



## 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 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 of 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, postpracticum, 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 development (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's 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's internship course

**Field Placement Site** – School where counseling students provide counseling and counseling

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


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-graduate 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 in the counseling program website. For students who plan to work in another state: standards and requirements for school counseling or licensure vary state by state and are governed by state education accreditation boards. It is the student's responsibility to understand licensing requirements in other states <https://goo.gl/MKTR7y>



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 CESP949 School Counseling Internship:

1. Completion of CESP 824 Counseling Techniques (minimum course grade of B).
2. Completion of CESP 803 Counseling Theories (minimum course grade of B).
3. Completion of CESP 821 Multicultural Issues in Counseling (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, 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, 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



week at the site, with 3 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 of the 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 makeup 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 3 q fm346>p univea80046>4<004F004400560056000300520055>3<00030056005



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

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

Students are responsible for all written and recorded client 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, and client cases are only to be discussed with site mentors or supervisors, 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 without 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. 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 disc





below:

A minimum grade of B in the following courses:

- o CESP 803 Counseling Theory
- o CESP 824 Counseling Techniques
- o CESP 825 Group Counseling
- o CESP 856 School Counseling Practicum

Showing initiative for your own learning and professional experiences and personal growth.

2.

- 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

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 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 and 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 Supervisor 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 hour per week group supervision seminar that is taught throughout the semester. Site Supervisors are welcome to attend the 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.c). 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 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 fully completed, and the student can provide verified documentation of "clean" time.

### Summary

The practicum/internship experience is considered a vital part of the academic programs in Counseling program at Wichita State University

3.

- b. Counseling: individual & group
  - c. Assessment and Appraisal
  - d. Psychoeducational or Developmental Guidance interventions
  - e. Follow-up
2. With Facilitating Personnel at 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 supervisor if they feel overwhelmed in a therapeutic setting or with a particular 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		







To the client and/or the client's parent:

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 destinadas 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, 3s7.03 14adre o Guardián del Cliente, 3s7.03 14

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



## 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 dnternship 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



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







Student's WSU ID \_\_\_\_\_

**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 CES 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: \_\_\_\_\_

Date 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



- 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 issues, needs, and trends. \_\_\_\_\_





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





13.	Addressed issues related to difficult clients.	1	2	3	4	NA
14.	Encouraged me to become more independent as my skills increased.	1	2	3	4	NA
15.	Modeled ethical and professional behavior.	1	2	3	4	NA
16.	Helped me define and maintain ethical behavior.	1	2	3	4	NA
17.	Encouraged me to engage in professional behavior.	1	2	3	4	NA
18.	Offered resource information when I requested or needed it.	1	2	3	4	NA
19.	Encouraged self-monitoring and development of self-evaluation skills.	1	2	3	4	NA
20.	Provided periodic and timely assessment of my counseling skills.	1	2	3	4	NA
21.	Clearly delineated standards of evaluation.	1	2	3	4	NA

Comments:

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**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



- 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)

- 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 digital 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 data.
    - 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 under supervision.
    - b) Planning and organizing available time to manage the flow of work.
    - c) Prioritizing tasks in relation to deadlines, site procedures, and client 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

(6.PS; 2.26.PS; 7.1.58.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 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 users of services.

- c) Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these 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)

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 competency during this period? (Please circle ~~ONE~~ ~~ONE~~ number.)

- 4 = Highly Effective
- 3 = Effective