor or supervisor must be notified in advance of any issue or absence.

If the university and/or site supervisor give permission for makeup supervision sessions, it is the responsibility of the student to arrange make-up supervision sessions with his or her university supervisor and/or site supervisor or mentor at the convenience of the university or site supervisor. A student's consistent failure to attend class or supervision meetings in a timely manner or prepare client cases (with recordings) for review may result in the student being dropped from the class or receiving a failing grade.

Supervisors and field sites must be notified in a timely manner if you will be delayed or will miss attendance.

Note: Counseling program students are not permitted to make home visits during their practicum/internship unless this is a part of assigned duties, they are accompanied by a supervisor, and the student has received prior approval from their Faculty/Instructor Practicum/Internship Supervisor. Practicum/Internship students must always have immediate access to a professional colleague or the site supervisor for consultation and support when at their field sites.

Note: Students are not allowed to write letters or appear on behalf of clients in court procedures. Please discuss requests for letters or appearances with your university faculty and site supervisors.

Professional Demeanor

Practicum/Internship students should conduct themselves in a professional manner in dress and behavior at their field sites. Consult with your field site supervisor or mentor about appropriate dress.

Locations for Class and Supervision Meetings

Students are assigned to practicum/internship classes on the Wichita State University campus. Group supervision meetings with faculty practicum/internship instructors or supervisors may

occur only on the university campus or at the student's field site placement locations.

Documentation

It is important that Practicum/Internship students carefully manage the documentation required for practicum/internship. The forms required are available on blackboard and Tevera, and there are numerous forms designed to facilitate your learning process and verify information for Kansas licensure and certification. Many of the forms you will be using this semester will remain in your department file as verification of your field experience coursework. It is in your best interest to complete all required documentation in a timely and efficient manner. Students should retain a copy of all completed forms they submit to the CLES Department during Practicum/Internship.

Supervision

A critical element in practicum/internship experiences is the extensive supervision received by Practicum/Internship students. Practicum/Internship students are expected to present client cases for review and discussion in individual/group supervision with their faculty instructor and their field site supervisor (site individual supervision), and their peers (group supervision during class). Case presentation typically includes recordings (audio or video) of counseling work. The specific format for supervision varies with the supervisor and is geared to meet the specific needs of the student. Missing supervision meetings or being unprepared for supervision (e.g., no recordings to review) will result in an unsatisfactory grade. A defensive or non-receptive posture regarding supervision feedback is unacceptable behavior and will seriously impair the student's progress through the practicum/internship experience.

Confidentiality

Practicum/Internship students are responsible for maintaining the confidentiality of all information related to their clients. Students must understand and follow the confidentiality practices of their field sites and maintain documentation and recordings in a secure manner.

The maintenance of client confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. Never discuss clients outside the classroom or with anyone other than supervisors, counseling instructors or faculty members, and professionals at the field site.

This is an ethical and legal issue and will be treated as such.

Guidelines for Confidentiality

Students must provide the instructor with a copy of the client's (or the client's parent or guardian) informed consent for audio or video recording and counseling.

- Students must always use pseudonyms and make certain that no revealing information is exposed during presentations, write-ups, or on audio or video recordings.
- Under no circumstances will students bring any original material or forms from the

client's file that are the property of the practicum/internship site to class.

- Students are responsible for all written and recorded client-related data. Students need to collect all information and destroy the written and recorded material as soon as possible after they have been presented and graded by the practicum/internship instructor. All recordings are destroyed at the end of the practicum/internship semester. Make sure copies are not left on phones, copy machines, printers, computers, or recorders.
- Practicum/internship supervision groups, recordings, tests, notes, and client cases are only to be discussed with site mentors or supervisors, co-students at the site for formal case review or staffing of cases, the instructor, and the other students in practicum/internship. Playing recordings in the presence of students not in the practicum group, other counseling faculty, spouses, friends, or relatives violates informed consent, and is an ethical and legal issue, and will be treated as such.
- Recordings are not to be left in mailboxes or other public places. Such procedures allow for the possibility of loss, theft, or review by persons for whom the recording was not intended.
- When we use a recording for classroom listening or viewing, the volume should be kept to an audible minimum, and the recording should be discontinued when someone else enters the room.
- Do not identify clients by full name in practicum/internship documentation (e.g., recordings, notes, counseling session critiques), except for consent forms. Instead, use pseudonyms or another coding method.
- Never text, fax, or email anything with client names or identifying information (e.g., consent forms).
- Do not discuss clients over email. Instead, indicate to your supervisor that you wish to discuss a client situation and arrange to do so via face-to-face meeting or phone conversation.

HIPAA Security Rules: <https://goo.gl/XpkFfz>

FERPA Regulations: <https://goo.gl/X354wt>

These are ethical and legal issues and will be treated as such.

Respect for Clients

Clients who consent to receive counseling services from Practicum/Internship students are helping students to become effective counselors. Treat them respectfully. Clients do **not** exist to serve the needs of students. It is inappropriate to keep seeing a client whose goals have been met or pull a student or client from class simply to meet your needs for recording or accumulating direct service hours.

Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Diversity Expectations

In keeping with the spirit of Einstein's viewpoint, the faculty and instructors are committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this program, you will have the opportunity to express and experience cultural diversity. To learn, we must be open to the views of people different than ourselves. Each and every voice in the program is important and brings with it a wealth of experiences, values, and beliefs. In the time we share together, honor the uniqueness of your fellow students, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. These are behavioral/conduct issues and will be treated as such.

Recording Counseling Sessions

Practicum/internship students are expected to record many of their counseling activities during their practicum/internship placement. Students present portions of their recorded sessions for review during weekly supervision meetings with their faculty instructors (practicum/internship), during group supervision (class), and recorded sessions are reviewed and critiqued by the instructor in within practicum. Students should record as many counseling activities as possible so that they can select the best recordings for presentation and grading. Individual instructors will give directions on how recordings will be graded, session critique forms, and related matters. Signed consent forms (provided on blackboard) must be completed before any counseling or recording is done and must accompany any recordings handed in for a grade or review. Additional suggestions regarding recording equipment are found elsewhere in this Handbook.

Crisis Procedures

Practicum/internship students must know the appropriate procedures at their field site regarding crisis situations (e.g., suicide, violent behavior). Students should notify their field site supervisors immediately of actual or potential crisis situations with clients and follow the supervisor's directives. In the event of a death or injury (esp. suicide or homicide) of a client, the Practicum/Internship students must immediately notify their Practicum/Internship faculty instructor or, in their absence, the School Counseling Coordinator or the Head of the CLES Department. Students should also make their faculty supervisors aware of any child abuse reporting and suicidal or homicidal ideation in clients as soon as they are able after they have

notified the site supervisor.

Professional Liability Insurance

Practicum/Internship students are required to obtain professional liability coverage (insurance) during practicum/internship. This is not homeowner's insurance or teacher professional liability coverage, but insurance that specifically addresses counseling services provided by a counseling student during a counseling practicum/internship.

Most Practicum/Internship students will find professional liability insurance from the American School Counseling Association (ASCA) or American Counseling Association (ACA) easiest to obtain. These professional organizations require membership (student rate) in addition to a nominal fee for the coverage. You should purchase the coverage specifically for students. There are other counseling professional liability insurances available in the marketplace.

The policy you buy from practicum/internship must remain in force the duration of practicum/internship. The benefit of joining these organizations goes far beyond simply buying insurance and is highly recommended by the Counseling Program.

The Department does not endorse any particular insurance plan.

Note: Purchase the insurance at least six weeks before your practicum/internship semester so that coverage can begin on time. Proof of liability coverage, usually a certificate of insurance, must be provided at the first class meeting. Students will not be able to start at their practicum/internship site or see clients if they do not have liability coverage.

Background Checks and Criminal Records

No practicum students are allowed to start at his or her practicum site without a verified background check. In addition, be advised that some field site placements may run background checks, especially regarding any history of legal or criminal difficulties. You may be denied a placement if you have a conviction record. Felony or misdemeanor convictions will impair, and quite possibly prevent, licensure as a school counselor. See the college licensing administrator if you have questions regarding this issue: <https://goo.gl/246GnY>

Academic and Professional Dispositions

Students must remain aware of and abide by the academic and professional dispositions expected of counseling students by the CLES program faculty. The dispositions required include academic, personal, professional, and clinical dispositions necessary to become an effective and ethical counselor. The dispositions are provided below:

Academic Readiness

Academic Readiness: Academic Readiness is assessed primarily through a student's program GPA, and also assessed through minimum course grades. The minimum course grades as listed

below:

- A minimum grade of B in the following courses:
 - CESP 803 Counseling Theory
 - CESP 824 Counseling Techniques
 - CESP 825 Group Counseling
 - CESP 856 School Counseling Practicum
- A minimum grade of S (satisfactory) for the following courses:
 - CESP 949A, 949B, or CESP 949C School Counseling Internship
- A minimum grade of B- (B minus) in the following courses as required by KSDE:
 - CESP 815 Career Development
 - CESP 821 Multicultural Issues in Counseling
 - CESP 822 Assessment in Counseling
 - CLES 810 Research and Program Evaluation for Counselors

In addition to minimum course grades, Academic Readiness is assessed through required CACREP, KSDE, and CAEP assessments.

Professional and Personal Readiness

The professional dispositional areas assessed include:

- Professional Readiness: The essential professional characteristics of competent professional counselors
- Personal Readiness: The essential personal characteristics evidenced by competent professional counselors

Clinical Readiness

Clinical Readiness: The essential counseling skills necessary for competent professional counseling practice

Professional Disposition Indicators

Indicators of Professional Readiness

1. Ability to act according to the professional expectations of the classroom and clinical mental health/agency placement sites especially with regard to: (Counselor Competencies Scale 2B, 2D, 2E and 2F)
 - Appropriate dress
 - Promptness and attendance for coursework and field site placements
 - Record Keeping and documentation, including timeliness
 - Adherence to policies and procedures
 - Respectful attitude and behavior;

- Showing initiative for your own learning and professional experiences and personal growth.
- 2. Ability to work effectively and respectfully with administrators, staff, students/clients, and parents; (CCS, 2B, 2C, and 2D)
- 3. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth; (CCS 2A, 2B, 2C)
- 4. Demonstrated adherence to the ethical guidelines related to ability to recognize and value clients', peers', and supervisors' diversity and culture in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.; (CCS, 2A and 2B)
- 5. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients, and maintaining confidentiality of client information and client records. (CCS 2A)

Indicators of Personal Readiness

(Counselor Competency Scale Revised Part 2)

1. Adheres to the ethical guidelines of ACA, ASCA, NASP, NBCC 10(2A)
2. Examining biases related to diversity.
3. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors; (2B)
4. Ability to emotionally self-regulate (2B, 2G)
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback; (2B, 2I, 2J, 2K)
6. Maintains appropriate and professional boundaries with supervisors, peers, clients/students (2C)
7. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional; (2B)
8. Ability to demonstrate excellent listening skills; (2B)
9. Ability to effectively communicate with others; (2B)

Indicators of Clinical Readiness

(Counselor Competency Scale Revised Part 1):

1. Non-verbal skills
2. Encouragers
3. Questions
4. Reflecting (paraphrasing)
5. Reflecting (reflecting)
6. Reflecting (summarizing)
7. Advanced Reflecting (meaning)
8. Confrontation

9. Goal Setting
10. Focus of Counseling
11. Facilitation of Therapeutic Environment (empathy and caring)
12. Facilitation of Therapeutic Environment (respect and compassion)

Personal Values and Ethics Statement

Statement Regarding Personal Values

In addition to professional disposition expectations, all counseling students are also reminded of the following ethics statement related to personal values:

ACA Code of Ethics Statement – Personal Values:

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

The assessment of a student’s dispositions and ethics is a program faculty assessment, not an individual instructor assessment. These assessments extend beyond graded assignments. If you disagree with a dispositional assessment, refer to the appeals process listed below.

Endorsement for Licensure

The faculty at Wichita State Universities counseling program only endorse students for licensure who have met the academic and dispositional requirements including achievement of passing scores on all required assessments of the counseling program.

Removal for Cause of Student from Field Site

The student may be removed from their field site placement for the following reasons:

- Failure to obtain and show proof of professional liability insurance.
- Failure to function in a mature, responsible, and professional manner.
- Failure to follow the ethical guidelines of the counseling profession.
- Dishonesty regarding field placement log or agreement, recordings, and/or obtaining client consent.
- Failure to maintain confidentiality of client records and/or client situations.
- By request of the field site administrator or field site supervisor.
- Failing the background check

Removal for Cause from the practicum site may result in a failing grade in the course and an

evaluation of the student by the counseling faculty. The outcome of this evaluation could be a remediation plan or removal from the Counseling Program.

Field Placement Policies

Field Placement Policies

Students are often anxious about finding an appropriate field site for his or her practicum/internship. Students should be aware that there are specific procedures and guidelines for finding an appropriate site for practicum, particularly in the USD 259 school district. It is important the procedures of the district are followed to ensure you get a quality practicum/internship placement and to ensure continued positive relationships between the area school districts and the Wichita State University Counseling Program.

Students should think carefully about the type of site that will be appropriate based on his or her career plans. For example, if the student plans to be a high school counselor, he or she will likely select a practicum/internship site in a high school.

For school counseling students planning for practicum experiences in **USD 259** (the Wichita Public Schools) please be aware of the following information. **Counseling students should not contact schools, school counselors, or the district counseling office.** Students must submit his or her requested practicum/internship site to the Practicum/Internship Placement Coordinator who will contact the appropriate personnel with USD 259. When the student's requested practicum site has been approved, the student will be notified, and then the student should contact the school and school counselor.

Students in school districts other than USD 259 should work with the Practicum/Internship Placement Coordinator for approval for his or her practicum/internship site to ensure procedures are followed. Students are required to accumulate various types of direct service during their practicum/internship.

It is expected that students will complete their practicum/internship by distributing their time in the practicum site over the semester. In addition, the practicum/internship student is required to attend the practicum/internship class, which typically meets three hours per week to review and discuss the on-site practicum/internship activities with a faculty member and other Practicum/Internship students. Reviewing recordings of counseling sessions, role-playing, presenting cases, and evaluating legal and ethical issues are examples of class activities. Students will also participate in weekly individual supervision as required by the instructor.

Counseling sessions must be recorded and turned in to the practicum/internship instructor for grading. See the practicum/internship coordinator or the practicum/internship syllabus for more

information. Criteria for grading are found in the syllabi of each practicum/internship instructor. The student's university faculty supervisor records practicum grades at the end of the practicum/internship experience after discussions with the student and the site supervisor.

All counseling students must complete a Counseling Clinical Orientation prior to beginning classes. The School Counseling Coordinator provides the orientation for Practicum/Internship students. Failure to complete the orientation may result in a student being dropped from the practicum/internship class.

In order to complete practicum/internship requirements students are responsible to make arrangements with employers for the time required to complete the requirements.

Goal and Objectives of the Supervised Clinical Practice in Counseling

In addition to supplementing and enriching classroom experiences, the supervised clinical experience is a method of training characterized by "doing." These experiences introduce and engage the counselor trainee in activities and judgments fundamental to counselors' regular professional responsibilities.

Students enrolled in practicum and internship are required to be placed in KSDE accredited schools (public/private).

Goal

The goal of the practicum/internship is to provide the student a transitional clinical/counseling experience by engaging in a practical, day-to-day work schedule under the close supervision of an approved Site Supervisor who can assist the student in refining professional skills, according to their level of career development. For practicum and internship students, this goal is focused on entry-level professional competencies. A significant factor in the success or failure of an intern's clinical experience is the quality of supervision. Sensitivity to the professional needs and the particular personality of the trainee is recommended to create and foster an atmosphere facilitating professional growth.

Through the joint efforts of the University Faculty, the counselor trainee, and the Site Supervisor, the trainee is supported in becoming a knowledgeable, skilled, and successful professional school counselor.

Objectives

The type of professional skill refinement the faculty hopes to observe in the trainee is suggested in the following objectives.

The intern/practicum-trainee will demonstrate:

- clinical/counseling orientation and task competencies.

- essential professional identity and ethical code competencies.
- interviewing and counseling (theory and practice) competencies.
- assessment and appraisal skills.
- essential vocational evaluation and adjustment competencies.
- essential knowledge in the preparation and implementation of treatment plans.
- essential case management competencies including knowledge of available references and resources.
- consultation, administration, leadership, and psychoeducational competencies in accordance with the student's program emphasis and field site placement.
- understanding of diversity issues and their importance to successful counselors.
- adherence of the ethical standards and ACA/ASCA codes of ethics competencies

Keep in mind all school counseling licensees are required to pass the professional school counselor Praxis exam. Many of these competencies required by the Praxis are covered in the practicum/internship experiences: <https://www.ets.org/praxis/ks>

Roles and Responsibilities

Site Supervisor's Role

Site Supervisors are responsible for having knowledge of the goals and philosophies of the counseling profession and being supportive of these in their interactions with students. Since each student differs in personal and educational readiness and since each agency differs in its purpose, scope, and function, a uniform program of activity applicable to all field settings and all students cannot be outlined. However, the Site Supervisor should clarify clinical, counseling, consultation, managerial, and leadership responsibilities and expectations with the student. The Site Supervisor must provide students with a realistic experience of the duties performed by a full time professional in that agency, including an adequate caseload to meet field placement requirements, and the opportunity to lead or co-lead a counseling or psychoeducational group. The Site Supervisor must provide at least one hour each week of individual supervision. The content and process of the school supervision is determined on an individual basis between the student and site supervisor. University supervision will also be provided during the weekly meetings.

Student's Role

Students should arrange their work schedule to conform to school and university requirements with precedence being given to attendance at university classes in which students are enrolled. School policy regarding dress, time of arrival and departure, confidentiality of information, holiday and "coffee break" time, notification in case of illness, etc. should be followed. While students are **not** required to be at the agency during official university vacation periods (e.g., fall and spring breaks), this **must be discussed in advance** with the Site/Supervisor so that the supervisor is aware that students are available during the university schedule and are not expected to work during university holidays.

Students in their first semester of practicum MAY NOT begin accruing hours before the university semester begins.

University Role

In addition to the practicum/intern student's field site, the student also spends time each week in group **supervision** during the class session. The university delegates supervisory and administrative responsibility for field site activities to the Site Supervisor. The university faculty instructor for the practicum/internship will stay in phone contact or email contact with the Site Supervisor as necessary and desirable.

The faculty instructor will not generally visit the field site during the internship, unless this is necessary or desirable, or the Site Supervisor or intern requests a visit. At the middle and end of the semester, the Site Supervisor will complete an evaluation form on internship activities. (the student is responsible for providing copies of these forms to the field Site Supervisors at the beginning and end of the semester.)

As mentioned above, the university provides regular group supervisory sessions at which students are expected to present and discuss cases. The group supervision sessions are in the format of a 1½ hour per week group supervision seminar that is taught throughout the semester. Site Supervisors are welcome to attend the on-campus group supervisory meetings, especially when their supervisee is presenting agency cases for discussion. While course guidelines may vary depending on the faculty member teaching the course, the overall objectives are basically the same for all sections of practicum/internship.

Special Problems

If special problems or concerns (clinical, supervisory, interpersonal, etc.) should arise during the practicum/internship, the Site Supervisor should contact the university practicum/internship faculty instructor immediately. It is the responsibility of the university faculty instructor to work with the field site supervisor and the practicum/internship student to resolve any special problems or concerns. Students will provide site supervisors contact information for faculty.

Impairment

According to the *ACA Code of Ethics* (2014), counselors (students) and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g, F.5.b, and F.8.d). Faculty supervisors and site supervisors may make students aware of impairment as at the time of impairment the student may not be aware their performance is being impaired. Once identified, it is the responsibility of the counselor-in-training to seek assistance for their problems. The student should work with faculty to make site supervisors aware that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counseling program that if a student has a physical, mental, or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, in the case of addiction it is the policy of the Counseling program that if a student has a documented relapse or a self-reported relapse, she or he will not see clients until a remediation plan is successfully completed, and the student can provide verified documentation of a span of “clean” time.

Summary

The practicum/internship experience is considered a vital part of the academic programs in Counseling program at Wichita State University. It offers the opportunity to implement theory into practice and serves as a catalyst for personal and professional growth necessary for entry into the counseling profession. The Counseling Program faculty are grateful for the professional service that Site Supervisors provide to counseling practicum/internship students in this critical phase of their professional education and training.

Site Check List

The WSU Counseling program requires that the overall sequence of supervised clinical experiences be divided into three major phases: (1) orientation, (2) observation, and (3) participation. For master’s practicum students enrolled in practicum (that is, those in their **first** semester of clinical experience), activities should begin with orientation and observation. For students enrolled in internship, (those in their second or third semester of clinical experience), the majority of experiences should be in the counseling participation. These categories of experiences no doubt will overlap.

The following activities, listed according to phase, are suggestions for the Site/Supervisor who is planning the student’s program. The organization of each specific field setting and the past experience and knowledge of the supervisor in training students may alter the procedures.

A. Orientation

1. Physical Facilities (Tour of physical plant)
 - a. Counseling, clinical, guidance facilities
 - b. Files: charts, case folders, records, etc.
 - c. Supply room: supplies, equipment, forms, etc.
 - d. Technological resources: computers, testing/scheduling software, etc.
2. School Functions and Services
 - a. History of School
 - c. Overview of services
 - d. Administrative organization
 - e. Acceptance or admission policy
 - f. Referral sources
 - g. Client population
 - h. Reporting and statistical procedures
 - i. Policy regarding confidentiality

3. School Routines and Office Regulations
 - a. Hours of work
 - b. Lunch times
 - c. "Breaks"
 - d. Holidays
 - e. Use of the telephone
 - f. Use of equipment and clerical personnel
 - g. Travel expenses
 - h. Signing in and out
 - i. Agency report schedules and their significance in agency administration
4. Staff (Introduction to)
 - a. Managerial
 - b. Professional
 - c. Clerical
 - d. Personal interviews with administrator and department heads
5. Clients: Site Supervisor may select several typical cases, current or closed, for study or analysis, as illustrations of agency function, clients served, and the counselor role

B. Observation

1. Interviewing
 - a. Intake or screening interviews
 - b. Counseling/therapy interviews
 - c. Interviewing involving clients differing as to disability, background, etc.
2. Procedures Involved in Assessment, Appraisal, and Diagnostic Testing
 - a. Medical
 - b. Psychological
 - c. Educational
 - d. Career
 - e. Social
3. Inter- and Intra-agency Case Conferences
4. Staff Meetings
 - a. Administrative
 - b. In-service training
5. Medical, Psychiatric, Psychological, Educational, and Social Work Consultations
6. Case Recording and Record-Keeping
7. Counselor "Field" Rounds (Provision of service)
 - a. Classroom visits
 - b. Community resources
 - c. State employment services
8. Managerial and Consultation Activities

C. Participation

1. With Clients
 - a. Interview: screening, intake, counseling and planning

- b. Counseling: individual & group
 - c. Assessment and Appraisal
 - d. Psychoeducational or Developmental Guidance interventions
 - e. Follow-up
2. With Facilitating Personnel and Agencies
- a. Individual consultation with other professional personnel
 - b. Intra-agency team conference
 - c. Inter-agency team conference
 - d. Managerial, consultation, and leadership activities.

The student should always, in supervision, inform the site supervisor and the university clinical supervisor if they feel overwhelmed in a therapeutic setting or with a particular client situation.

Practicum/Internship Field Experience Plan

Note: This document must accompany the field placement agreement and be filed with the practicum/internship instructor at the first class meeting.

Practicum/Internship Student: _____
(printed name)

Semester _____ Year _____

Field Site Name (school or agency): _____

Proposed schedule for Practicum student at field site placement:

Weekday	Times student is expected to be at field site (e.g., 8:00am-2:00pm on Tuesdays and Thursdays)	# hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Please specify and describe activities likely to be undertaken by the student during this placement experience. **NOTE:** The majority of student direct service hours must be in individual or group counseling and guidance activities.

- Individual counseling: adolescents children adults families

- Group counseling (leading or co-leading); please specify focus of planned groups:

- Classroom guidance; please indicate type and focus of planned activity:

- Career counseling:

- Consultation (e.g., with parents, school officials):

- Psychoeducational activities relevant to the field site:

- Record keeping

- Receiving supervision (individual or group at the field site). Please specify which:

- Assessment (e.g., test interpretation). Please specify types:

- Other (describe):

Student (print)

Student Signature

Date

Field Site Supervisor (print)

Field Site Supervisor Signature

Date

WSU Instructor (print)

WSU Instructor Signature

Date

Direct Hours Include:

1. Individual Counseling
2. Group Counseling

Indirect Hours Include but Not Limited To:

1. Classroom Guidance
2. Consultation with Parents, Teachers, Administrators or Others
3. Paperwork
4. Clerical Duties
5. Student Support - recess or cafeteria duty are examples
6. Individual Student Support - One on One with a Student for Classroom or Other Support
7. Attendance at Workshops, in-service, staff meetings (non-credit)
8. IEPs in the role of Counselor
9. Parent Conferences (in the role of counselor)
10. Student Study Team (in the role of counselor)
11. Test Administration and Interpretation
12. Professional Reading of Resources
13. Development of curriculum or lessons for guidance
14. Preparation for Groups
15. Reviewing Critiquing Tapes
16. Observing Students Formally or Informally
17. Group Supervision
18. Individual Supervision - Instructor and/or Site
19. Many other things



Para el cliente o el padre del cliente:

Su consejero o el de su niño es un consejero practicante inscrito en una práctica u otra experiencia de campo. Los consejeros practicantes colocados en el campo han completado con éxito la mayoría de las normas mínimas de entrenamiento necesarias para obtener un título de postgrado en consejería en Wichita State University. En acorde con estas normas nacionales, su consejero es supervisado por varias entidades y es necesario que se someta a rigurosas evaluaciones basadas en el desempeño de la consejería.

Se requiere que los consejeros practicantes demuestren sus habilidades profesionales en las interacciones con los clientes proporcionando a los supervisores con muestras de trabajos en forma de grabaciones de sesiones de consejería. Estas grabaciones están destinados a mejorar su formación profesional y mejorar los servicios que usted o su hijo reciben del consejero estudiante. Por lo tanto, su consejero le pide su permiso para grabar sus sesiones de consejería para estas prácticas evaluativas. Usted también puede elegir para usted o su niño recibir servicios sin aceptar la grabación.

Su consejero estudiante cumple con los Códigos de Ética de la Asociación Americana de Consejería (“ACA” por sus siglas en inglés) (2014). En acuerdo con el Código de Ética de la ACA, todos los registros de servicios de consejería, incluyendo grabaciones, son considerados como información profesional confidencial. Las grabaciones serán protegidas por el consejero practicante y por los supervisores del consejero practicante. Estas grabaciones serán utilizadas para el propósito de evaluación y capacitación profesional, y serán revisadas por los practicantes y los supervisores en acuerdo con el Código de Ética de la ACA. El único momento en que esta confidencialidad puede ser violada es si usted lo solicita o cuando sea requerido por la ley. Las grabaciones son destruidas inmediatamente después de que son revisadas por el instructor/supervisor de la Universidad.

Consentimiento para participar en Consejería

Yo, el abajo firmante, confirmo que he leído y discutido con mi consejero la información presentada anteriormente. Comprendo plenamente la finalidad de esta solicitud y

Yo me comprometo a participar en la consejería o permito que mi niño(a) menor de edad participe en la consejería. Sí/No

Yo estoy de acuerdo en participar o permitir que mi niño(a) menor de edad participe en las sesiones de consejería(s) para la evaluación del consejero en entrenamiento, y que estas sesiones sean grabadas. Sí/No

(Firma del Cliente)

(Fecha)

(Firma del Padre o Guardián del Cliente, si aplica)

(Fecha)

(Firma del consejero practicante)



School Counseling Practicum/Internship Log

Internship Student's Name

Placement Site

Name of Site Supervisor

Period of Site Placement

Week	Direct Contact Activity*	Direct Hours	Indirect Activity**	Indirect Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
Total Hours				

*Direct Hours include group counseling (e.g., at least 5 clock hours), individual, counseling, intakes, mental status exams, etc. **Indirect Hours include class time, supervision hours, paperwork, trainings, etc.

Printed Name of Site Supervisor

Signature of Site Supervisor

Date

Printed Name of Intern

Signature of Intern

Date

Emergency and Crisis Management

This form must be completed for each semester of field placement and handed in on the first night of class. Practicum or Internship students must retain a copy. Please attach a copy of any emergency or crisis response documents.

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example:

- Imminent suicide attempt
- Drug overdose
- Physical illness or adverse physical reactions requiring immediate medical attention
- Psychotic reaction or other serious psychological disturbance
- Report of child abuse

Emergency and Crisis Procedures: During Field Placement Hours

Who is the Practicum or Internship student to contact in case of an emergency and crisis situation? (additional pages may be attached).

Name: _____

Phone: _____

If this person is not available, whom else can the Practicum or Internship student contact?

Name: _____

Phone: _____

Outside of Field Placement Hours: If Practicum or Internship students are concerned about clients and need to contact a supervisor outside of their regular field placement hours, what procedures should they follow?

Student Name _____

WSU ID: _____ Date _____

Site Name: _____

Student Signature: _____

Site Supervisor Name _____

Site Supervisor Signature _____

Date: _____

School Counseling Practicum Field Placement Agreement

The Practicum student is responsible for distributing copies of this agreement to the field site supervisor and retaining a copy. The original document is filed with the Practicum instructor on the first night of class.

Practicum Student: _____ WSU ID _____
(printed name)

Semester _____ Year _____ Student Phone: _____

Student Emails: _____ (one besides WSU email)

Practicum Student address: _____

Field Site Name (school or agency): _____

Field Site Address: _____

Field Site Phone: _____

Field Site Supervisor: _____

Supervisor Email: _____

Supervisors' Degree and License Held: _____

Practicum agreement effective from / / _____ through / / _____ for 8-10 hours per week.

Responsibilities of the Counseling Program, the Practicum student, and the field site placement:

The Counseling Program agrees to:

- Provide Practicum student who has completed the required prerequisites for practicum.
- Identify a qualified faculty instructor to coordinate the practicum experience.
- The faculty instructor will be available for the site supervisor for consultation event of any professional, ethical, or legal concerns regarding the student.
- Coordination, in person, by phone, or by email, with the site supervisor at least once each semester to discuss student performance and any collaboration regarding student support needs. In order to foster regular consultation between the course instructor and site supervisor, after each semester starts, the course instructors make contact with the site supervisors to introduce themselves, share contact information, and to discuss any questions. Faculty make contact with the site supervisors at mid-term and the end of each semester. As needed, faculty reach out to the site supervisors on a case by case basis to check students' progress.
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the School Counseling Coordinator.
- Require the Practicum student to provide liability insurance.

The field placement site agrees to:

- Provide sufficient opportunities for the Practicum student to fulfill during the semester a minimum of 100 total hours including 40 direct service hours (individual or group counseling, classroom or group guidance, parent consultation). The field site supervisor will assist the Practicum student in generating direct client contact opportunities.
- Provide a minimum of one (1) hour of individual supervision in accordance with CACREP standards.
- Provide opportunities for Practicum students to regularly record (audio or video recording) counseling sessions with informed consent. Recordings are used for the supervision and evaluation purposes. Recordings remain in the possession of the Practicum student and/or faculty instructor at all times and all recordings are destroyed after they are reviewed.
- Provide students with an opportunity to lead or co-lead a counseling or psychoeducational group.
- Provide a range of experiences to acquaint the Practicum student with the various duties and responsibilities of a school counselor or a community counselor and provide oversight of the

Practicum student’s work including an orientation to the field site and its policies and procedures.

- Develop a weekly attendance and activity schedule with the Practicum student based on a minimum of 8-10 hours weekly spent at the field site.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Practicum students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Practicum students who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
- Provide a written evaluation of the Practicum student’s progress at the midpoint and end of practicum.
- Collaborate with the designated faculty instructor for practicum and the School Counseling Coordinator regarding placement procedures and concerns.

The Practicum student agrees to:

- Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
- Develop a weekly attendance and activity schedule with the field site supervisor based on spending 8-10 hours weekly at the field site during practicum. Provisionally Licensed School Counselors may only count 10 hours weekly toward their practicum, not their entire workweek.
- Provide counseling and counseling-related services consistent with the Practicum student’s level of training and supervision and the assigned counseling role.
- Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The Practicum student will follow established guidelines to ensure the security of recordings and will destroy all recordings after review.
- Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
- Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association.
- Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
- Provide the Counseling Program with a renegotiated field placement agreement if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this agreement that the field site placement may terminate the WSU practicum experience of the Practicum student if, in the opinion of the field site supervisor, the Practicum student’s behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the practicum instructor or School Counseling Coordinator of a termination action. A WSU practicum termination action is separate from any employment relationship the Practicum student may have at the field site (e.g., Provisionally Licensed School Counselor).

The parties below agree to the terms of this agreement:

Practicum Student (print)	Practicum Student Signature	Date
Student’s WSU ID _____		

- Provide students with an opportunity to lead or co-lead a counseling or psychoeducational group
- Provide a range of experiences to acquaint the Internship student with the various duties and responsibilities of a school counselor and provide oversight of the Internship student's work including an orientation to the field site and its policies and procedures.
- Develop a weekly attendance and activity schedule with the Internship student based on a minimum of 20 hours weekly spent at the field site.
- Provide a safe location and appropriate space to work with adequate supplies and staff support to conduct counseling activities. Internship students are not permitted to do home visits unless accompanied by their field site supervisor, to work alone in a building, or without immediately accessible consultation services. Internship students who also teach at the same school where they are completing their field placement are not allowed to counsel their own students.
- Provide a written evaluation of the Internship student's progress at the midpoint and end of internship.
- Collaborate with the designated faculty instructor for internship and School Counseling Coordinator regarding placement procedures and concerns.

The Internship student agrees to:

1. Be consistent and prompt in attendance at the field site. Dress and behave in a professional manner consistent with the practices of the field site placement.
2. Develop a weekly attendance and activity schedule with the field site supervisor based on spending 20 hours weekly at the field site during practicum. Provisionally Licensed School Counselors may only count 20 hours weekly toward their internship, not their entire workweek.
3. Provide counseling and counseling-related services consistent with the Internship student's level of training and supervision and the assigned counseling role.
4. Make regular recordings of counseling work throughout the semester for review and evaluation. Recordings are the basis for individual and group supervision meetings. The Internship student will follow established guidelines to ensure the security of recordings and will destroy all recordings after review.
5. Be acquainted with and follow field site policies and procedures and the directives of field site supervisors.
6. Purchase liability insurance and adhere to the current ethical guidelines of the American Counseling Association and the American School Counseling Association.
7. Maintain documentation in good order and follow guidelines for maintaining the confidentiality of client-related records for both campus and field site placement.
8. Provide the Counseling Program with a renegotiated field placement agreement if there is a change of site supervisors or field site.

Termination: It is understood and agreed upon by all parties to this agreement that the field site placement may terminate the WSU internship experience of the Internship student if, in the opinion of the field site supervisor, the Internship student's behavior is detrimental to the operation of the field site and/or client care. The field site supervisor will notify the internship instructor or School Counseling Coordinator of a termination action. A WSU internship termination action is separate from any employment relationship the Internship student may have at the field site (e.g., Provisionally Licensed School Counselor).

The parties below agree to the terms of this agreement:

Internship Student (print)

Internship Student Signature

Date

Student's WSU ID _____

Field Site Supervisor (print) Field Site Supervisor Signature Date

Internship Instructor (print) Internship Instructor Signature Date

Final Counseling Practicum/Internship Summary

Note: Completed at end of semester

This Summary must be completed by the Practicum/Internship student for each field experience course at the end of the semester. It is used by the CLES Department to provide documentation of supervised experience for accreditation and licensure review. Refer to your Weekly Activities Log for data.

Semester _____ Year _____

Practicum/Internship Student: _____ WSU ID: _____

Field Site Name (school or agency): _____

Field Site Address: _____

Dates effective from / / through / /

Total clock hours earned during this course (get this from Weekly Activities Logs)

Total Individual Hours: _____

Total Other Client + _____

Total Clock Hours: = _____ of direct

This a true accounting of the hours for my school counseling practicum/internship for _____ Semester, _____ Year

Practicum Student Signature Date

Site Supervisor Name: _____

Site Name: _____

Site Supervisor Signature: _____

Date: _____

COUNSELING PRACTICUM STUDENT EVALUATION

This evaluation form is used to check competencies in the counseling practicum as observed by the practicum site supervisor. The form is completed by the site supervisor at minimum at midterm and end of semester. The form may be completed at any time the practicum site supervisor or the faculty instructor feels feedback and evaluation is appropriate and beneficial to the student.

The final practicum site supervisor evaluation is a required KSDE assessment.

Directions: This form is completed by the Site Supervisor.

Student Name: _____ WSU ID#: _____

Supervisor Name: _____ Date: _____

Internship Site: _____

The items are scored using the following scale:

4 = Highly Effective

3 = Effective

2 = Developing

1 = Not Effective

N/A = Not applicable, not observed

Professionalism

1. Arriving at assigned times and days at the placement site or for supervision. _____
2. Attending supervision sessions regularly and prepared with work samples. _____
3. Is response to feedback from supervisors and other school personnel. _____
4. Follows policies and procedures outline in the WSU practicum manual. _____
5. Follows policies and procedures of the school and district _____
6. Making progress toward becoming a competent school counselor. _____
7. Planning and organizing available time to participate in a wide variety of school counselor experiences _____
8. Prioritizing tasks in relation to deadlines, site procedures, and client needs. _____
9. Completes quality school counseling work _____
10. The student has identified learning goals or areas for improvement and is making progress toward achieving them in supervision and at the placement site _____

For Instructor use. Mean Score _____

Historical and Social Foundations of School Counseling

1. Recognizes own competencies and skills and shares these with peers and supervisors, and

- recognizes the importance of continual lifelong professional development in maintaining and expanding these competencies and skills. _____
2. Understands how to implement a data-driven school counseling program. _____
 3. Uses appropriate strategies in articulating and disseminating information on the role and function of the school counselor. _____
 4. Engages in relevant professional development activities. _____
 5. Demonstrates approaches and techniques for current needs, issues, and trends. _____

For Instructor use. Mean Score _____

Results Based School Counseling Program

1. Understands dissemination of information for program development and implementation to stakeholders. _____
2. Understands and uses appropriate community referrals. _____
3. Uses data to identify and effectively address the existing gaps between and among different groups of students. _____
4. Uses assessment of student needs as a basis for program development and implementation. _____
5. Uses appropriate research data, program evaluation methods and other appraisal methods in program evaluation. _____

For Instructor use. Mean Score _____

Human Growth and Development

1. Effectively uses knowledge and appropriate techniques of individual and family normal human growth and development and related behavior in intervening in client situations. _____
2. Applies knowledge and techniques in classroom lessons as well as individual and group counseling appropriate to the developmental stages of students. _____
3. Effectively uses knowledge of how social, cultural, ethnic and racial differences the development of clients. _____
4. Uses data-driven programs and interventions to enhance student character development and emotional learning* _____
5. Effectively uses knowledge of the dynamics of both normal and abnormal human growth and development in addressing students' needs using the multi-tier approach in counseling consultation, assessment, and referral _____

**includes resilience, perseverance, empathy, and self-discipline*

For Instructor use. Mean Score _____

Counseling Theory and Skills

1. Effectively leads small groups and classroom lessons in counseling using theoretical and research based best practice-based skills. _____
2. Understands and uses theories and techniques as well as appropriate technology for individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of students _____
3. Understands the importance and demonstrates knowledge of personal, cultural, and behavioral characteristics in the counseling process. _____
4. Applies the principles of a multi-tiered approach that may include programs such as peer-helper programs, individual plans of study, career mentoring, crisis intervention, grief and bereavement counseling, suicide prevention models and so forth within the context of a comprehensive school counseling program. _____
5. Demonstrates effective communication and leadership in the implementation of crisis intervention, grief and bereavement counseling, and suicide prevention models. _____

For Instructor use. Mean Score _____

Ethical and Legal Issues

1. Evaluates and implements appropriate assessment instruments for use with counseling students. _____
2. Implements traditional and digital procedures for managing, interpreting, and disseminating data obtained through assessment, research, and program evaluation _____
3. Uses appropriate programs, techniques, technology, and methods in assessment of students. _____
4. Understands the ethical standards and counselor best practice for selecting, administering, and interpreting assessment instruments and techniques. _____
5. Uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans. _____

For Instructor use. Mean Score _____

Career Development

1. Facilitates an understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting students in career development. _____
2. Uses the various theories of career development in the counseling process based on the needs and

- developmental stage of the student. _____
3. Demonstrates skill in enhancing student decision-making, goal-setting, persona/social transitions and post-secondary planning. _____
 4. Collaborates with other educators to implement college and career ready, social, character education and/or other curriculum designed to prepare students for high school academic and career success. _____
 5. Understands the various programs, techniques, technology and methods of assessment for assisting students with career planning. _____

For Instructor use: Mean Score _____

Teaming, Consultation, Coordination

1. Engages in open, comfortable and clear communication with peers and supervisors. _____
2. Recognizes own deficiencies and understands the importance of continual lifelong professional development in actively working to overcome them in actively working to overcome them with peers and supervisors. _____
3. Effectively creates a positive climate for a counseling program. _____
4. Applies principals of team dynamics and collaborates and consults with other school personnel in assessing and meeting the needs of students and to promote change. _____
5. Serves as a leader in the school and community relations to promote and support student success. _____

For instructor use: Mean Score: _____

Multiculturalism and Social Diversity

1. Develops and uses skills and techniques necessary to work with students of varied social and cultural backgrounds. _____
2. Identifies and addresses issues unique to specific social and cultural groups that affect the counseling process. _____
3. Influences a positive school culture of respect and dignity for all students by addressing social justice, identity development, character development, and social emotional learning of all students. _____
4. Uses appropriate techniques to address the needs of diverse populations. _____
5. Creates and implements classroom lessons that recognize social and cultural diversity. _____

For Instructor use. Mean Score _____

Comments

What are this counseling student's strengths?

What recommendations for improvement do you have for this counseling student?

Signature of Site Supervisor

Date

Signature of Student

Date

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

School Counseling Site Supervisor Evaluation

Directions: This form is completed by the student.

Site Supervisor’s Name: _____ Email: _____

Site Address _____ Date(s) of Supervision: _____

Students please use this form to evaluate your clinical supervision experiences. Circle one number to the right of each item to indicate how you perceived your experience with your site supervisor. The ratings range from (1) Not Effective to (4) Highly Effective.

<i>Not Effective</i> 1	<i>Developing</i> 2	<i>Effective</i> 3	<i>Highly Effective</i> 4	<i>Not Applicable</i> NA
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The Supervisor:

- | | | | | | | |
|-----|--|---|---|---|---|----|
| 1. | Conveyed acceptance and respect. | 1 | 2 | 3 | 4 | NA |
| 2. | Recognized and encouraged further development of my strengths. | 1 | 2 | 3 | 4 | NA |
| 3. | Helped me gain knowledge and insight about agency policies. | 1 | 2 | 3 | 4 | NA |
| 4. | Helped me gain knowledge and insight on referral processes. | 1 | 2 | 3 | 4 | NA |
| 5. | Helped me to be more proficient in formulating treatment plans, progress notes, and reports. | 1 | 2 | 3 | 4 | NA |
| 6. | Gave me useful feedback when I did something well. | 1 | 2 | 3 | 4 | NA |
| 7. | Gave me useful feedback when my performance was not satisfactory. | 1 | 2 | 3 | 4 | NA |
| 8. | Helped me to develop more effective counseling skills. | 1 | 2 | 3 | 4 | NA |
| 9. | Helped me use assessment instruments effectively. | 1 | 2 | 3 | 4 | NA |
| 10. | Helped me understand the implications and dynamics of the counseling approaches I used. | 1 | 2 | 3 | 4 | NA |
| 11. | Helped me organize relevant case data in planning goals and strategies for my clients. | 1 | 2 | 3 | 4 | NA |
| 12. | Helped me articulate a theoretically sound basis for ways In which I worked with clients. | 1 | 2 | 3 | 4 | NA |

School Counseling Student Internship Evaluation

The purposes of this form are twofold: (1) to provide the student counselor with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills and (2) to provide the student counselor with a basis for identifying areas of emphasis within supervision.

CACREP 2016 Section II, Standard 1.k., 1.1., Standard 2.c., Standard 3.h., Standard 5.d., f., g., h., n., Section 4, Standard H, Section III, Professional Practice. CACREP 2016 Specialty Standards: CMHC/School Counseling 3, Practice, Standard b, f)

(KSDE Standard 1.1.3.PS, 1.1.4.PS., 1.2.5-6.PS; 2.1.6.PS; 3.1.5-6 PS; 3.2.2-3.PS; 4.1.7-10.PS; 4.2.1-2.PS, 4.3.1.PS; 5.2.1-4.PS; 6.1.6-9.PS; 7.1.5-8.PS; 8.1.4-6.PS; 8.2.1-2.PS)

Directions: This form is completed by the Site Supervisor.

Student Name: _____

WSU ID#: _____

Supervisor Name: _____

Date: _____

Internship Site: _____

The items are scored using the following scale:

4 = Highly Effective

3 = Effective

2 = Developing

1 = Not Effective

N/A = Not applicable, not observed

Performance of Basic Work Requirements

(KSDE Standard 1.2.5-8.PS; 7.1.5-8.PS; 7.2.5.PS)

- a) The student is making progress in meeting the requirements of service hours at the placement site
- b) The student is providing the supervisor with sufficient work samples in a timely way
- c) The student is following the policies and procedures outlined in the Intern Manual
- d) The student is attending scheduled supervision sessions regularly and in a timely way
- e) The student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
- f) The student is amenable to supervision and demonstrates application of supervisor feedback

Counselor Practice, Knowledge, and Skills

The students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Counseling Program. Competence will be displayed through the student's ability to (KSDE Standard 3.1.4-6.PS; 3.2.2-3.PS; 4.1.7-10.PS; 4.2.1-2.PS):

1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:

- a) Using empathy to show understanding of how client expresses and experiences.
- b) Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.

- c) Using concrete language to assist client.
 - d) Distinguishing personal feelings and opinions separately from the client's.
 - e) Displaying genuineness
- 2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:**
- a) Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
 - b) Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
 - c) Using immediacy techniques to examine here-and-now relationship issues.
- 3. Using modes of direct service intervention appropriate to role level, client needs, and site function:**
- a) Providing counseling services, including any appropriate services to the family of the client.
 - b) Planning and coordinating services for a client.
 - c) Co-leading or leading a client group.
 - d) Matching client with needed community services.
 - e) Making appropriate referrals and follow-up.
 - f) Acting as client's advocate.
- 4. Formulating and implementing a plan to deal with a client problem:**
- a) Writing and discussing a plan of action and rationale for it.
 - b) Carrying out the steps of the plan in collaboration with the client.
 - c) Monitoring the plan with the client, exchanging feedback about the process.
 - d) Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
- 5. Terminating and evaluating the counseling relationship:**
- a) Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
 - b) Identifying and assessing the effects of termination on self and client.
 - c) Identifying and assessing the client's movement toward agreed on goals and suggesting next steps

Becoming a Professional Counselor

This learning objective is demonstrated in the student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to (KSDE Standard 4.1.7-10.PS; 5.1.6-8.PS; 5.2.1-4.PS; 6.1.6-9.PS):

- 1. Demonstrating a capacity for self-observation and self-awareness:**
- a) Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity by using data and technology.
 - b) Examining and changing behaviors that interfere with successful work.
 - c) Exercising initiative in making counseling interactions and activities observable and subject to feedback.
- 2. Using Counseling Supervisors for learning:**
- a) Identifying initial learning needs and interests.

- b) Actively collaborating in formulating and updating a learning contract.
 - c) Asking questions.
 - d) Preparing work agendas.
 - e) Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
 - f) Discussing assignments, challenges, and problems openly with supervisor.
- 3. Applying content from counselor program courses in the placement site:**
- a) Applying counseling skills, knowledge, and ethics in work with clients and colleagues.
 - b) Identifying and discussing ethical dilemmas in professional decision-making.
 - c) Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
 - d) Generating reports, presentations, process records, and tapes.
 - e) Applying knowledge of theory/empirical findings.
 - f) Implement data-informed and developmentally appropriate individual, group, and career development processes and counseling.
- 4. Managing time and work demands:**
- a) Arriving at assigned times at the placement site or for supervision.
 - b) Planning and organizing available time to manage the flow of work.
 - c) Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
 - d) Completing assignments on time.
 - e) Exercising good judgment in completing work priorities.

School Counseling Skills

The students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. The students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to (KSDE Standard 2.1.5-6.PS; 2.2-6.PS; 7.1.5-8.PS; 7.2.5.PS):

- 1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:**
- a) Describe the placement site's organizational lines of authority and structure.
 - b) Describe the site, its purpose and its services.
 - c) Respond to telephone requests for information about the site.
- 2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self by using data:**
- a) Identify how individual problems relate to larger policy issues.
 - b) Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
 - c) Describe the formal and informal means through which site policies are formulated.
 - d) Describe the work climate of the site and assess its impact on staff morale.
- 3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:**
- a) Identify and describe the key components within the community which promote or diminish client functioning.
 - b) Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.

- c) Identify and describe key organizations or institutions in the client’s life and the interactions existing between the client and these larger systems.
- d) Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.

4. Contributing to the processes of maintenance and change in the site and the community:

- a) Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site.
- b) Contribute to the ways in which staff members cooperate in various work groups.
- c) Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

Counseling Dispositions & Behaviors (Lambie, Mullen, Swank, & Blount, 2015)

A	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, KSDE, & NBCC; including practices within competencies (<i>KSDE Standard 1.1.3-4.PS; 1.2.5.PS</i>)	1	2	3	4	N / A
B	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others (<i>KSDE Standard 1.2.5.7-8.PS</i>)	1	2	3	4	N / A
C	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	1	2	3	4	N / A
D	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	1	2	3	4	N / A
E	Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	1	2	3	4	N / A
F	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship (<i>KSDE Standard 8.1.4-6.PS; 8.2.1-2.PS</i>)	1	2	3	4	N / A
G	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	1	2	3	4	N / A
H	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	1	2	3	4	N / A
I	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	1	2	3	4	N / A

J	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	1	2	3	4	N / A
K	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	1	2	3	4	N / A

Overall, what would you identify as this student’s strengths?

What would you identify as areas in which the student could improve?

Would you recommend this student for employment or continued graduate studies?

Overall Evaluation: Based on the student's level of training and the above items, please evaluate the student's

overall professional competence during this period? (Please circle **ONE** number.)

- 4 = Highly Effective
- 3 = Effective
- 2 = Developing
- 1 = Not Effective

Signature of Site Supervisor

Date

Signature of student

Date

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.