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</tbody>
</table>
Thank you, practicum and internship site supervisors, for your critically important contributions to the growth and learning of our advanced students. This handbook is designed to provide you with important information to support your efforts on their behalf. A variety of administrative and clinical issues and procedures will be addressed.

Revised October 2020
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 700 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 to go 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 intern activities are to be conducted with this in mind, as guided by the ACA, AMHCA, or ASCA codes of ethical counseling practice.

PRACTICUM

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, CE 695, and CE 699 in conjunction with practicum or internship.
Additional Practicum Overview

The counseling practicum experience (CE 680) provides initial exposure and orientation to relevant professional settings. A minimum of 100 hours is required for the practicum (at least 40 in direct service and 60 in indirect service). Field placements may include elementary, middle, secondary, or alternative 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. Students will be required to complete two case conceptualizations including taped sessions with clients who complete release of information forms.

INTERNSHIP

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 Field Placement 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 a 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. Students may opt to take internship over two semesters. Students will be required to complete two case conceptualizations including one taped group session.

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 Mental Health Counselors Association (AMHCA), the American School Counselor Association (ASCA), and some employers. Students may not accrue any practicum or internship hours until liability insurance has been verified.

Revised October 2020
Confidentiality Guidelines
Interns must follow ACA/AMHCA/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 context of training/supervision. Any breach in the ACA/ASCA Code of Ethics and HIPPA/FERPA legal guideline 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 should register for the appropriate number of credits of internship based on the table below.

<table>
<thead>
<tr>
<th>Remaining Hours</th>
<th>Internship Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100 hours</td>
<td>1 credit</td>
</tr>
<tr>
<td>101-200 hours</td>
<td>2 credits</td>
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<tr>
<td>201-300 hours</td>
<td>3 credits</td>
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<td>301-400 hours</td>
<td>4 credits</td>
</tr>
<tr>
<td>401-500 hours</td>
<td>5 credits</td>
</tr>
<tr>
<td>501-600 hours</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

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, including direct work with clients;
4) provide the practicum/internship student with adequate work space, telephone service, office supplies, and support staff to conduct professional activities; and
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;
6) register the site within the Tevera online system.

Revised October 2020
Site Supervisor Responsibilities
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 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:

1) Orient interns to the procedures, guidelines, and purpose of the internship setting;
2) Guide interns toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client/student population;
3) Provide interns with counseling situations in which they can gain experience in practical application of methods and techniques, including direct work with clients;
4) Assist interns in planning for efficient use of time and resources;
5) Assist interns in assessing client potential and prognosis;
6) Help interns develop positive working relationships with supervisors, peers, and related professionals.
7) Complete WSU CED online training.
8) Complete Tevera forms and evaluations in a timely manner.

To assist in the evaluation of the progress of the interns' progress and development, 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 the students and the setting:

1) Consult with interns on Learning Goals assignment.
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, including direct supervision.
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;
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 egregious breach in the ACA, AMHCA, or ASCA Code of Ethics on the student’s part can 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.

6) complete Tevera forms and evaluations in a timely manner.

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

Direct Supervision

Site supervisors are expected to provide direct supervision of students occasionally throughout the practicum/internship experience. Direct supervision allows supervisors to target specific skill enhancement to improve performance; it focuses on the clinical content of the student’s work and how the student performs as a professional counselor.

Examples of direct supervision include:

1) live observations;
2) co-leading sessions, groups or classroom curriculum delivery;
3) watching recordings of sessions;
4) bug in the ear technique;
5) live supervision; and
6) interpersonal process recall.

Additional resources for clinical supervision can be found in the following TIP 52 document https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4435.pdf.

Revised October 2020
PRACTICUM/INTERNSHIP FORMS

• WSU CED uses an online practicum and internship management system called Tevera. Site supervisors will receive an email invitation from Tevera to create an account.

• Site supervisors will be asked to review and sign documents, including approving student hours (logs), within the Tevera platform.

• Some forms will be completed in an online format through Tevera and others will be completed on paper and uploaded to Tevera. Examples of forms in both formats follow.
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 March 30 for Fall Practicum/Internship, and October 30 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:

Supervision training received (please describe):

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

Please choose 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

Type of Site:
☐ Clinical Mental Health Counseling Site
☑ School Counseling Site

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.

School Counseling Site
☐ Video/Audio-taped sessions*
☑ 1:1 Supervision at least 1 hr./week*
☑ Classroom Guidance*
☑ Individual Counseling*
☑ Group Counseling *
☐ Theoretical Orientation Development*
☑ IEP and 504 Planning
☑ Crisis Intervention Training
☑ Suicide Assessment/Prevention
☐ Drug/Alcohol Assessment/Prevention
☐ Multidisciplinary team attendance/facilitation
☑ Consultation (parents, admin, teachers, providers, etc.)
☑ Career Counseling
☑ Professional Development Opportunities
☑ Scheduling
☐ Attendance/Truancy Meetings
☑ Testing
☐ Research and Advocacy Training
☐ Data Management Training
☐ Parent Education
☑ Parent-Teacher Conference Attendance
☑ ASCA National Model
☐ Other:

_________________________  ______________
Site Supervisor Signature  Date

_________________________  ______________
Student Signature  Date

**Approval of Site a)**  
✔ Acceptable  
☐ Questionable  
☐ Unacceptable

**Approval of Site b)**  
☐ Practicum  
☐ Internship  
✔ Both Practicum and Internship

_________________________  ______________
Faculty Signature:  Date
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 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, etc of the practicum/internship site.
3. that the practicum/internship course instructor will be available for consultation with both the practicum supervisor and the student and shall immediately contact the practicum/internship site should any problems occur.
4. that the practicum/internship course instructor is responsible for the assignment of the field work grade 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.
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 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 field.
4. to provide the practicum/internship student with adequate work space, telephone service, office 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 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 Human Services Masters 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,
(School or Agency Name)
(Student Name)
This agreement will be in effect from
Date:
To Date:

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 Signature   Date

__________________________________________  ________________________
Practicum/Internship Site Supervisor   Date

__________________________________________  ________________________
University Instructor Signature   Date
When CE Interns Become Paid Counselors-In-Training

At times, practicum/internship students are asked by a site to also serve as a long-term substitute school counselor, a licensed school counselor, or a paid intern. 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, CACREP, and Practicum/Internship course requirements (CE 680/690).

Below are the minimal requirements for the Counselor Education Department to approve the position for practicum/internship credit and on a case-by-case basis (Note: additional case-by-case requirements may be added based on student development):

1. all requirements for CE 680 Practicum or 690 Internship must be met (weekly supervision, taped sessions for class, etc.);
2. there must be a licensed counselor available for supervision either on-site or near to student (e.g., in one of the other schools nearby) at all times during the work hours of the intern;
3. school counseling students must obtain a substitute license or Tier 2 license;
4. prior to beginning a substitute, temporary, or permanent position, a site evaluation or meeting with site administrators may need to be completed to ensure clear communication and expectations from all parties;
5. student agrees to consult with onsite staff at site 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 employment (e.g., lunch, bus or playground duty, wages, hours assigned to work);
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 Substitute, Temporary or Permanent Position as an Intern

______________________________ (print name) agree to the above requirements and will communicate these requirements to school or agency administration.

Student Signature: ___________________________ Date: ________________

Site Supervisor Signature: ___________________________ Date: ________________

WSU Internship Instructor: ___________________________ Date: ________________

Semester Designated as Sub or Permanent Position: ________________
## Track Hours Log

**Test Student**
9/28/20 - 10/9/20
Winona - Counselor Education

**Clinical Trainee**
Date Range
Track

**Test Supervisor**
**Test Faculty**

**Site Supervisor**
Program Faculty/Staff

### HOURS BY SITE

<table>
<thead>
<tr>
<th>Site</th>
<th>9/28/20 - 10/9/20</th>
<th>CUMULATIVE AS OF 10/9/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Site</td>
<td>43.75</td>
<td>163.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>43.75</td>
<td>163.00</td>
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</tbody>
</table>

### HOURS BY TYPE

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<tr>
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<th>9/28/20 - 10/9/20</th>
<th>CUMULATIVE AS OF 10/9/20</th>
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</thead>
<tbody>
<tr>
<td>Direct Service Activities</td>
<td>15.00</td>
<td>31.25</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>7.25</td>
<td>15.50</td>
</tr>
<tr>
<td>Couples Counseling</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>0.00</td>
<td>0.00</td>
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<td>Group Counseling</td>
<td>7.75</td>
<td>15.75</td>
</tr>
<tr>
<td>Advisement/Individual Student Planning</td>
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</tr>
<tr>
<td>Career Counseling</td>
<td>0.00</td>
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<tr>
<td>Psychological Evaluation &amp; Testing</td>
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<td>Consultation</td>
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<tr>
<td>Classroom Guidance Lesson</td>
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<tr>
<td>IEP/504/RTI Meetings</td>
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<tr>
<td>Giving Presentation, Conducting Workshops</td>
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<tr>
<td>Telephone Conversations</td>
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<tr>
<td>Case Conferences (providing consultation)</td>
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<tr>
<td><strong>Indirect Service Hours</strong></td>
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<td>Supervision</td>
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<td>On-Site Supervision</td>
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<td>University Supervision</td>
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<td>Team or Faculty Conference/Staffings</td>
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<td>Program Development and Evaluation</td>
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</tr>
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<td>Case Conferences (receiving consultation)</td>
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<td>Observations</td>
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<tr>
<td>Research and Preparation</td>
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<tr>
<td>Record keeping and/or Administrative Tasks</td>
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<td>Professional Workshops/Seminars/Presentations Attended</td>
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<tr>
<td>Staff Meetings</td>
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<tr>
<td><strong>Totals</strong></td>
<td>43.75</td>
<td>163.00</td>
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## Track Hours Log

<table>
<thead>
<tr>
<th>Test Student</th>
<th>Date</th>
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<tbody>
<tr>
<td>Clinical Trainee</td>
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<tr>
<td>Clinical Trainee Signature</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Test Supervisor</th>
<th>Date</th>
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</thead>
<tbody>
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<tr>
<td>Site Supervisor Signature</td>
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<table>
<thead>
<tr>
<th>Test Faculty</th>
<th>Date</th>
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<tbody>
<tr>
<td>Program Faculty/Staff</td>
<td></td>
</tr>
<tr>
<td>Program Faculty/Staff Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
WINONA STATE UNIVERSITY
COUNSELOR EDUCATION

CLIENT RELEASE OF INFORMATION FOR TAPE SUPERVISION

The following person, __________________________, agrees or has legal parent/guardian consent to participate in individual or small group counseling provided by a graduate practicum/intern student in the Counselor Education program at Winona State University.

I understand that a graduate student, who has completed advanced course work in school counseling or clinical mental health counseling will counsel me or my child. I understand that a counselor on site as well as ________________, a faculty member at Winona State University, will supervise this counseling intern.

I further understand that I, or my minor child, may participate in counseling interviews that will be audio taped or videotaped which may be reviewed for clinical supervision by the student's counseling site supervisor and/or University Supervisor for training purposes. The tape will also be discussed in the student's class with other students present, but your name and/or your child's name will not be used at any time. The tape will be destroyed following the supervision session. Individuals who provide counseling and/or supervision must adhere to the American Counseling Association Code of Ethics, which includes remaining confidential about the counseling session unless clients are a danger to themselves or others or are in danger themselves such as in cases of child abuse. It is ethical for students to seek consultation during university training from supervisors and classmates.

If questions or concerns arise, Dr. ________ can be contacted by phone at (507)457-____ or by email at ________________. Concerns about the ethical conduct of this intern, or the intern's supervisor can be addressed by contacting the ACA Ethics and Professional Standards Department at (800)347-6647, ext. 314 or email: ethics@counseling.org.

Thank you for supporting counselor education by agreeing to participate in counseling!

__________________________
Signature of Client

__________________________ Date

__________________________
Signature of parent or guardian (if appropriate)

__________________________ Date

__________________________
Signature of Intern

__________________________ Date

Effective date: ________________ This contract expires: ____________________
Counselor Competencies Scale—Revised (CCS-R) ©
(Lambie, Mullen, Swank, & Blount, 2015)

The Counselor Competencies Scale—Revised (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.

- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the “score” column on the left.
CACREP (2016) Common Core Standards

- Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard 1.k.).
- Self-care strategies appropriate to the counselor role (Section II, Standard 1.l.).
- Multicultural counseling competencies (Section II, Standard 2.c.).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, Standard 3.h.).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standard 5.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, Standard 5.f.).
- Essential interviewing, counseling, and case conceptualization skills (Section II, Standard 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, Standard 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, Standard 5.n.).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, Standard H.).
- 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 (Section III, Professional Practice).

- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
  a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
  b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.
  c) Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum.
  d) Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
e) Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

f) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

g) Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards

- Clinical Mental Health Counseling
  - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, Standard b.).

- Marriage, Couple, and Family Counseling
  - Techniques and interventions of marriage, couple, and family counseling (3. Practice, Standard c.).

- School Counseling
  - Techniques of personal/social counseling in school settings (3. Practice, Standard f.).
## Part I: Counseling Skills & Therapeutic Conditions

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skills(s)</th>
<th>Specific Counseling Skills &amp; Therapeutic Conditions Descriptors</th>
<th>Exceeds Expectations /Demonstrates Competencies</th>
<th>Meets Expectations /Demonstrates Competencies</th>
<th>Near Expectations /Developing towards Competencies</th>
<th>Below Expectations/Unacceptable</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)</td>
<td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</td>
<td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in his or her nonverbal communication skills.</td>
<td>Demonstrates limited nonverbal communication skills, such as ignores client and/or gives judgments.</td>
<td></td>
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</tr>
<tr>
<td>1.B</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as &quot;Tell me more about...&quot;, &quot;Hm&quot;</td>
<td>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</td>
<td>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</td>
<td>Demonstrates inconsistency in his or her use of appropriate encouragers.</td>
<td>Demonstrates limited ability to use appropriate encouragers.</td>
<td>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</td>
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<tr>
<td>1.C</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</td>
<td>Demonstrates appropriate use of open &amp; closed-ended questions, with an emphasis on open-ended question (85%).</td>
<td>Demonstrates appropriate use of open &amp; closed-ended questions for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</td>
<td>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</td>
<td>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</td>
<td></td>
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<tr>
<td>1.D</td>
<td>Reflecting &amp; Paraphrasing</td>
<td>Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing the different clients’ multiple perspectives)</td>
<td>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</td>
<td>Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).</td>
<td>Demonstrates paraphrasing inconsistent &amp; inaccurate or mechanical or parroted responses.</td>
<td>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</td>
<td>Demonstrates poor ability to paraphrase, such as being judgmental &amp;/or dismissive.</td>
<td></td>
</tr>
<tr>
<td>1.E</td>
<td>Reflecting &amp; Reflection of Feelings</td>
<td>Reflection of Feelings (With couples and families, reflection of each clients' feelings)</td>
<td>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</td>
<td>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</td>
<td>Demonstrates reflection of feelings inconsistent &amp; is not matching the client.</td>
<td>Demonstrates limited proficiency in reflecting feelings &amp; is often inaccurate.</td>
<td>Demonstrates poor ability to reflective feelings, such as being judgmental &amp;/or dismissive.</td>
<td></td>
</tr>
<tr>
<td>1.F</td>
<td>Reflecting &amp; Summarizing</td>
<td>Summarizing content, feelings, behaviors, &amp; future plans (With couples and families, summarizing relational patterns of interaction)</td>
<td>Demonstrates consistent ability to use summarization to incude content, feeings, behaviors, and future plans (85%).</td>
<td>Demonstrates ability to appropriate use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</td>
<td>Demonstrates limited ability to use summarization (e.g., summary suggests course or did not understand client or is over-focused on content rather than process).</td>
<td>Demonstrates poor ability to summarize, such as being judgmental &amp;/or dismissive.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Score</td>
<td>Primary Counseling Skills(s) and Therapeutic Conditions Descriptors</td>
<td>Specific Counseling Skills and Therapeutic Conditions Descriptors</td>
<td>Exceeds Expectations /Demonstrates Competencies</td>
<td>Meets Expectations /Demonstrates Competencies</td>
<td>Near Expectations/Developing towards Competencies</td>
<td>Below Expectations/Unacceptable</td>
<td>Harmful</td>
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<tr>
<td>1G</td>
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<td>Advanced Reflection (Meaning)</td>
<td>Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)</td>
<td>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during course sessions (85%).</td>
<td>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Course sessions appear superficial.</td>
<td>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in courseing often.</td>
<td>Demonstrates poor ability to use advanced reflection, such as being judgmental &amp;/or dismissive.</td>
</tr>
<tr>
<td>1H</td>
<td></td>
<td>Confrontation</td>
<td>Counselor challenges clients to recognize &amp; evaluate inconsistencies</td>
<td>Demonstrates the ability to challenge clients through valuing inconsistencies &amp; discrepancies in the client's words &amp;/or actions in a supportive fashion. A balance of challenge &amp; support (85%).</td>
<td>Demonstrates the ability to challenge clients through valuing inconsistencies &amp; discrepancies in the client's words &amp;/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriate use not used (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent ability to challenge clients through valuing inconsistencies &amp; discrepancies in the client's words &amp;/or actions in a supportive fashion (used minima or missed opportunity).</td>
<td>Demonstrates limited ability to confront, such as degrading the client, harsh, judgmental, &amp;/or aggressive.</td>
<td>Demonstrates poor ability to use confrontation, such as degrading the client, harsh, judgmental, &amp;/or aggressive.</td>
</tr>
<tr>
<td>1I</td>
<td></td>
<td>Goal Setting</td>
<td>Counselor collaborates with clients to establish realistic, appropriate, &amp; attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)</td>
<td>Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with clients (85%).</td>
<td>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with clients (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with clients.</td>
<td>Demonstrates limited ability to develop collaborative, appropriate therapeutic goals with clients.</td>
<td>Demonstrates poor ability to develop collaborative, appropriate therapeutic goals with clients, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</td>
</tr>
<tr>
<td>1J</td>
<td></td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)</td>
<td>Demonstrates consistent ability to focus &amp;/or refocus course in client goals attainment (85%).</td>
<td>Demonstrates ability to focus &amp;/or refocus course in client goals attainment (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent ability to focus &amp;/or refocus course in client therapeutic goals attainment.</td>
<td>Demonstrates limited ability to focus &amp;/or refocus course in client therapeutic goals attainment.</td>
<td>Demonstrates poor ability to maintain focus in courseing, such as courseing moves focus away from client goals, &amp; creating an unsafe space for clients.</td>
</tr>
<tr>
<td>1K</td>
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<td>Facilitate Therapeutic Environmental: Empathy &amp; Caring</td>
<td>Expresses accurate empathy &amp; care; Counselor is &quot;present&quot; and open to clients (includes immediacy and concreteness)</td>
<td>Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</td>
<td>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</td>
<td>Demonstrates limited ability to be empathic &amp;/or uses appropriate responses.</td>
<td>Demonstrates poor ability to be empathic &amp; caring, such as creating an unsafe space for clients.</td>
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<tr>
<td>1L</td>
<td></td>
<td>Facilitate Therapeutic Environments: Respect &amp; Compassion</td>
<td>Counselor expresses appropriate respect &amp; compassion for clients</td>
<td>Demonstrates consistent ability to be respectful, accepting, &amp; compassionate with clients (85%).</td>
<td>Demonstrates ability to be respectful, accepting, &amp; compassionate with clients (majority of course sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be respectful, accepting, &amp; compassionate with clients.</td>
<td>Demonstrates limited ability to be respectful, accepting, &amp; compassionate with clients.</td>
<td>Demonstrates poor ability to be respectful &amp; compassionate with clients, such as having conditional respect.</td>
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</tbody>
</table>
### Part 2: Counseling Dispositions & Behaviors

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Dispositions &amp; Behaviors</th>
<th>Specific Counseling Disposition &amp; Behavior Descriptors</th>
<th>Exceeds Expectations /Demonstrates Competencies (5)</th>
<th>Meets Expectations /Demonstrates Competencies (4)</th>
<th>Neer Expectations /Developing towards Competencies (3)</th>
<th>Below Expectations /Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A</td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies</td>
<td>Demonstrates consistent &amp; advanced (i.e., exploration &amp; deliberation) ethical behavior &amp; judgments.</td>
<td>Demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</td>
<td>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</td>
<td>Demonstrates poor ethical behavior &amp; judgment, such as violating the ethical codes &amp;/or makes poor decisions.</td>
<td></td>
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<tr>
<td>2.B</td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, peers, &amp; clients (e.g., emotional regulation); is respectful and appreciative of the culture of colleagues and is able to effectively collaborate with others.</td>
<td>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates inconsistent respectfulness and thoughtfulness, &amp; acts inappropriately within some professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness, &amp; acts inappropriately within some professional interactions.</td>
<td>Demonstrates poor professional behavior, such as repeated y being disrespectful of others &amp;/or impedes the professional atmosphere of the counseling setting / course.</td>
<td></td>
</tr>
<tr>
<td>2.C</td>
<td>Professional &amp; Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, peers, &amp; clients</td>
<td>Demonstrates consistent &amp; strong appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates appropriate boundaries inconsistent with supervisors, peers, &amp; clients.</td>
<td>Demonstrates inappropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates poor boundaries with supervisors, peers, &amp; clients; such as engaging in dual relationships.</td>
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<tr>
<td>2.D</td>
<td>Knowledge &amp; Adherence to Site and Course Policies</td>
<td>Demonstrates an understanding &amp; appreciation for all counseling site and course policies &amp; procedures.</td>
<td>Demonstrates consistent adherence to all course site &amp; course policies &amp; procedures, including strong attendance &amp; engagement.</td>
<td>Demonstrates consistent adherence to course site &amp; course policies &amp; procedures, including strong attendance &amp; engagement.</td>
<td>Demonstrates inconsistent adherence to course site &amp; course policies &amp; procedures, including attendance &amp; engagement.</td>
<td>Demonstrates limited adherence to course site &amp; course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</td>
<td>Demonstrates poor adherence to course site &amp; course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</td>
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<tr>
<td>2.E</td>
<td>Record Keeping &amp; Task Completion</td>
<td>Completes all required record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)</td>
<td>Completes all required record keeping, documentation, and tasks in a thorough, timely, &amp; comprehensive fashion.</td>
<td>Completes all required record keeping, documentation, and tasks in a timely fashion.</td>
<td>Completes all required record keeping, documentation, and tasks inconsistently &amp; in a poor fashion.</td>
<td>Completes required record keeping, documentation, and tasks, but in an inconsistent &amp; questionably fashion.</td>
<td>Fails to complete paperwork &amp;/or tasks by specified due date.</td>
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<tr>
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<td>Score</td>
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<td>Specific Counseling Disposition &amp; Behavior Descriptors</td>
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<td>2F</td>
<td></td>
<td>Multicultural Competence in Counseling Relationship</td>
<td>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship</td>
<td>Demonstrates consistent &amp; advanced mu ticultura competencies (know edge, se f-awareness, appreciation, &amp; ski s) in interactions with c lents.</td>
<td>Demonstrates consistent mu ticultura competencies (know edge, se f-awareness, appreciation, &amp; ski s) in interactions with c lents.</td>
<td>Demonstrates inconsistent mu ticultura competencies (know edge, se f-awareness, appreciation, &amp; ski s) in interactions with c lents.</td>
<td>Demonstrates limited mu ticultura competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</td>
<td>Demonstrates poor mu ticultura competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</td>
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<tr>
<td>2G</td>
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<td>Emotional Stability &amp; Self-control</td>
<td>Demonstrates self-awareness and emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with clients</td>
<td>Demonstrates consistent emotiona stability &amp; appropriateness in interpersonal interactions with c lents.</td>
<td>Demonstrates inconsistent emotiona stability &amp; appropriateness in interpersonal interactions with c lents.</td>
<td>Demonstrates limited emotiona stability &amp; appropriateness in interpersonal interactions with c lents.</td>
<td>Demonstrates poor emotiona stability &amp; appropriateness in interpersonal interactions with c lents, such as having high ev es of emotiona reactants with c lents.</td>
<td>Demonstrates poor emotiona stability &amp; appropriateness in interpersonal interactions with c lents, such as having high ev es of emotiona reactants with c lents.</td>
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<tr>
<td>2H</td>
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<td>Motivated to Learn &amp; Grow / Initiative</td>
<td>Demonstrates engagement in learning &amp; development of his or her counseling competencies</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professiona and persona growth &amp; developoment.</td>
<td>Demonstrates consistent engagement in promoting his or her professiona and persona growth &amp; developoment.</td>
<td>Demonstrates inconsistent engagement in promoting his or her professiona and persona growth &amp; developoment.</td>
<td>Demonstrates limited engagement in promoting his or her professiona and persona growth &amp; developoment.</td>
<td>Demonstrates poor engagement in promoting his or her professiona and persona growth &amp; developoment, such as expressing lack of appreciation for profession &amp; or apathy to earning.</td>
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<tr>
<td>2I</td>
<td></td>
<td>Openness to Feedback</td>
<td>Responds non-defensively &amp; alters behavior in accordance with supervisory &amp;/or instructor feedback</td>
<td>Demonstrates consistent and strong openness to supervisory &amp;/or instructor feedback &amp; imp ements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory &amp;/or instructor feedback &amp; imp ements suggested changes.</td>
<td>Demonstrates inconsistent openness to supervisory &amp;/or instructor feedback &amp; imp ements suggested changes.</td>
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<tr>
<td>2J</td>
<td></td>
<td>Flexibility &amp; Adaptability</td>
<td>Demonstrates ability to adapt to changing circumstance, unexpected events, &amp; new situations</td>
<td>Demonstrates consistent and strong ability to adapt &amp; &quot;reads- &amp; ffixes appropriate y.</td>
<td>Demonstrates consistent ability to adapt &amp; &quot;reads- &amp; ffixes appropriate y.</td>
<td>Demonstrates inconsistent ability to adapt &amp; &quot;fixes appropriate y.</td>
<td>Demonstrates inconsistent ability to adapt &amp; &quot;fixes appropriate y.</td>
<td>Demonstrates inconsistent ability to adapt &amp; &quot;fixes appropriate y.</td>
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<tr>
<td>2K</td>
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<td>Congruence &amp; Genuineness</td>
<td>Demonstrates ability to be present &amp; &quot;be true to oneself&quot;</td>
<td>Demonstrates consistent and strong ability to be genuine &amp; accepting of se &amp; f others.</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of se &amp; f others.</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of se &amp; f others (incongruent).</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of se &amp; f others (incongruent).</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of se &amp; f others (incongruent).</td>
</tr>
</tbody>
</table>
Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor’s or trainee’s areas of strength, which you have observed:

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:

Please comment on the counselor’s or trainee’s general performance during his or her clinical experience to this point:

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Counselor’s or Trainee’s Name (print)                                                                                       Date

Supervisor’s Name (print)                                                                                                  Date

Date CCS-R was reviewed with Counselor or Trainee

Counselor’s or Trainee’s Signature                                                                                          Date

Supervisor’s Signature                                                                                                      Date

Note. If the supervising instructor / clinical supervisor is concerned about the counselor’s or trainee’s progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor or trainee’s work with clients to provide additional feedback to the counselor or trainee.
Dear Site Supervisors:

Thank you for your continued support for the Counselor Education Department and all of your hard work supervising our students! We have developed a supervisor training module in order to better inform you as well as meet our accreditation requirements. Our site supervisors will be asked to complete the module every three years, or sooner if significant changes have occurred.

Please complete the module and quiz by the second week of the semester. They can be accessed here:

Module:  
https://mediaspace.minnstate.edu/media/Site+Supervisor+Training+PPT+-+2020-2021/1_fmi7ntqs

Quiz:  
https://winona.az1.qualtrics.com/jfe/form/SV_24rvGmHqnUyGZil

If you have any questions, please feel free to contact us at ceducation@winona.edu. The CED Faculty are grateful for your commitment to our students and the profession!

Respectfully,

WSU CED Faculty
Site Supervisor Training Module
Winona State University Counselor Education Department

Practicum and Internship

1. Practicum
   - Students are required to complete a minimum 100 hours over the course of a semester, with at least 40 hours of that being direct client contact.

2. Internship
   - Students are required to complete a minimum 600 hours during internship, with at least 240 hours of that being direct client contact. This may be over one or two semesters.

Note: Students do not have university supervision over breaks and cannot be completing Practicum or Internship duties during those times.

Minimum Supervisor Qualifications According to CACREP

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area (e.g., School or Clinical Mental Health Counseling) in which the student is enrolled.
3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

University Supervisor’s Role

1. Communication facilitator between WSU program and site;
2. Gatekeeper of policy and procedures at WSU program and site;
3. Consultant and troubleshooter to student and site supervisor;
4. Group supervisor for no less than 15 hours per week from the university;
5. Evaluator of student competencies, skills and dispositions, including providing a final grade for the course; and
6. Reviewer of student and site supervisors’ evaluations and forms.
Site Supervisor’s Role

1. Provide requisite individual supervision by a qualified site supervisor at least one continuous hour per week at the practicum or internship site.
2. Provide opportunities for the student to engage in a variety of counseling activities relevant to the counseling setting, including, but not limited to, co-leading sessions, shadowing, and providing direct and indirect counseling services.
3. Provide the practicum/internship student with adequate workspace, telephone service, office supplies, and support staff to conduct professional activities.
4. Provide the student and the university with an evaluation of the student’s performance based on the criteria established by the Winona State University Counselor Education Department (CED).

Prior to beginning practicum/internship:

- Download, review, and retain as a resource the Practicum-Internship On-Site Supervisor’s Handbook:

Site Supervisor Forms

WSU CED uses an online practicum and internship management system called Tevera. Site supervisors will receive an email invitation from Tevera to create an account.

Site supervisors will be asked to review and sign documents, to include approving student hours (logs), within the Tevera platform.

Two examples of forms you will be asked to complete are:
- If a new site, site approval form:
- Site agreement form:

Site Supervisor Evaluation of Student

1. Site supervisors are asked to provide informal feedback and formal assessments.

2. Informal feedback, such as day-to-day observations and ongoing appraisals, can be provided through conversations within supervision sessions or communicated at the will of the site supervisor.

3. Formal assessments determine a student’s proficiency for their next stage of their development and contribute to the overall grade for the course. WSU CED uses the Counseling Competencies Scale Revised (CCS-R) within Tevera for mid-course and final evaluations and will review the results during supervision sessions.

Counseling Competencies Scale

CSS-R Components

The CSS-R is a comprehensive assessment focusing on two areas:
1) Counseling Skills & Therapeutic Conditions, 2) Counseling Dispositions and Behaviors.

Evaluator Roles and Data Sources

Site supervisors’ evaluations will be based on observations of students’ work, performance in supervision, and overall professional behaviors at the site.

University supervisors’ evaluations will be based on work samples, course assignments, and performance and dispositions in group supervision at the university.

All supervisors: Please complete the CSS listing your assigned student to what you would expect of other masters level practicum or internships students entering the field.
CCS-R, part 1: Counseling Skills & Therapeutic Conditions

1. Twelve counseling skills & therapeutic conditions (CSTCs) are assessed with this sub-scale.
2. CSTCs are taught first in Microskills, and then practiced in Counseling Theory and Practice and Group Counseling Theory and Practice, before the student engages in practicum and internship courses.
3. Site supervisors assess students on each of the 12 skill components on a 1-5 Likert-style rating system.
4. Scores indicate competence level, and a combined score of 48 out of 80 possible points across all 12 skill areas is needed. Individual skill areas (e.g. goal setting) that fall below a score of "3" (i.e., Meets Expectations / Demonstrates Competencies) require the attention and direct assistance from the site supervisor.
5. Assistance from site supervisors may include repeated practice or role play and, most importantly, providing specific feedback about how to correct the skill deficiency.
6. Please note that we need all sections and items scored for every student intern, whether clinical mental health or school counseling!

CCS-R, part 2: Counseling Dispositions & Behaviors

1. Thirteen Counseling Dispositions & Behaviors (CDBs) are assessed with this sub-scale.
2. CACREP defines CDBs as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. These competencies are learned in the training program and further developed in the workplace setting (e.g., application of theory, case conceptualization, and client assessment, using clinical documentation software, student record keeping, knowledge and adherence to specific site policies and practices).
3. Students CDBs are assessed as part of admission to the Counselor Education Program and intermittently during students' program progression including during practicum and internship.
4. Site supervisors assess students on each of the 11 skills, and a combined score of 44 out of 55 possible points across all 11 disposition areas needed. Again, individual disposition areas (e.g. openness to feedback) that fall below a score of "3" (i.e., Meets Expectations / Demonstrates Competencies) require the attention and direct assistance from the site supervisor.
5. Assistance from site supervisors may include targeted discussions with examples, reflective exercises, referencing the code of ethics, and, most importantly, providing specific feedback about how to correct the dispositional deficiency.
6. Again, please note that we need all sections and items scored for every student intern.
Student Remediation

1. Students who do not meet target scores on each of the CCS-R subscales may be asked to repeat a semester of practicum or internship or comply with other remediation recommendations made by the department. WSU CED calls this a retention plan.
2. Specific feedback from the site supervisor is helpful and considered along with the university instructor to create the retention plan.
3. After a student is placed on a retention plan, the site supervisor will be informed of the details of the plan unless the student concerns lead to a change of practicum or internship placement.
4. Questions about a student’s retention plan or remediation process should be directed to the university instructor.

Contact Information

Counselor Education Office
Helble Hall 319
108 E. Sanborn St.
Winona, MN 55987
507.457.5335

Counselor Education Website
https://www.winona.edu/counseloreducation/

Site Supervisor Training Module Quiz
https://winona.az1.qualtrics.com/jfe/form/SV_24rvGmHgmLiyG29i

Resources for Training in Site Supervision

Supervision Toolbox: How to Effectively Supervise Interns
https://videos.schoolcounselor.org/supervision-toolbox-how-to-effectively-supervise-interns

Strategies for Site Supervisors
https://www.schoolcounselor.org/asca/media/PDFs/WebinarPowerPoints/WEB011917_Belser.pdf

TIP 52: Clinical Supervision and Professional Development

More resources available through ASCA website: https://www.schoolcounselor.org/