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Revised November 2018
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PROFESSIONAL RESOURCES

These will be referred to throughout this handbook and your supervision.

American Counseling Association (ACA)  
www.counseling.org

American School Counseling Association (ASCA)  
www.schoolcounselor.org
COUNSELOR EDUCATION DEPARTMENT MISSION STATEMENT

The Counselor Education Department prepares socially conscious, culturally competent school, clinical mental health, and addictions counselors, leaders, and agents of change for effective, respectful, responsible work with people reflecting the broad diversity of society.

GENERAL PRACTICUM AND INTERNSHIP INFORMATION

The Counselor Education Program requires Clinical Mental Health Counseling and School Counseling students to complete a counseling practicum and internship totaling a minimum of 750 hours.

In addition to preparing students for transition into professional counseling roles, the practicum/internship experience is intended to be beneficial to the involved agency or educational setting. Students are expected to bring to the experience enthusiasm and a willingness to learn along with integrated counseling knowledge and skills. It is expected that our practicum and internship students will have supervised responsibilities similar to those of regular staff members, thereby contributing to the mission of the sponsoring agency or school.

Finally, a core assumption underlying all practicum and internship training site arrangements is that the primary focus of each setting is the welfare of its clients. We assume that all practicum and internship activities are to be conducted with this in mind, as guided by the ACA or ASCA codes of ethical counseling practice.

Graduate Catalog Description: 680 Counseling Practicum - 3 S.H.

This course provides an opportunity for the student counselor to begin to develop and refine their individual and group counseling skills within the functional milieu of a clinical mental health or school setting. All practicum activities are closely supervised by university and field-based supervisors. Prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance. Prerequisite: All coursework up to and including CE 660. Note: Students must earn a letter grade of B or better in CE 660 in order to be admitted to CE 680. Students may take CE 534, CE 611, CE 620, CE 622, CE 625, CE 595, and CE 695 in conjunction with practicum or internship. CMHC students can only take 2 courses concurrent with CE 680 and 1 course with CE 690 Grade only.

Additional Practicum Overview

The counseling practicum experience (CE 680) provides initial exposure and orientation to relevant professional settings. A minimum of 150 hours is required for the practicum (at least 40 in direct service and 110 in indirect service). Field placements may include elementary or secondary schools, mental health centers, special community agencies such as women’s centers, prisons or work-release centers, residential treatment centers, employment centers, and health care settings. Counseling supervision is shared between the university and on-site supervisor, where the expectation of on-site practicum supervisors is to provide ongoing supervision, guidance and orientation (a minimum of one hour a week) for relevant site experiences. Practicum students also receive intensive university supervision (6 hours a month of group supervision in class). Students will assume increasing responsibility as the practicum experience progresses,
preparing them for the additional responsibilities of the internship to follow.

**Graduate Catalog Description: 690 Internship · 6 S.H.**

This course provides a practical, field based experience in a school or clinical mental health setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an onsite supervisor. A total of six (6) credits of internship work must be completed. Prerequisite: CE 680 with a letter grade of B or better. Grade only.

**Additional Internship Overview**

The counseling internship (CE 690) consists of a *minimum* of 600 clock hours, of which at least 240 hours are in direct service. Each intern has an on-site supervisor, who will provide a minimum of one hour a week of individual supervision. The university internship supervisor will arrange initial, midway, and final site consultations with the intern and on-site supervisor, and also will provide the equivalent of one and one-half hours of group supervision per week on campus. The intern will receive ongoing feedback throughout their internship experience, consistent with their professional development goals. This feedback, along with formative and summative evaluations, provides the intern with an appropriate bridging experience between their program training and entry-level professionalism. Applying theory and counseling skills with ongoing supervision enables students to make the necessary transition from graduate school to the actual work setting.

**Practicum and Internship Requirements – School Counseling Students**

In accordance with school counseling licensure statute in Minnesota, counselor education students must have experience in Elementary, Middle and High school counseling levels prior to graduation. These requirements need to be met during the practicum and internship experiences, which is a minimum of 150 hours and minimum of 600 hours respectively. The Counselor Education Department has set the following requirements for school counseling students in order to meet the guidelines for licensure:

1. Students must complete a minimum of 100 hours at each level over the course of their practicum and internship experience.
2. Of the 100 hours at each setting, 40 hours must be direct service hours (working directly with students in individual counseling, group counseling, and/or classrooms lesson delivery);
3. A student may meet the requirements by working at one site if the site includes more than one level (e.g., a 7-12 building). However, 200 hours will need to be completed at that site with 100 hours at both the setting levels.

Students are encouraged to work with their advisor, the field placement coordinator or their practicum or internship instructor to assure they are meeting this school counseling requirement.

**Liability Insurance for Practicum and Internship Students**

Prior to enrollment in both the counseling practicum and internship, the student must purchase and provide to the university internship supervisor proof of professional liability insurance in the amount of $1,000,000/$3,000,000. Professional liability insurance can be purchased through the American Counseling Association (ACA), the American School Counselor Association (ASCA),
and some employers. *Students may not accrue any practicum or internship hours until liability insurance has been verified.*

**Confidentiality Guidelines**

Interns must follow ACA/ASCA ethical and HIPPA/FERPA legal guidelines for client/student confidentiality in management of all confidential information including all recording of counseling practice and clinical case discussions. Client/student/family names and all specific identifiers should be altered to preserve their rights to confidentiality. Personal information shared by interns or in any learning activities should also not be discussed outside of class. Discussion of cases should occur only in the context of training/supervision. Any breach in the ACA/ASCA Code of Ethics and HIPPA/FERPA legal guidelines on the student’s part may result in: 1) removal from the practicum/internship course, 2) a failing grade in the practicum/internship course, and 3) documentation of such behavior in the student’s permanent record. In addition, each ethical board or governing agency may take an additional corrective action against such violation.

**Required Student Course Registration**

The starting and ending dates for both the counseling practicum and internship courses parallel the starting and ending dates of Winona State’s academic semesters. Only those hours logged during academic semesters in which the student has registered for either the counseling practicum or internship are eligible for course credit. If a student receives an IP and needs to complete hours after the internship class ends, the student must have university supervision at the same ratio to accrue the remaining internship hours and must attend class until the hours have been achieved. The student must arrange this prior to completion of the semester.

**PRACTICUM AND INTERNSHIP RESPONSIBILITIES**

**General Expectations for Practicum/Internship Placement Sites**

The Practicum/Internship Site agrees to:

1) assign a practicum/internship site supervisor who has appropriate credentials and experience in counseling or a closely related field to provide supervision to the practicum/internship student;

2) provide the student with at least one (1) hour per week of individual supervision at the practicum/internship site;

3) provide opportunities for the student to engage in a variety of counseling activities relevant to the counseling setting;

4) provide the practicum/internship student with adequate work space, telephone service, office supplies, and support staff to conduct professional activities;

5) provide the student and the university with a written evaluation of the student’s performance based on the criteria established by the Winona State University Counselor Education Department.

**On-Site Supervisor Responsibilities**

On-site supervisors in school settings should hold a current school counselor license, while supervisors in clinical mental health settings should hold a professional license or certification in counseling or closely related discipline. In both settings, site supervisors must have two or more years of experience in that position before supervising an intern. The on-site supervisor must

*Revised November 2018*
complete the Winona State University Counselor Education Department supervision model every three years to remain updated on current practices and procedures. The on-site supervisor assists the intern in establishing goals, assessing and evaluating professional development, and in helping counseling interns to become an integral part of the staff and internship setting. General goals to assist on-site supervision include:

4) orient interns to the procedures, guidelines, and purpose of the internship setting;
5) guide interns toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client/student population;
6) provide interns with counseling situations in which they can gain experience in practical application of methods and techniques;
7) assist interns in planning for efficient use of time and resources;
8) assist interns in assessing client potential and prognosis;
9) help interns develop positive working relationships with supervisors, peers, and related professionals.

To assist in the evaluation of the progress of the intern’s progress and development, on-site supervisors are asked to address the following tasks in collaboration with the training institution (Winona State University). These may be modified to meet the needs of students and the setting:

1) Assist interns in developing a list of objectives, responsibilities, and tasks specific to the school, agency, or institution. This is submitted to the Counselor Education Department internship instructor.
2) Provide a minimum of one hour a week of individual supervision.
3) Provide periodic formal evaluations of the intern’s strengths and areas for improvement.
4) Communicate, as needed, with the internship course instructor regarding the progress of the intern.

Counselor Education Department Practicum/Internship Faculty Responsibilities

The CE Department Practicum/Internship faculty agrees to:
1) administer official Internship Agreement with all appropriate signatures;
2) provide overall course structure, record keeping, and administrative functions;
3) conduct initial, midway, and final site consultations with the student and on-site supervisor;
4) create and maintain a permanent record of student practicum/internship related activities to be kept on file in the Counselor Education Department;
5) provide additional consultation with site supervisor as needed;
6) provide the student with the equivalent of one and one half (1 1/2) hours per week of group supervision at the university;
7) provide the student with a written evaluation of his/her practicum/internship performance;
8) assign the practicum/internship grade, based on all of the student’s work and in consultation with the on-site supervisor.

Practicum/Internship Student Responsibilities

The Practicum/Internship Student agrees to:
1) provide the practicum/internship course instructor with proof of professional liability insurance in the amount of $1,000,000/$3,000,000 within one (1) week
following the beginning of the semester in which practicum/internship is taken and before providing any counseling services to clients.

2) adhere to the Code of Ethics of the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Any breach in the ACA or ASCA Code of Ethics on the student’s part will result in: 1) removal from the practicum/internship course, 2) a failing grade in the practicum/internship course, and 3) documentation of such behavior in the student’s permanent record.

3) follow the administrative policies, procedures, and standards of practice of the practicum/internship site.

4) participate fully in all practicum/internship related activities at the university and at the field site.

5) complete all written and experiential course requirements in a satisfactory manner.

Failure to meet practicum or internship requirements may result in an extended training requirement, recommendation to obtain the Professional Development degree, or dismissal from the CE program.

In addition to the requirements for practicum and internship, students also have supervision at both their site and the university in order to inform their practice and get support. If at any time a student feels unsafe, has a question about counseling ethics, or is unsure of their role, it is imperative that they connect with their supervisor. Client and student safety are of primary concern.
Counselor Education Practicum Paperwork Flowchart

**ELECTRONIC PROGRAM PLAN**
Completed fall of CE 601 with advisor indicating plan for semester of Practicum

**COMPLETE COURSEWORK THROUGH CE 660**

**PRACTICUM REQUEST FORM**
Due to practicum coordinator by March 30 for Summer/Fall practicum
CMH Counseling Practicum Request Form – see p. 11
or
School Counseling Request Form – see p. 13

**CED faculty review practicum request**

**APPROVED**

**PRACTICUM/INTERNSHIP SITE APPROVAL FORM**
Complete by May 15 for summer & fall practicum and December 1 for spring internship for new sites
Site Approval Form – see p. 17

**PRACTICUM/INTERNSHIP AGREEMENT FORM**
Must be completed and signed prior to working in practicum site
Agreement Form – see p. 19

**NOT APPROVED**

Meet with Practicum Coordinator and Advisor—one of these decisions will be made

- Student remediation plan developed and implemented
- Student will complete a "non-counseling" degree
- Student must complete additional coursework prior to practicum

Revised November 2018
PRACTICUM/ FORMS

Attached are forms you will use over the course of your practicum/internship.

Forms can also be accessed at the following site:
https://www.winona.edu/counseloreducation/practicum-and-internship.asp
Name: ________________________________

Semester plan to complete practicum: ________________________________

1. Using the following list of courses, please check all courses to be taken prior to CE 680:

<table>
<thead>
<tr>
<th>Check</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>534</td>
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<td></td>
<td>601</td>
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<td>611</td>
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<td>658</td>
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<tr>
<td></td>
<td>660</td>
</tr>
</tbody>
</table>

2. Please list the courses you plan to take concurrent with CE 680:
   - 
   - 
   - 

3. Please list the courses you plan to take concurrent with CE 690:
   - 
   - 
   - 

4. Do you have a practicum site secure? YES □ NO □

   If “yes”, provide the following information:
   
   Site name:
   
   Location:
   
   Supervisor:

   If “no”, what are your preferences for a site?
   
   Location:         Type:
CED Clinical Mental Health Counseling Practicum (CE 680) Request Form

Semester requesting to take the CPCE Exam:

Fall □    Spring □    Summer □

<table>
<thead>
<tr>
<th>Semester Taking the Exam</th>
<th>Request Must be Submitted</th>
<th>Date Exam Must be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 30</td>
<td>October 30</td>
</tr>
<tr>
<td>Spring</td>
<td>October 30</td>
<td>March 30</td>
</tr>
<tr>
<td>Summer</td>
<td>March 30</td>
<td>June 30</td>
</tr>
</tbody>
</table>

Student signature: ___________________________ Date ___________________________

Approved by: ___________________________ Date ___________________________
CED School Counseling Practicum (CE 680) Request Form

Name: ________________________________________________________________

Semester plan to complete practicum (circle one):  Fall  Spring  20____

1. Using the following list of courses, please check all courses to be taken prior to CE 680:

<table>
<thead>
<tr>
<th>Check</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>534</td>
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</tr>
<tr>
<td>658</td>
<td></td>
</tr>
<tr>
<td>660</td>
<td></td>
</tr>
</tbody>
</table>

2. Please list the courses you plan to take concurrent with CE 680:
   
   •
   •

3. Please list the courses you plan to take concurrent with CE 690:
   
   •
   •

4. Do you have a practicum site secure?  YES □  NO □

   If “yes”, provide the following information:
   Site name:
   Location:
   Supervisor:

   If “no”, what are your preferences for a site?
   Location:  Level:

Revised December 2018
CED School Counseling Practicum (CE 680) Request Form

Semester requesting to take the CPCE Exam:

Fall □  Spring □  Summer □

<table>
<thead>
<tr>
<th>Semester Taking the Exam</th>
<th>Request Must be Submitted</th>
<th>Date Exam Must be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 30</td>
<td>October 30</td>
</tr>
<tr>
<td>Spring</td>
<td>October 30</td>
<td>March 30</td>
</tr>
<tr>
<td>Summer</td>
<td>March 30</td>
<td>June 30</td>
</tr>
</tbody>
</table>

Student Signature: ___________________________  Date: ____________________

Approved by: ___________________________  Date: ____________________
Winona State University
Counselor Education Department

Practicum/Internship File Data Verification Form

**Student Information:**
Name __________________________
Tech ID # ______________________
Program of Study ________________
Term Enrolled _________________
Address _______________________
City, State, Zip ________________
Telephone (W) _________________
Telephone (H) _________________
Email _________________________

**Supervisor Information:**
University Supervisor __________
Site Supervisor ________________
Graduate Degree Held __________
Number of Years Practicing Post-masters __________
Site Name _____________________
Address _______________________
City, State, Zip ________________
Telephone _____________________
Email _________________________

**Student Affidavit:**

I certify that I have completed all course requirements for CE 680 Practicum/CE 690 Internship as defined by the course instructor. I have provided the course instructor with all required forms for my permanent practicum/internship file to be maintained by the Winona State University Counselor Education Department.

Student Signature: __________________________

Course Instructor: __________________________

Date: __________

**CE 680/690 – Practicum/Internship File Folder Documentation:**

1. Practicum/Internship Student Information form ______
2. Practicum/Internship Agreement ______
3. Proof of Valid Professional Liability Insurance ______
4. Practicum/Internship Goals and Objectives (paper) ______
5. Practicum/Internship Weekly Log ______
6. Practicum/Internship Final Report ______
7. Tape/case presentations (2 minimum) ______
8. Practicum/Internship Site Supervisor Evaluation (CCS) ______
9. Practicum/Internship Evaluation (CCS) ______
10. Site Evaluation by a Student ______
11. Reflective Summary of Practicum/Internship (paper) ______

*Revised November 2018*
PRACTICUM/INTERNSHIP STUDENT INFORMATION FORM

Student Information:

Name: __________________________________________

Address: _________________________________________

_________________________________________________________________________

Email: __________________________________________

Telephone: Home: _______ Work: _______ Cell: _______

Program: School Counseling □ CMH Counseling □

Enrollment: Fall □ Spring □ Summer □ Year: _________

Course Instructor Information:

Name: __________________________________________

Telephone: __________________________ Email: ________

Practicum/Internship Site Supervisor Information:

Name: _________________________________________

Degree Held: _________________________________________________________________________ Date Awarded: _______________________

Degree Focus: _________________________________________________________________________

Experience: Number of Years of Experience as Counselor: _________________________________

Telephone: __________________________ Email: ________________________________________

Practicum/Internship Site Information:

Site Name: _________________________________________________________________________

Address: ____________________________________________________________________________

___________________________________________________________________________________

Telephone (General Number): __________________________
Practicum/Internship Site Approval Form
(To be completed by Site Supervisor)

Introduction: The Winona State University (WSU) Counselor Education Department (CED) is committed to providing practicum and internship students with high quality learning experiences throughout their clinical practice experience. Thus, a thorough CED assessment of goodness of fit between the site and the student is essential before approval of a practicum or internship site can be made. All CED students who seek practicum or internship placement are required to provide the prospective site supervisor with this form for completion along with return mailing information. Completed forms must be received by the CED by April 15 for Fall Practicum/Internship, and November 15 for Spring Practicum/Internship. Site supervisors are asked to place a check mark by only those areas that apply to their site. Not all fields will be fulfilled by every site. Based on the information provided by the prospective site supervisor, the CED faculty will determine if the site is appropriate for the individual student based on practicum and internship requirements established by the CED and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Thank you for taking the time to complete this form.

Site: ________________________________  Student Name: ________________________________
Site Supervisor Name: ________________________________  License Type: ____________  Number: ____________
Number of Years at Current Site: ____________  License Date of Issue: ________________________________

Supervision training received (please describe):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Clients/Students served by site (ie. socioeconomic status, racial/ethnic diversity, special needs, mental health concerns, disabilities, etc.):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Please place a check next to the category that best describes your site.

☐ Inpatient  ☐ Private Practice  ☐ School

☐ Community Agency  ☐ Home Based Service

Does your site initiate and require a contract that must be mutually agreed upon with Winona State University?

☐ Yes  ☐ No

Revised September 2018
Practicum/Internship Site Approval Form (cont.)

Please place a check next to each service/activity that your agency or school provides. Note that not all fields will be applicable. Fields marked with a (*) are required.

<table>
<thead>
<tr>
<th>Community/CMH Counseling Site</th>
<th>School Counseling Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Video/Audio-taped sessions*</td>
<td>____ Video/Audio-taped sessions*</td>
</tr>
<tr>
<td>____ 1:1 Supervision at least 1 hr./week*</td>
<td>____ 1:1 Supervision at least 1 hr./week*</td>
</tr>
<tr>
<td>____ Individual Counseling*</td>
<td>____ Classroom Guidance*</td>
</tr>
<tr>
<td>____ Group Counseling*</td>
<td>____ Individual Counseling*</td>
</tr>
<tr>
<td>____ Theoretical Orientation Development*</td>
<td>____ Group Counseling *</td>
</tr>
<tr>
<td>____ Diagnostic Assessment</td>
<td>____ Theoretical Orientation Development*</td>
</tr>
<tr>
<td>____ Suicide Assessment</td>
<td>____ IEP and 504 Planning</td>
</tr>
<tr>
<td>____ Crisis Response Training</td>
<td>____ Crisis Intervention Training</td>
</tr>
<tr>
<td>____ Case Note Writing</td>
<td>____ Suicide Assessment/Prevention</td>
</tr>
<tr>
<td>____ Testing/Assessment</td>
<td>____ Drug/Alcohol Assessment/Prevention</td>
</tr>
<tr>
<td>____ Prevention and Outreach</td>
<td>____ Multidisciplinary team attendance/facilitation</td>
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<td>____ Case Presentations and Clinical Staffing</td>
<td>____ Consultation (parents, admin, teachers, providers, etc.)</td>
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<td>____ Alcohol and Drug Assessment</td>
<td>____ Career Counseling</td>
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<td>____ Treatment Planning</td>
<td>____ Professional Development Opportunities</td>
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<td>____ Professional Development Opportunities</td>
<td>____ Scheduling</td>
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<tr>
<td>____ Other (please list)</td>
<td>____ Attendance/Truancy Meetings</td>
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</tbody>
</table>

Site Supervisor Signature ___________________________ Date ________________

Student Signature ___________________________ Date ________________

For CED Department Use Only

Approval of Site:

a) □ Acceptable  □ Questionable  □ Unacceptable
b) □ Practicum  □ Internship  □ Both Practicum and Internship

Approved by: ___________________________ Date: ________________

Faculty Signature: ___________________________ Date: ________________

Revised September 2018
Winona State University
Counselor Education Department

PRACTICUM/INTERNSHIP AGREEMENT

PURPOSE: The purpose of this document is to provide all parties participating in the Winona State University Counselor Education Department Practicum/Internship experience with a statement of the terms and limitations of the practicum/internship arrangement.

Winona State University Counselor Education Department agrees:
1) to assign a university representative (practicum/internship course instructor) to facilitate communication between the Counselor Education Department and the practicum/internship field site.
2) to advise the student that s/he must adhere to the administrative policies, procedures, standards, schedules, and practices of the practicum/internship site.
3) that the practicum/internship course instructor will be available for consultation with both the practicum/internship site supervisor and the student and shall immediately contact the practicum/internship site should any problems or changes in this agreement occur.
4) that the practicum/internship course instructor is responsible for the assignment of the field work grade based, in part, on the recommendation of the practicum/internship site supervisor.
5) to provide the student with the equivalent of one and one half (1 1/2) hours per week of group supervision at the university.
6) to provide the student with a written evaluation of his/her practicum/internship performance.

The Practicum/Internship Site agrees:
1) to assign a practicum/internship site supervisor who has appropriate credentials and experience in counseling or a closely related field to provide supervision to the practicum/internship student.
2) to provide the student with at least one (1) hour per week of individual supervision at the practicum/internship site.
3) to provide opportunities for the student to engage in a variety of counseling activities relevant to the counseling setting.
4) to provide the practicum/internship student with adequate work space, telephone service, office supplies, and support staff to conduct professional activities.
5) to provide the student and the university with a written evaluation of the student’s performance based on the criteria established by the Winona State University Counselor Education Department.

The Practicum/Internship Student agrees to:
1) adhere to the Code of Ethics of the American Counseling Association (ACA). Any breach in the ACA Code of Ethics on the student’s part will result in: a) removal from the practicum/internship course, b) a failing grade in the practicum/internship course, and c) documentation of such behavior will become part of the student’s permanent record.
2) adhere to the administrative policies, procedures, and practice of the practicum/internship site.
3) provide the practicum/internship course instructor with proof of professional liability insurance in the amount of $1,000,000/$3,000,000 within one (1) week following the beginning of the semester in which practicum/internship is taken and before providing any counseling services to clients.
4) participate fully in all practicum/internship related activities at the university and/or at the field site.
5) failure to meet practicum or internship requirements may result in an extended training requirement, recommendation to obtain Professional Development degree or dismissal from CE program.

The starting and ending dates for both the counseling practicum and internship courses parallel the starting and ending dates of Winona State’s academic semesters. Only those hours logged during academic semesters in which the student has registered for either the counseling practicum or internship are eligible for course credit.

This practicum/internship agreement is made by and between Winona State University Counselor Education Department, ________________________________ and _________________________________. This agreement will be in effect from __________ DD/MM/YY) to __________ (DD/MM/YY).

Please check one of the following:
☐ Practicum – 150 clock hours of practicum related experience
☐ Internship – 600 clock hours of internship related experience

Practicum/internship experiences are to include individual and group counseling and other duties as determined by participating parties. The student is advised that they will not earn a passing grade in the practicum/internship course unless they demonstrate the necessary counseling skills, knowledge, professionalism, and competencies consistent with the course requirements.

Practicum/Internship Student (print) ________________________________
Practicum/Internship Student (sign) ________________________________
Date ________________________________
Practicum/Internship Site Supervisor (print) ________________________________
Practicum/Internship Site Supervisor (sign) ________________________________
Date ________________________________
University Instructor (print) ________________________________
University Instructor (sign) ________________________________
Date ________________________________

Revised November 2018
Winona State University
Counselor Education Department

When CE Interns become Substitute or Permanent School Counselors

On occasion, school counseling practicum/internship students are asked by a site to also serve as a long-term substitute school counselor or permanent school counselor. Although this is a good opportunity for students and sites to find an employment match that may lead to long-term job status, sites and students must still meet the requirements set forth by the Counselor Education Department and CACREP Internship class (CE 690). Below are the minimal requirements for the Counselor Education Department to approve the position for practicum/internship credit with specific additional requirement on a case-by-case basis:

1. All requirements for CE 690 course internship must be met (weekly supervision, taped sessions for case management in class, updated insurance, etc.);
2. There must be a licensed school counselor available for supervision either on-site or near to student (in one of the other schools nearby) at all times during the work hours of the intern;
3. Students must have an educator license or obtain a substitute or provisional license;
4. Prior to beginning a sub or permanent position, an additional evaluation of the site may need to be completed to ensure preparedness for the position;
5. Student agrees to consult with on-site staff at school prior to, during, and after making decisions in crisis situations;
6. Upon accepting the position, students must understand that CED faculty cannot advocate for them in certain situations that are part of the position description (i.e. lunch, bus, or playground duty);
7. Students must be paid a comparable wage to other candidates for the position as if they were not students in a counseling program.

Contract with CED Regarding Taking a Sub or Permanent Position as an Intern

I, ______________________ (print name), agree to the above requirements and will communicate these requirements to my principal.

Student Signature: ___________________________________________________________

Date: _________________ Semester as Sub or Permanent Position: ___________________

Site supervisor signature: _____________________________________________________

WSU Internship Instructor: ___________________________________________________
# DEPARTMENT OF COUNSELOR EDUCATION
Practicum/Internship Log - Counseling

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<th>Semester:</th>
<th>Log #: 1</th>
<th>Start Date:</th>
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### Direct Service Hours: 0.00

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**Notes:** Record 1/2 hours as .5, and 1/4 hours as .25

**Additional Comments:**

<table>
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<tr>
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<th>Indirect Service Hours</th>
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**Student Sign:** ______________________  **Site Supervisor Sign:** ______________________  **WSU Supervisor Sign:** ______________________

Revised September 2018
Winona State University  
Counselor Education Department

PRACTICUM/INTERNSHIP WEEKLY/FINAL REPORT

Student Name: ____________________ Practicum □ Internship □  Semester/Year: __________
Site(s): ____________________________________________________________

INSTRUCTIONS: Please record your daily practicum/internship related activities on a separate log. At the end of each week of practicum/internship, record your weekly totals in the space provided below and have your site supervisor initial.

<table>
<thead>
<tr>
<th>Week:</th>
<th>Direct Contact Hours</th>
<th>Indirect Hours</th>
<th>Individual Supervision</th>
<th>Group Supervision</th>
<th>Week's Total # of Hours</th>
<th>Site Supervisor Initials</th>
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FINAL REPORT: At the end of the semester, calculate total hours and include required signatures below.

Student Signature: ____________________________ Date: __________

Site Supervisor Signature: ____________________________ Date: __________

University Supervisor Signature: ____________________________ Date: __________

Revised September 2018
Winona State University
Counselor Education Department

CLIENT RELEASE OF INFORMATION FOR TAPED SUPERVISION

I _____________________________ agree to be counseled/have my child counseled by a graduate student in the Counselor Education Department at Winona State University who is completing their practicum or internship. I further understand that I/my child may participate in counseling interviews that will be audio taped or videotaped and that will be reviewed for clinical supervision with the student's counseling supervisor and peers for training purposes only.

Confidentiality will be ensured by eliminating as much identifiable information as possible. The tape will be erased following the supervision session. I understand that a graduate student who has completed advanced course work in counseling will counsel me/my child. I understand that a faculty member (university supervisor) will supervise the student.

Client Signature or Parent/Guardian if client is a minor: ________________________

Client Name Printed: _______________________________________________________

Minor’s Signature (Assent): ________________________________________________

Date: __________________________

Intern Signature: _________________________________________________________

Site Supervisor Signature: _________________________________________________

Effective Date: __________________________

This contract expires: ________________________________

Revised September 2018
CASE PRESENTATION
(to be used when audio or video tape isn’t possible)

Counselor ___________________________ Date ____________

Client alias ___________________________ # of Session ________

I. Client age, gender, race/ethnicity/culture, and other multicultural considerations:

II. Presenting Problem:

III. Psychological/Counseling Treatment History:

IV. Substance Abuse History:

V. Medical History:

VI. School/Employment:

VII. Legal Issues:

VIII. Family/Social/School Situation:

IX. Client’s Strengths/Support/Resources:

X. Clinical Impression/Case Conceptualization (Apply a theory (counseling theory, developmental theory, systems theory, and career theory) as well as research):

XI. What theory and strategy did you try to utilize as an intervention so far?

XII. What do you want from the group? (Ideas, resources, time to vent, support)

Revised September 2018
Winona State University
Counselor Education Department

CASE PRESENTATION
(To accompany a recording)

I. Age, gender, race, and other multicultural considerations of client:

II. Presenting concerns:

III. Why coming to counseling now?

IV. Who else is involved with the client?

V. Relevant history:

VI. Current problems/Issues of concern:

VII. Client strengths:

VIII. Sources of support:

IX. How do you understand/conceptualize the case? Apply theory (counseling theory, developmental theory, systems theory, and career theory) as well as research.

X. What theory and strategy did you try to utilize as an intervention in recording?

XI. What do you want from the group? (Ideas, resources, time to vent, support)

Revised September 2018
CED 680: Counseling Practicum

Counseling Competencies Scale (CCS)

The Counselor Education Department at Winona State University has adopted the CCS for assessing counseling student's skills & practices competencies in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards. The CCS is used by course instructors and site supervisors to evaluate students completing both the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) tracks.

The Counseling Competencies Scale (CCS) assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

I. EVALUATION GUIDELINES

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).

- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.

- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) have **not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.

- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) have **not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

**Counseling students NOT scoring at level Six (6) or above in a particular area will NOT be eligible to progress to their next stage of clinical experience.**
II. CACREP (2009) STANDARDS

Section III: Professional Practice:
Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Standard F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:
1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages of one (1) hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

The CCS is used by the CED (in part and in whole) to assess skills and practices for the following courses:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CCS Components (1-3) Used</th>
<th>Course-Specific CACREP (2009) Standards Assessed</th>
</tr>
</thead>
</table>
| CE 680: Counseling Practicum | 1. Primary Counseling Skills
- 88 points possible; target = 66
2. Professional Dispositions
- 80 points possible; target = 60
3. Professional Behaviors

Total Score possible 248; target = 186.

CCS is calculated using minimum targets-points and factored separately from the Grade Scale indicated in the course syllabus, and factored into students’ final grade.
<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skill(s)</th>
<th>Specific Counseling Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies</th>
<th>Meets Expectations / Demonstrates Competencies</th>
<th>Near Expectations / Developing towards Competencies</th>
<th>Below Expectations / Insufficient / Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A</td>
<td>3.0</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</td>
<td>Student demonstrates effective nonverbal communication skills, conveying connectiveness &amp; empathy (85%).</td>
<td>Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</td>
<td>Student demonstrates inconsistency in his/her nonverbal communication skills.</td>
<td>Student demonstrates limited nonverbal communication skills.</td>
</tr>
<tr>
<td>1.B</td>
<td>3.0</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”</td>
<td>Student demonstrates appropriate use of encouragers, which supports the development of a therapeutic relationship (85%).</td>
<td>Student demonstrates appropriate use of encouragers for the majority of counseling sessions (70%).</td>
<td>Student demonstrates inconsistency in his/her use of appropriate encouragers.</td>
<td>Student demonstrates limited ability to use appropriate encouragers.</td>
</tr>
<tr>
<td>1.C</td>
<td>3.0</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questions (e.g., avoidance of double questions)</td>
<td>Student demonstrates appropriate use of open &amp; close-ended questions and/or, with an emphasis on closed-ended question (85%).</td>
<td>Student demonstrates appropriate use of open &amp; closed-ended questions for the majority of counseling sessions (70%).</td>
<td>Student demonstrates inconsistency in his/her use of open-ended questions &amp; may use closed-ended questions for prolonged periods.</td>
<td>Student uses open-ended questions sparingly &amp; with limited effectiveness.</td>
</tr>
<tr>
<td>1.D</td>
<td>3.0</td>
<td>Reflecting</td>
<td>Basic Reflection of Content—Paraphrasing, Summarizing, etc.</td>
<td>Student demonstrates appropriate use of paraphrasing &amp; summarizing as the primary therapeutic approach (85%).</td>
<td>Student demonstrates appropriate use of paraphrasing &amp; summarizing, appropriately &amp; consistently (70%).</td>
<td>Student demonstrates paraphrasing &amp; summarizing inconsistently &amp; inappropriately.</td>
<td>Student demonstrates limited proficiency in paraphrasing &amp; summarizing.</td>
</tr>
<tr>
<td>1.E</td>
<td>3.0</td>
<td>Reflecting</td>
<td>Reflection of Feelings</td>
<td>Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).</td>
<td>Student demonstrates appropriate use of reflection of feelings appropriately &amp; consistently (70%).</td>
<td>Student demonstrates reflection of feelings inconsistently &amp; inappropriately.</td>
<td>Student demonstrates limited proficiency in reflecting feelings.</td>
</tr>
<tr>
<td>1.F</td>
<td>3.0</td>
<td>Advanced Reflection</td>
<td>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</td>
<td>Student demonstrates consistent use of advanced therapeutic skills &amp; promotes discussions of greater depth in counseling sessions (85%).</td>
<td>Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).</td>
<td>Student demonstrates inconsistent &amp; inaccurate ability to use advanced counseling skills: sessions appear cluttered.</td>
<td>Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.</td>
</tr>
<tr>
<td>1.G</td>
<td>3.0</td>
<td>Confrontation</td>
<td>Counselor challenges client to recognize &amp; evaluate inconsistencies.</td>
<td>Student demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words or actions in a supportive &amp; caring fashion. Good balance of challenge &amp; support (85%).</td>
<td>Student demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words or actions in a supportive &amp; caring fashion (70%).</td>
<td>Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words or actions in a supportive &amp; caring fashion. Confrontation is minimal.</td>
<td>Student demonstrates limited ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words or actions in a supportive &amp; caring fashion. Confrontation is lacking.</td>
</tr>
<tr>
<td>1.H</td>
<td>3.0</td>
<td>Goal Setting</td>
<td>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</td>
<td>Student demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with client (85%).</td>
<td>Student demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (70%).</td>
<td>Student demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with client.</td>
<td>Student demonstrates limited ability to establish collaborative &amp; appropriate therapeutic goals with client.</td>
</tr>
<tr>
<td>1.I</td>
<td>3.0</td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or focuses) client on his/her therapeutic goals—i.e., purposeful counseling</td>
<td>Student demonstrates consistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (85%).</td>
<td>Student demonstrates ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (70%).</td>
<td>Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.</td>
<td>Student demonstrates limited ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.</td>
</tr>
<tr>
<td>1.J</td>
<td>3.0</td>
<td>Facilitate Therapeutic Environment</td>
<td>Counselor expresses appropriate empathy &amp; care. Counselor is “present” and open to client.</td>
<td>Student demonstrates consistent ability to be empathic &amp; use appropriate responses (85%).</td>
<td>Student demonstrates ability to be empathic &amp; use appropriate responses (70%).</td>
<td>Student demonstrates inconsistent ability to be empathic &amp; use appropriate responses.</td>
<td>Student demonstrates limited ability to be empathic &amp; use appropriate responses.</td>
</tr>
<tr>
<td>1.K</td>
<td>3.0</td>
<td>Facilitate Therapeutic Environment</td>
<td>Counselor expresses appropriate respect &amp; unconditional positive regard</td>
<td>Student demonstrates consistent ability to be respectful, accepting, &amp; caring with clients (85%).</td>
<td>Student demonstrates ability to be respectful, accepting, &amp; caring with clients (70%).</td>
<td>Student demonstrates inconsistent ability to be respectful, accepting, &amp; caring.</td>
<td>Student demonstrates limited ability to be respectful, accepting, &amp; caring.</td>
</tr>
</tbody>
</table>

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2. Total Score (out of a possible 88 points)

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<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (3)</th>
<th>Meets Expectations / Demonstrates Competencies (6)</th>
<th>Near Expectations / Developing towards Competencies (4)</th>
<th>Below Expectations / Insufficient / Unacceptable (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A</td>
<td>Professional Ethics</td>
<td>The student adheres to the ethical guidelines of the ACA, ASCA, &amp; IAMCC</td>
<td>Student demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Student demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Student demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic decision-making process.</td>
<td>Student demonstrates limited ethical behavior &amp; judgment, and a limited decision-making process.</td>
<td></td>
</tr>
<tr>
<td>2.B</td>
<td>Professionalism</td>
<td>Student behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes)</td>
<td>Student is consistently respectful, thoughtful, &amp; appropriate within all professional interactions.</td>
<td>Student is consistently respectful, thoughtful, &amp; appropriate within all professional interactions.</td>
<td>Student is inconsistently respectful, thoughtful, &amp; appropriate within professional interactions.</td>
<td>Student is inconsistently respectful, thoughtful, &amp; appropriate within professional interactions.</td>
<td></td>
</tr>
<tr>
<td>2.C</td>
<td>Self-awareness &amp; Self-understanding</td>
<td>Student demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients.</td>
<td>Student demonstrates significant &amp; consistent awareness &amp; appreciation of his/her beliefs &amp; the influence of his/her beliefs on the counseling process.</td>
<td>Student demonstrates significant &amp; consistent awareness &amp; appreciation of his/her beliefs &amp; the influence of his/her beliefs on the counseling process.</td>
<td>Student demonstrates limited awareness of his/her own belief system and appears closed to increasing his/her insight.</td>
<td>Student demonstrates limited awareness of his/her own belief system and appears closed to increasing his/her insight.</td>
<td></td>
</tr>
<tr>
<td>2.D</td>
<td>Emotional stability &amp; Self-control</td>
<td>Student demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</td>
<td>Student demonstrates consistent emotional stability &amp; appropriateness in interpersonal interactions.</td>
<td>Student demonstrates consistent emotional stability &amp; appropriateness in interpersonal interactions.</td>
<td>Student demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions.</td>
<td>Student demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions.</td>
<td></td>
</tr>
<tr>
<td>2.E</td>
<td>Motivated to Learn &amp; Grow/ Initiative</td>
<td>Student is engaged in the learning &amp; development of his/her counseling competencies.</td>
<td>Student demonstrates consistent enthusiasm for his/her professional and personal growth &amp; development.</td>
<td>Student demonstrates consistent enthusiasm for his/her professional and personal growth &amp; development.</td>
<td>Student demonstrates inconsistent enthusiasm for his/her professional and personal growth &amp; development.</td>
<td>Student demonstrates inconsistent enthusiasm for his/her professional and personal growth &amp; development.</td>
<td></td>
</tr>
<tr>
<td>2.F</td>
<td>Multicultural Competencies</td>
<td>Student demonstrated awareness, appreciation, &amp; respect of cultural difference (e.g., race, spirituality, sexual orientation, SES, etc.)</td>
<td>Student demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills).</td>
<td>Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills).</td>
<td>Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills).</td>
<td>Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills).</td>
<td></td>
</tr>
<tr>
<td>2.G</td>
<td>Openness to Feedback</td>
<td>Student responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</td>
<td>Student demonstrates openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Student demonstrates openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Student is not open to supervisory feedback &amp; does not implement suggested changes.</td>
<td>Student is not open to supervisory feedback &amp; does not implement suggested changes.</td>
<td></td>
</tr>
<tr>
<td>2.H</td>
<td>Professional &amp; Personal Boundaries</td>
<td>Student recognizes the boundaries of personal competencies &amp; maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Student demonstrates consistently strong &amp; appropriate boundaries &amp; appreciates his/her limitations.</td>
<td>Student demonstrates appropriate boundaries &amp; appreciates his/her limitations.</td>
<td>Student demonstrates inappropriate boundaries &amp; has limited appreciation of his/her limitations.</td>
<td>Student demonstrates inappropriate boundaries &amp; has limited appreciation of his/her limitations.</td>
<td></td>
</tr>
<tr>
<td>2.I</td>
<td>Flexibility &amp; Adaptability</td>
<td>Student demonstrates ability to flex to changing circumstances, unexpected events, &amp; new situations.</td>
<td>Student demonstrates ability to adapt to &amp; “read &amp; flex” situations.</td>
<td>Student demonstrates ability to adapt to &amp; “read &amp; flex” situations.</td>
<td>Student demonstrates an inconsistent ability to adapt &amp; “read &amp; flex” to his/her clients.</td>
<td>Student demonstrates an inconsistent ability to adapt &amp; “read &amp; flex” to his/her clients.</td>
<td></td>
</tr>
<tr>
<td>2.J</td>
<td>Congruence &amp; Genuine</td>
<td>Student demonstrates self-acceptance (“comfortable in one’s own skin”) &amp; appropriate self-confidence.</td>
<td>Student demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Student demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Student demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Student demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td></td>
</tr>
</tbody>
</table>

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Total Score (out of a possible 80 points)
<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Behavior</th>
<th>Specific Professional Behavior Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (8)</th>
<th>Meets Expectations / Demonstrates Competencies (6)</th>
<th>Near Expectations / Developing towards Competencies (4)</th>
<th>Below Expectations / Insignificant / Unacceptable (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A</td>
<td></td>
<td>Attendance</td>
<td>Student attends all course meetings &amp; clinical practice activities in their entirety (engaged &amp; prompt).</td>
<td>Student attends all class meetings &amp; supervision sessions in their entirety &amp; is engaged in the learning process.</td>
<td>Student misses one class meeting &amp;/or supervision session &amp; is engaged in the learning process.</td>
<td>Student misses two class meetings &amp;/or supervision sessions &amp; is engaged in the learning process.</td>
<td>Student misses more than two class meetings &amp;/or supervision sessions &amp; is not engaged in the learning process.</td>
</tr>
<tr>
<td>3.B</td>
<td></td>
<td>Knowledge &amp; Adherence to Site Policies</td>
<td>Student demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures.</td>
<td>Student demonstrates consistent adherence to all counseling site policies &amp; procedures.</td>
<td>Student demonstrates adherence to all counseling site policies &amp; procedures.</td>
<td>Student demonstrates limited adherence to all counseling site policies &amp; procedures.</td>
<td>Student demonstrates limited adherence to all counseling site policies &amp; procedures.</td>
</tr>
<tr>
<td>3.C</td>
<td></td>
<td>Record Keeping</td>
<td>Student completes all weekly record keeping activities correctly &amp; promptly (e.g., case notes, psychological reports, TX plan).</td>
<td>Student completes all required record keeping &amp; documentation in a timely &amp; comprehensive fashion.</td>
<td>Student completes all required record keeping &amp; documentation in a timely &amp; comprehensive fashion.</td>
<td>Student completes all required record keeping &amp; documentation in a timely &amp; comprehensive fashion.</td>
<td>Student completes all required record keeping &amp; documentation in an inconsistent &amp;/or in a timely fashion.</td>
</tr>
<tr>
<td>3.D</td>
<td></td>
<td>Knowledge of professional literature</td>
<td>Student researches therapeutic intervention strategies that have been supported in the literature &amp; research.</td>
<td>Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature &amp; research.</td>
<td>Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature &amp; research.</td>
<td>Student demonstrates limited understanding of counseling theory &amp;/or practice in the counseling literature &amp; research.</td>
<td>Student demonstrates limited understanding of counseling theory &amp;/or practice in the counseling literature &amp; research.</td>
</tr>
<tr>
<td>3.E</td>
<td></td>
<td>Application of Theory to Practice</td>
<td>Student demonstrates knowledge of counseling theory &amp; its application in his/her practice.</td>
<td>Student demonstrates an understanding of the counseling process (i.e.) that guides his/her therapeutic work with clients.</td>
<td>Student demonstrates an understanding of the counseling process (i.e.) that guides his/her therapeutic work with clients.</td>
<td>Student demonstrates limited understanding of the counseling process (i.e.) that guides his/her therapeutic work with clients.</td>
<td>Student demonstrates limited understanding of the counseling process (i.e.) that guides his/her therapeutic work with clients.</td>
</tr>
<tr>
<td>3.F</td>
<td></td>
<td>Case Conceptualization</td>
<td>Student is able to effectively present &amp; summarize client history &amp; demonstrate an appreciation of the multiple influences on a client's level of functioning.</td>
<td>Student demonstrates a strong &amp; comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.</td>
<td>Student demonstrates a strong &amp; comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.</td>
<td>Student demonstrates a limited case conceptualization &amp; does not appreciate the influences of systemic factors on the client's level of functioning.</td>
<td>Student demonstrates a limited case conceptualization &amp; does not appreciate the influences of systemic factors on the client's level of functioning.</td>
</tr>
<tr>
<td>3.G</td>
<td></td>
<td>Seeks Consultation</td>
<td>Student seeks consultation &amp; supervision in appropriate service delivery.</td>
<td>Student consistently seeks appropriate consultation &amp; supervision to support the delivery of counseling services.</td>
<td>Student seeks consultation &amp; supervision to support the delivery of counseling services.</td>
<td>Student seeks consultation &amp; supervision to support the delivery of counseling services.</td>
<td>Student seeks consultation &amp; supervision to support the delivery of counseling services.</td>
</tr>
<tr>
<td>3.H</td>
<td></td>
<td>Psychosocial &amp; Treatment Planning</td>
<td>Student demonstrates ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</td>
<td>Student demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan (e.g., goals are relevant, attainable, &amp; measurable).</td>
<td>Student demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</td>
<td>Student demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</td>
<td>Student demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</td>
</tr>
<tr>
<td>3.I</td>
<td></td>
<td>Appraisal</td>
<td>Student demonstrates ability to appropriately administer, score, &amp; interpret clinical assessments.</td>
<td>Student demonstrates the ability to appropriately administer, score, &amp; interpret assessment instruments.</td>
<td>Student demonstrates the ability to appropriately administer, score, &amp; interpret assessment instruments.</td>
<td>Student demonstrates the ability to appropriately administer, score, &amp; interpret assessment instruments.</td>
<td>Student demonstrates the ability to appropriately administer, score, &amp; interpret assessment instruments.</td>
</tr>
<tr>
<td>3.J</td>
<td></td>
<td>Task Completion</td>
<td>Student completes all assigned tasks in an ethical &amp; effective fashion (e.g., individual &amp; group counseling, supervision, reports)</td>
<td>Student consistently completes all assigned tasks in a comprehensive &amp; through fashion.</td>
<td>Student completes all assigned tasks in a comprehensive fashion.</td>
<td>Student completes all assigned tasks in an inconsistent fashion.</td>
<td>Student does not complete all assigned tasks &amp; does not complete assignments in a consistent fashion.</td>
</tr>
</tbody>
</table>

Total Score (out of a possible 80 points)

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Narrative Feedback from Supervising Instructor

Please note the counseling student's areas of strength, which you have observed:

____________________________________________________________________________________

Please note the counseling student's areas that warrant improvement, which you have observed:

____________________________________________________________________________________

Please comment on the counseling student's general performance during his/her clinical experience to this point:

____________________________________________________________________________________

Counseling Student's Name (print)  Date

Site Supervisor's Name (print)  Date

Date CCS was reviewed with Counseling Student:

____________________________________________________________________________________

Counseling Student's Signature  Date

Site Supervisor's Signature  Date
Evaluation completed for:

☐ CE 680 - Counseling Practicum
☐ CE 690 - Internship

Term: __________

Date of Evaluation: __________ __________ __________

Practicum/Internship Site:

Name: __________________________________________

Address: _______________________________________

   Street   City   State   Zip

Please carefully read the following questions and evaluate your practicum or internship or field experience.

1) Please circle the number that most closely parallels your overall practicum or internship field experience.

   1 – 2 = Poor
   3 – 4 = Fair
   5 – 6 = Average
   7 – 8 = Good
   8 – 10 = Excellent

   Comments: _______________________________________

2) Please evaluate the quality of supervision you received throughout your field experience from your site supervisor.

   1 – 2 = Poor
   3 – 4 = Fair
   5 – 6 = Average
   7 – 8 = Good
   8 – 10 = Excellent

   Comments: _______________________________________

3) Please list the strengths of the practicum or internship field site.

   1. _____________________________________________
   2. _____________________________________________
   3. _____________________________________________
   4. _____________________________________________

Revised September 2018
4) Please list the need areas for the practicum or internship field site.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

5) The practicum or internship field experience provided me with the opportunity to develop my counseling skills through appropriate individual and group counseling opportunities.
   True____  False____  Comments:

6) The practicum or internship field experience provided me with the opportunity to develop case management skills.
   True____  False____  Comments:

7) The practicum or internship field experience provided me with the opportunity to develop appropriate professional decision-making skills.
   True____  False____  Comments:

8) The practicum or internship field experience provided me with the opportunity to develop a strong professional identity.
   True____  False____  Comments:

9) Would you recommend this site to other practicum or internship students?
   Yes____  No____  Comments:

10) Would you recommend the on-site supervisor to other practicum or internship students?
    Yes____  No____  Comments:

   Additional comments regarding your practicum or internship field experience?

_________________________  __________________________
Student Name:              Student Signature:

_________________________
Address:                  __________________________
                      Street            City        State             Zip

_________________________
Telephone:               __________________________
                      Email: