



# **Counselor Education Field Placement Handbook**

**Winona State University**



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**Practicum and Internship site supervisors - Thank you 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.**

## **Counselor Education Department Mission Statement**

The counselor education department prepare socially conscious, culturally competent school, clinical mental health, an 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, which is aligned to CACREP accreditation standards.

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 ethics for 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 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 595, CE 611, CE 620, CE 622, CE 625, CE 626, CE 646, CE 647, CE 648, 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 hours of direct service and 60 hours of 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 private practice 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 continuous hour a week) for relevant site experiences. Practicum students also receive intensive university supervision (an average of 1.5 hours per week per CACREP guidelines). 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, midterm, 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 their post-graduate entry-level position. 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 regarding one of their taped individual sessions and one of their taped group sessions.



## Professional Liability Insurance Options

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, which should be maintained during the entire period of Practicum and Internship. Proof of having liability insurance must be uploaded in Tevera during Practicum and Internship. Below are common sources of professional liability insurance for counseling students:

- Available free to students enrolled in a master's-level counseling program with paid student membership to the American School Counselor Association (ASCA) <https://www.schoolcounselor.org/Membership/Membership-Options>
- Available free to students enrolled in a master's-level counseling program with paid student membership to the American Mental Health Counseling Association (AMHCA) <https://www.amhca.org/members/liabilityinsurance>
- Available free to students enrolled in a master's-level counseling program with paid student membership to the American Counseling Association (ACA) <https://www.counseling.org/membership/liability-insurance>
- Direct purchase options:

1. CPH & Associates

711 S. Dearborn St.

Suite 205

Chicago, IL 60605

Phone: 312-987-9823 or 800-875-1911

<https://www.cphins.com/student-mental-health/>

2. Healthcare Providers Service Organization (HPSO)

159 E. County Line Road

Hatboro, PA 19040-1218

Phone: 1-800-982-9491

<http://www.hpso.com/>

3. Lockton Risk Services, Inc. (thru NBCC)

Phone: 877-539-6372

<http://nbcc.lockton-ins.com/pl>

- Students may also attain professional liability insurance through their own insurance provider; however, students must meet expected coverage amounts previously mentioned.



## 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.

Remaining Hours	Internship Credits
1-100 hours	1 credit
101-200 hours	2 credits
201-300 hours	3 credits
301-400 hours	4 credits
401-500 hours	5 credits
501-600 hours	6 credits



# 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 an appropriate state license or certification (e.g., LICSW, LMHC, LPC, LP, LMFT; For school counselors, only a LSC) and a minimum of 2 years of 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) continuous hour per week of individual supervision at the practicum/internship site with the contracted site supervisor;
- 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; and
- 6) register the site within the Tevera online system.

## Site Supervisor Responsibilities

Site supervisors in school settings should hold an appropriate state school counseling license. And site supervisors in clinical settings should hold an appropriate state license in counseling or a closely related discipline (e.g., LICSW, LMHC, LPC, LPCC, LP, LMFT). In both settings, site supervisors must have two or more years of experience in that position before supervising an intern and be in good standing with their state's licensing and/or credentialing board. 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) Complete WSU CED online supervision module and accompanying quiz (once every 3 years) before starting supervision.
- 2) Orient interns to the procedures, guidelines, and purpose of the internship setting.
- 3) Guide interns toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client/student population.
- 4) Provide interns with counseling situations in which they can gain experience in practical application of methods and techniques, including direct work with clients.
- 5) Assist interns in planning for efficient use of time and resources.
- 6) Assist interns in assessing client potential and prognosis.
- 7) Help interns develop positive working relationships with supervisors, peers, and related professionals.
- 8) Complete Tevera forms and evaluations in a timely manner.
- 9) Contact the university supervisor if any concerns arise between the midterm and final site meetings.

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 the Learning Goals assignment.
- 2) Provide a minimum of one (1) continuous hour per week of individual supervision at the practicum/internship site with the contracted site supervisor.



- 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, midterm, 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 (1.5) hours per week of group supervision at the university;
- 7) provide the student with a written evaluation of their practicum/internship performance;
- 8) assign the practicum/internship grade, based on all of the student's work and in consultation with the site supervisor; and
- 9) complete Tevera forms and evaluations in a timely manner.

## **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; and
- 6) complete Tevera forms and evaluations in a timely manner.

Failure to meet practicum or internship requirements may result in an extended training requirements, a retention plan, or a recommendation to obtain the Human Services Professional Master's 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 are below:

- The American School Counseling Association Position Statement: The School Counselor and School Counselor Supervision: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-School-Counselor-Supervis>
- Best Practices in Clinical Supervision: [https://www.researchgate.net/profile/L-Borders/publication/264352000\\_Best\\_Practices\\_in\\_Clinical\\_Supervision\\_Another\\_Step\\_in\\_Delineating\\_Effective\\_Supervision\\_Practice/links/54ce398d0cf29ca810fa64e0/Best-Practices-in-Clinical-Supervision-Another-Step-in-Delineating-Effective-Supervision-Practice.pdf](https://www.researchgate.net/profile/L-Borders/publication/264352000_Best_Practices_in_Clinical_Supervision_Another_Step_in_Delineating_Effective_Supervision_Practice/links/54ce398d0cf29ca810fa64e0/Best-Practices-in-Clinical-Supervision-Another-Step-in-Delineating-Effective-Supervision-Practice.pdf)
- Meyers, L. (2014). A steadying hand. *Counseling Today*. Retrieved from: <https://ct.counseling.org/2014/11/a-steadying-hand/>



## Practicum/Internship Forms

- WSU CED uses an online practicum and internship management system called Tevera. Site supervisors will receive an e-mail invitation from Tevera to create an account.
- Site supervisors will be asked to review 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.



### 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.

The Pre-application tasks should be completed, preferably, by the last day of the preceding semester of practicum or internship but no later than the first day of the semester the student is enrolled in practicum or internship.

The Practicum Request Form is due by January 15 for Practicum for the following fall semester.

The Pre-practicum tasks should be completed by March 30.

**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:

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**Site Supervisor Signature      Date**

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**Student Signature      Date**

**Approval of Site a)**

- ✓ Acceptable
- ☐ Questionable
- ☐ Unacceptable

**Approval of Site b)**



- ☐ Practicum
- ☐ Internship
- ☒ Both Practicum and Internship

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**Faculty Signature:**

---

**Date**





## Practicum/Internship Site 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 they must adhere to the administrative policies, procedures, standards, set of the practicum/internship site.
3. 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 concerns emerge.
4. the practicum/internship course instructor (i.e., university supervisor) is responsible for the assignment of the field work grade in consultation with 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 their 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 specialty area.
4. to provide the practicum/internship student with adequate work space, telephone service, and access to 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 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 requirements, a retention plan, recommendation to obtain Human Services Master's degree or dismissal from CE program.

Note: 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. University faculty cannot provide supervision to students between semesters.

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 and CACREP Standards.

\_\_\_\_\_  
**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 on a provisional license, 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 and 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 the 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, prior to beginning a substitute, temporary, or permanent position;
4. 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 the 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) agrees to the above requirements and will communicate these requirements to the school or agency administration.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WSU Internship Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Semester(s) Designated as Sub or Permanent Position: \_\_\_\_\_



# Track Hours Log

Clinical Trainee  
Name

Date Range  
7/9/23 - 7/22/23

Track  
Winona - Counselor Education



Site Supervisor  
Name

Program Faculty/Staff  
Name

## HOURS BY SITE

Site	7/9/23 - 7/22/23	CUMULATIVE AS OF 7/22/23
Site Name	37.00	481.50
<b>Totals</b>	<b>37.00</b>	<b>481.50</b>

## HOURS BY TYPE

	7/9/23 - 7/22/23	CUMULATIVE AS OF 7/22/23
<b>Total Hours</b>	<b>37.00</b>	<b>481.50</b>
Direct Service Activities	20.50	200.25
Individual Counseling	13.00	113.00
Couples Counseling	0.00	1.00
Family Counseling	0.00	0.00
Group Counseling	6.00	71.25
Advisement/Individual Student Planning	0.00	0.00
Career Counseling	0.00	0.00
Psychological Evaluation & Testing	0.00	0.00
Consultation	0.42	6.92
Classroom Guidance Lesson	0.00	0.00
IEP/504/RTI Meetings	0.00	0.00
Giving Presentation, Conducting Workshops	0.00	0.00
Telephone Conversations	1.08	8.08
Case Conferences (providing consultation)	0.00	0.00
Indirect Service Hours	16.50	281.25
Supervision	5.00	105.00
On-Site Supervision	2.00	34.50
University Supervision	3.00	70.50
Team or Faculty Conference/Staffings	0.00	0.50
Program Development and Evaluation	0.00	0.00
Case Conferences (receiving consultation)	0.00	1.50
Observations	0.00	0.00
Research and Preparation	2.50	62.75
Record keeping and/or Administrative Tasks	7.00	78.50
Professional Workshops/Seminars/Presentations Attended	0.00	26.50
Staff Meetings	2.00	6.50
<b>Totals</b>	<b>37.00</b>	<b>481.50</b>



514A Track Hours Log at  
7/31/23 7:31 PM CST

1/2



# Track Hours Log

Clinical Trainee Name	Clinical Trainee Signature	Date
Site Supervisor Name	Site Supervisor Signature	Date
Program Faculty/Staff Name	Program Faculty/Staff Signature	Date





## Counselor Education Department Practicum/Internship Student Evaluation of Site and Site Supervisor

Student Name:

Semester:

Date of Evaluation:

Evaluation Completed for:

☐ CE 680 – Counseling Practicum

☐ CE 690 – Internship Name of

Site Supervisor:

Name of Site:

Site Address:

City:

State:

Zip Code:

### PART I: Evaluation of Site

**INSTRUCTIONS:** Please carefully read the following items and evaluate your practicum/internship field experience and site supervisor. Mark the number that most closely parallels your overall practicum/internship field experience and experience with your site supervisor.  
5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.) 2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.) 0 (N/A) = Not applicable or Unable to assess

**NOTE:** Please provide additional information in the Additional Comments section (especially pertaining to a score of 1 or 2).

Evaluation of Site	Mostly Satisfied	Somewhat Satisfied	Neither Satisfied or Dissatisfied	Somewhat Dissatisfied	Mostly Dissatisfied	N/A
The kind of setting provided was appropriate to my needs and interests.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The expectations of my site were adequately defined between the site and me.						



	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The school/agency was prepared for me to start at their site on my first day.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The school/agency prioritized my field experience.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My placement provided an onboarding or orientation regarding operations of a school/agency.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My field experience significantly increased my knowledge of my counseling role in a school/agency.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I was given adequate opportunities to participate in a variety of counseling activities aligned with my role.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I worked with a variety of client types.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I worked with clients commensurate with my development as a counseling trainee.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I was able to gain counseling experiences with a sufficient number of clients.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I was provided with a sufficient opportunity to perform group counseling.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



I received sufficient orientation and training on my site's emergency protocols.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The experiences I was provided were relevant to my career goals.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I was provided adequate and private space to complete my assigned work.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Staff and office resources were available for me to use as needed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The staff's attitude towards me was professional and welcoming.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
The use of current technology for delivery and enhancement of services was supported and enriched by my site.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
I felt comfortable in my fieldwork setting.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
All personnel consistently demonstrated professional and ethical behavior.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



<b>EXPERIENCES YOU MAY HAVE HAD AT YOUR SITE</b>	<b>Mostly Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Mostly Dissatisfied</b>	<b>N/A</b>
Individual counseling	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Group counseling	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Consultation with other counselors or mental health professionals	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Career counseling	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Testing (formally with recognized testing instrument)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Informal evaluation/Intake interview	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

**INSTRUCTIONS:** Please carefully read the following item and choose among the 3 options to complete the sentence.

YOUR OVERALL VIEW OF YOUR FIELDWORK SITE

I would \_\_\_\_\_ this fieldwork site to another practicum/internship student.

☐ Recommend

☐ Recommend with Reservations

☐ Not Recommend

## PART II: Evaluation of Site Supervisor

**INSTRUCTIONS:** Please carefully read the following items and use the Likert scale below to evaluate your practicum/internship site supervisor.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.) 2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.) 0 (N/A) = Not applicable or Unable to assess

<b>Evaluation of Site Supervisor</b>	<b>Mostly Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Mostly Dissatisfied</b>	<b>N/A</b>
My site supervisor treated me as an individual with respect for my specific circumstances.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



My site supervisor met with me at the established time(s) and for at least 1 full hour each week.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor provided appropriate structure for our supervision sessions.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor helped clarify objectives for the counseling sessions I lead or co-lead.						

	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor modeled development of appropriate intervention or treatment plans and setting therapeutically-relevant goals with each client.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor helped me recognize how my personal style influences clients.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor regularly provided me with constructive feedback on my counseling performance.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor regularly provided me with constructive, non-punitive feedback about my knowledge, skill, and professional behaviors related to my counseling work.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



My site supervisor regularly provided feedback about my strengths and growth areas related to my integration of knowledge, skill, and professional behaviors in my counseling work.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor collaborated with me to identify clear goals by which my progress could be assessed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor checked in with me on my progress toward goals for improvement.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor created						

an open climate where I felt comfortable disagreeing with them.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor helped me increase my level of self-efficacy as an emerging counseling professional.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor shared their relevant professional experiences with me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor provided me with useful resources (e.g., books, articles, etc.).	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor was knowledgeable of current scholarship pertinent to the work at my site.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



My site supervisor and I regularly discussed the purpose of assessments and why they were selected.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor observed me in a variety of counseling-related activities.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor reviewed documentation (e.g., case notes, DA's, communications to parents) and provided corrective feedback when needed.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor was available and accessible to me during emergency situations.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor operated with high ethical and professional standards and						
provided guidance on my development of ethical practice.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor is knowledgeable about and open to discussing multicultural issues and initiated discussions on these issues and multicultural competence.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
My site supervisor broached multicultural issues of clientele (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) during supervision sessions.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0



My site supervisor broached multicultural issues in the supervisory relationship (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) in supervision sessions.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
When appropriate, my site supervisor helped me access community resources to benefit the client.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

**INSTRUCTIONS:** Please carefully read the following item and evaluate your overall view of your site supervisor.  
OVERALL VIEW OF SITE SUPERVISOR

I would \_\_\_\_\_this fieldwork site supervisor to another practicum/internship student.

☐Recommend                      ☐Recommend with Reservations                      ☐Not Recommend

**PART III**

**INSTRUCTIONS:** Please add your specific thoughts and feelings about your field placement this semester.

1. Please list 3 therapy approaches, techniques, interventions, or therapeutic insights that this site supervisor helped you to develop over the course of this semester.
2. In your opinion, what would make this a strong(er) site for future practicum/internship students?
3. Please use this area for additional Comments, score Explanations, or recommendations.

\_\_\_\_\_

Student Signature:                      Date

\_\_\_\_\_  
Site Supervisor Signature:                      Date

\_\_\_\_\_  
Faculty Supervisor Signature:                      Date





## 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 coursework in school counseling or clinical mental health counseling will counsel me or my child. I understand that a counselor on site as well as \_\_\_\_\_ 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 supervisors 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 sessions unless clients are 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 e-mail 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](mailto: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 applicable) \_\_\_\_\_ Date \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Effective Date \_\_\_\_\_

This contract expires: \_\_\_\_\_





## Counselor Competencies Scale - Revised

### Scales Evaluation Guidelines

(Lambie, Mullen, Swank, & Blount, 2016)

[CCS-R Training Manual](#)

[Updated CCS-R Training manual](#)

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 counselors or trainees 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) Standards relating to the Counselor Competencies Scale-Revised (CCS-R)

## 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 students counseling performance and ability to integrate and apply knowledge are conducted as part of the students 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 1 1/2 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

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<b>1.A Nonverbal Skills</b>  Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. ( <i>attuned to the emotional state and cultural norms of the clients</i> )	<b>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</b>	<b>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)</b>	<b>Demonstrates inconsistency in his or her nonverbal communication skills.</b>	<b>Demonstrates limited nonverbal communication skills.</b>	<b>Demonstrates poor nonverbal communication skills, such as ignores client &amp;/or gives judgmental looks.</b>















 <b>Not Observed</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>
<b>1.B Encouragers</b>  Includes Minimal Encouragers & Door Openers such as 'Tell me more about...', 'Hmm'	<b>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</b>	<b>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</b>	<b>Demonstrates inconsistency in his or her use of appropriate encouragers.</b>	<b>Demonstrates limited ability to use appropriate encouragers.</b>	<b>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</b>
 <b>Not Observed</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>1.C Questions</b>  Use of Appropriate Open & Closed Questioning (e.g. avoidance of double questions)	<b>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended question (85%).</b>	<b>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions (70%).</b>	<b>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</b>	<b>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</b>	<b>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>
<b>1.D Reflecting - Paraphrasing</b>  Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives)	<b>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</b>	<b>Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).</b>	<b>Demonstrates paraphrasing inconsistently &amp; inaccurately or mechanical or parroted responses.</b>	<b>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</b>	<b>Demonstrates poor ability to paraphrase, such as being judgmental &amp;/or dismissive.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>1.E Reflecting (b) Reflection of Feelings</b>  Reflection of Feelings ( <i>With couples and families, reflection of each clients' feelings</i> )	<b>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</b>	<b>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</b>	<b>Demonstrates reflection of feelings inconsistently &amp; is not matching the client.</b>	<b>Demonstrates limited proficiency in reflecting feelings &amp;/or is often inaccurate.</b>	<b>Demonstrates poor ability to reflective feelings, such as being judgmental &amp;/or dismissive.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>
<b>1.F Reflecting (c) Summarizing</b>  Summarizing content, feelings, behaviors, & future plans ( <i>With couples and families, summarizing relational patterns of interaction</i> )	<b>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</b>	<b>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</b>	<b>Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).</b>	<b>Demonstrates poor ability to summarize, such as being judgmental &amp;/or dismissive.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>






Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<b>1.G Advanced Reflection (Meaning)</b>  Advanced Reflection of Meaning, including Values and Core Beliefs ( <i>taking counseling to a deeper            level</i> )	<b>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during counseling sessions (85%).</b>	<b>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</b>	<b>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in counseling often.</b>	<b>Demonstrates poor ability to use advance reflection, such as being judgmental &amp;/or dismissive.</b>
  <b>Not Observed</b>	  <b>5</b>	  <b>4</b>	  <b>3</b>	  <b>2</b>	  <b>1</b>



<p><b>1.H Confrontation</b></p> <p>Counselor challenges clients to recognize &amp; evaluate inconsistencies.</p>	<p><b>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the clients' words &amp;/or actions in a supportive fashion. Balance of challenge &amp; support (85%).</b></p>	<p><b>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the clients' words &amp;/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).</b></p>	<p><b>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in clients' words &amp;/or actions in a supportive fashion. Used minimally/missed opportunity.</b></p>	<p><b>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &amp;/or actions in a supportive &amp; caring fashion, &amp;/or skill is lacking.</b></p>	<p><b>Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &amp;/or aggressive.</b></p>
<p></p> <p><b>Not Observed.</b></p>	<p></p> <p><b>5</b></p>	<p></p> <p><b>4</b></p>	<p></p> <p><b>3</b></p>	<p></p> <p><b>2</b></p>	<p></p> <p><b>1</b></p>



<b>1.I Goal Setting</b>  Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	<b>Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with clients (85%).</b>	<b>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with clients.</b>	<b>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.</b>	<b>Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>
<b>1.J Focus of Counseling</b>  Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	<b>Demonstrates consistent ability to focus &amp;/or refocus counseling on clients' goal attainment (85%).</b>	<b>Demonstrates ability to focus &amp;/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent ability to focus &amp;/or refocus counseling on clients' therapeutic goal attainment.</b>	<b>Demonstrates limited ability to focus &amp;/or refocus counseling on clients' therapeutic goal attainment.</b>	<b>Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>1.K Facilitate Therapeutic Environment(a): Empathy &amp; Caring</b>  Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	<b>Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</b>	<b>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</b>	<b>Demonstrates limited ability to be empathic &amp;/or uses appropriate responses.</b>	<b>Demonstrates poor ability to be empathic &amp; caring, such as creating an unsafe space for clients.</b>
<input type="radio"/> <b>Not Observed.</b>	<input type="radio"/> <b>5</b>	<input type="radio"/> <b>4</b>	<input type="radio"/> <b>3</b>	<input type="radio"/> <b>2</b>	<input type="radio"/> <b>1</b>
<b>1.L Facilitate Therapeutic Environment(b): <i>Respect &amp; Compassion</i></b>  Counselor expresses appropriate respect & compassion for clients	<b>Demonstrates consistent ability to be respectful, accepting, &amp; compassionate with clients (85%).</b>	<b>Demonstrates ability to be respectful, accepting, &amp; compassionate with clients (majority of counseling sessions; 70%).</b>	<b>Demonstrates inconsistent ability to be respectful, accepting, &amp; compassionate with clients.</b>	<b>Demonstrates limited ability to be respectful, accepting, &amp;/or compassionate with clients.</b>	<b>Demonstrates poor ability to be respectful &amp; compassionate with clients, such as having conditional respect.</b>
<input type="radio"/> <b>Not Observed.</b>	<input type="radio"/> <b>5</b>	<input type="radio"/> <b>4</b>	<input type="radio"/> <b>3</b>	<input type="radio"/> <b>2</b>	<input type="radio"/> <b>1</b>

Total Score \*(out of a possible 60 points)\*







[Edit Total Score \\*\(out of a possible 60 points\)\\* - Opens a Dialog](#)









## Part 2: Counseling Dispositions & Behaviors

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
<b>2.A Professional Ethics</b>  Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	<b>Demonstrates consistent &amp; advanced (<i>i.e., exploration &amp; deliberation</i>) ethical behavior &amp; judgments.</b>	<b>Demonstrates consistent ethical behavior &amp; judgments.</b>	<b>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</b>	<b>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</b>	<b>Demonstrates poor ethical behavior &amp; judgment, such as violating the ethical codes &amp;/or makes poor decisions.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>2.B Professional Behavior</b>  Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	<b>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within <i>all</i> professional interactions.</b>	<b>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within <i>all</i> professional interactions.</b>	<b>Demonstrates inconsistent respectfulness and thoughtfulness, &amp; appropriate within professional interactions.</b>	<b>Demonstrates limited respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</b>	<b>Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &amp;/or impedes the professional atmosphere of the counseling setting / course.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>2.C Professional &amp; Personal Boundaries</b>  Maintains appropriate boundaries with supervisors, peers, & clients.	<b>Demonstrates consistent &amp; strong appropriate boundaries with supervisors, peers, &amp; clients.</b>	<b>Demonstrates consistent appropriate boundaries with supervisors, peers, &amp; clients.</b>	<b>Demonstrates appropriate boundaries inconsistently with supervisors, peers, &amp; clients.</b>	<b>Demonstrates inappropriate boundaries with supervisors, peers, &amp; clients.</b>	<b>Demonstrates poor boundaries with supervisors, peers, &amp; clients; such as engaging in dual relationships.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<p><b>2.D Knowledge &amp; Adherence to Site and Course Policies</b></p> <p>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site and course policies &amp; procedures.</p>	<p><b>Demonstrates consistent adherence to <i>all</i> counseling site and course policies &amp; procedures, including strong attendance and engagement.</b></p>	<p><b>Demonstrates adherence to most counseling site and course policies &amp; procedures, including strong attendance and engagement.</b></p>	<p><b>Demonstrates inconsistent adherence to counseling site and course policies &amp; procedures, including attendance and engagement.</b></p>	<p><b>Demonstrates limited adherence to counseling site and course policies &amp; procedures, including attendance and engagement.</b></p>	<p><b>Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</b></p>
<p></p> <p><b>Not Observed.</b></p>	<p></p> <p><b>5</b></p>	<p></p> <p><b>4</b></p>	<p></p> <p><b>3</b></p>	<p></p> <p><b>2</b></p>	<p></p> <p><b>1</b></p>









<b>2.E Record Keeping &amp; Task Completion</b>  Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
 <b>Not Observed</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>

<b>Specific Counseling Skills and Therapeutic Conditions Descriptors</b>	<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>
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<p><b>2.F Multicultural Competence in Counseling Relationship</b></p> <p>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.</p>	<p><b>Demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</b></p>	<p><b>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</b></p>	<p><b>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</b></p>	<p><b>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</b></p>	<p><b>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</b></p>
<p></p> <p><b>Not Observed.</b></p>	<p></p> <p><b>5</b></p>	<p></p> <p><b>4</b></p>	<p></p> <p><b>3</b></p>	<p></p> <p><b>2</b></p>	<p></p> <p><b>1</b></p>









<b>2.G Emotional Stability &amp; Self-control</b>  Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	<b>Demonstrates consistent emotional stability &amp; appropriateness in interpersonal interactions with clients.</b>	<b>Demonstrates emotional stability &amp; appropriateness in interpersonal interactions with clients.</b>	<b>Demonstrates inconsistent emotional stability &amp; appropriateness in interpersonal interactions with clients.</b>	<b>Demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions with clients.</b>	<b>Demonstrates poor emotional stability &amp; appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>2.H Motivated to Learn &amp; Grow / Initiative</b>  Demonstrates engagement in learning & development of his or her counseling competencies.	<b>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth &amp; development.</b>	<b>Demonstrates consistent engagement in promoting his or her professional and personal growth &amp; development.</b>	<b>Demonstrates inconsistent engagement in promoting his or her professional and personal growth &amp; development.</b>	<b>Demonstrates limited engagement in promoting his or her professional and personal growth &amp; development.</b>	<b>Demonstrates poor engagement in promoting his or her professional and personal growth &amp; development, such as expressing lack of appreciation for profession &amp;/or apathy to learning.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>









<b>2.I Openness to Feedback</b>  Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	<b>Demonstrates consistent and strong openness to supervisory &amp;/or instructor feedback &amp; implements suggested changes.</b>	<b>Demonstrates consistent openness to supervisory &amp;/or instructor feedback &amp; implements suggested changes.</b>	<b>Demonstrates openness to supervisory &amp;/or instructor feedback; however, does not implement suggested changes.</b>	<b>Demonstrates a lack of openness to supervisory &amp;/or instructor feedback &amp; does not implement suggested changes.</b>	<b>Demonstrates no openness to supervisory &amp;/or instructor feedback &amp; is defensive &amp;/or dismissive when given feedback.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>



<b>2.J Flexibility &amp; Adaptability</b>  Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	<b>Demonstrates consistent and strong ability to adapt &amp; "reads-&amp;-flexes" appropriately.</b>	<b>Demonstrates consistent ability to adapt &amp; "reads-&amp;-flexes" appropriately.</b>	<b>Demonstrated an inconsistent ability to adapt &amp; flex to his or her clients' diverse changing needs.</b>	<b>Demonstrates a limited ability to adapt &amp; flex to his or her clients' diverse changing needs.</b>	<b>Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>



<b>2.K Congruence &amp; Genuineness</b>  Demonstrates ability to be present and 'be true to oneself'	<b>Demonstrates consistent and strong ability to be genuine &amp; accepting of self &amp; others.</b>	<b>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</b>	<b>Demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others.</b>	<b>Demonstrates a limited ability to be genuine &amp; accepting of self &amp; others (incongruent).</b>	<b>Demonstrates a poor ability to be genuine &amp; accepting of self &amp; others, such as being disingenuous.</b>
 <b>Not Observed.</b>	 <b>5</b>	 <b>4</b>	 <b>3</b>	 <b>2</b>	 <b>1</b>

Total Score \*(out of a possible 55 points)\*

[Edit Total Score \\*\(out of a possible 55 points\)\\* - Opens a Dialog](#)

## Narrative Feedback from Supervising Instructor / Clinical Supervisor

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

[Edit Please note the counselor's or trainee's areas of strength, which you have observed: - Opens a Dialog](#)

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

[Edit Please note the counselor's or trainee's areas that warrant improvement, which you have observed: - Opens a Dialog](#)

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

[Edit Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point: - Opens a Dialog](#)



# Signatures

Who is the Evaluator?



Student Self Evaluation



Faculty - Practicum Instructor Evaluation



Faculty - Clinical Interviewing Instructor Evaluation



Faculty - Clinical Advancement Project Instructor Evaluation



Faculty - Capstone Project Instructor Evaluation



Faculty - Advisor Evaluation



Site Supervisor Evaluation



Phase:

☐

Pre-Practicum

☐

Practicum A (CACREP Practicum)

☐

Practicum B (CACREP Internship)

☐

Post-Practicum

☐

**Other**

Date CCS-R was reviewed with Counselor or Trainee:

[Edit Date CCS-R was reviewed with Counselor or Trainee: - Opens a Dialog](#)

Counselor's or Trainee's Name (print):

[Edit Counselor's or Trainee's Name \(print\): - Opens a Dialog](#)

Counselor's or Trainee's Signature

Supervisor's Name (print):

[Edit Supervisor's Name \(print\): - Opens a Dialog](#)

Supervisor's Signature

\* *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's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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## Site Supervisor Module and Quiz

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

Quiz:

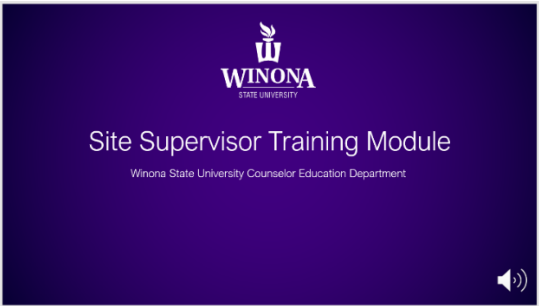
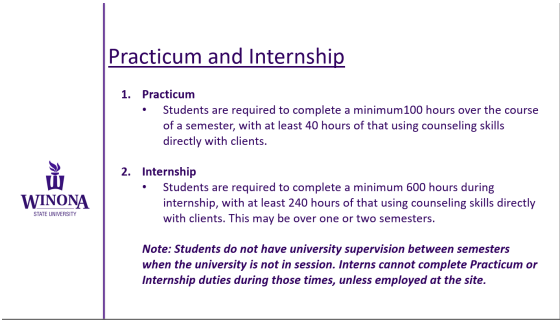
[https://winona.az1.qualtrics.com/jfe/form/SV\\_24rvGmHqnUyGZil](https://winona.az1.qualtrics.com/jfe/form/SV_24rvGmHqnUyGZil)

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


Respectfully, WSU CED Faculty






# Site Supervision PowerPoint Transcription

#1	 <p>The slide features the Winona State University logo at the top center. Below it, the text 'Site Supervisor Training Module' is displayed in a large, white font. Underneath that, in a smaller font, is 'Winona State University Counselor Education Department'. A small speaker icon is located in the bottom right corner of the slide.</p>	<p>Hello. Welcome to Winona State University's Counselor Education Department's Site Supervisor training module. My name is Karen Cathey. I serve as field placement coordinator for our department at WSU. On behalf of the department, we want to thank you for your service to our program, the university, and most importantly to our students. This PowerPoint will have useful information for you as a site supervisor. Following the presentation, and in support of our accreditation, you will have a short quiz to check your understanding.</p>
#2	 <p>The slide is titled 'Practicum and Internship' in a purple font. It contains two numbered sections: '1. Practicum' and '2. Internship'. The 'Practicum' section states that students are required to complete a minimum of 100 hours over the course of a semester, with at least 40 hours of that using counseling skills directly with clients. The 'Internship' section states that students are required to complete a minimum of 600 hours during internship, with at least 240 hours of that using counseling skills directly with clients. This may be over one or two semesters. A note at the bottom states: 'Note: Students do not have university supervision between semesters when the university is not in session. Interns cannot complete Practicum or Internship duties during those times, unless employed at the site.' The Winona State University logo is on the left side of the slide.</p>	<p>Practicum and Internship. Practicum and Internship provide Winona State University Counselor Education students with practical, field-based experience in a school or clinical mental health setting. This experience may be arranged with supervision coordinated through the counselor education field placement coordinator or course instructor, as well as, an onsite clinical supervisor. A total of 3 credits of Practicum and 6 credits of Internship work must be completed. CE 680, Practicum, provides an opportunity for the counselor-in-training to begin to develop and refine their individual and group counseling skills within the functional environment of a clinical mental health or school setting. All Practicum activities are closely supervised by university- and field-based supervisors. And prior to entry into the course, all students must provide to the instructor verification of having current professional liability insurance. The WSU Counselor Education Program, as well as, CACREP, our accrediting agency, requires students to complete a supervised Practicum of 100 hours. 40 of these clock hours must be direct service work with appropriate clients. The remaining 60 hours provide opportunities to gain experience in the activities that a regularly-employed staff member, in a counseling setting, would be expected to perform. CE 690, Internship, provides an opportunity for the counselor-in-training to enhance their counseling skills and conceptualization processes. This is done through direct counseling experience, supervision, and classroom instruction. <u>The course is designed to prepare counselors-in-training for development as independent professional counselors as evidenced by the quality of course requirements that are demonstrated by the student. This demonstration is of maturity, professional comportment, and personal</u></p>

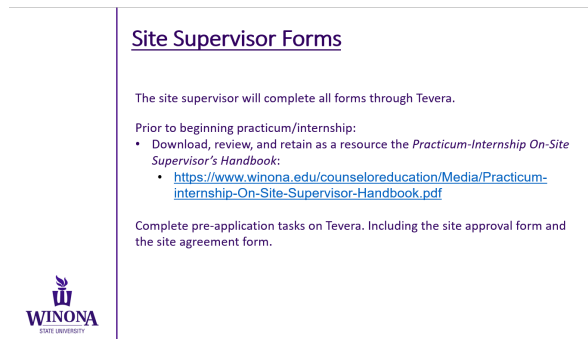
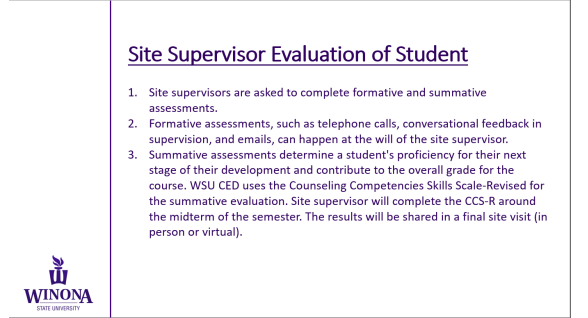


		<p>insight as appropriate to the counseling profession. The Counselor Education Department, as well as CACREP, requires students to complete a supervised Internship of 600 hours. 240 of these clock hours must be direct work with appropriate clients. The remaining 360 hours provide opportunities to gain experience in the activities that a regularly-employed staff member, in a counseling setting, would be expected to perform. The primary intention of the counseling Internship experience is to provide growth, exposure, and orientation to a relevant professional counselor setting. The responsibility of supervising students is shared between the University and the Internship site supervisors. <u>The expectations for onsite supervisors are to provide ongoing guidance, training, and orientation to the students at the appropriate graduate-level to help prepare graduates to succeed as independent professional counselors.</u> Please note as well that counselors-in-training do not have university supervision over normal, planned university breaks, such as over the winter break. Thus, they cannot complete Practicum or Internship duties during those times. We also want to alert you to a new CACREP standard. This new standard states that, in addition to the development of individual skills, students must now lead or co-lead a counseling or psychoeducational group. So, group counseling practice, as a leader or co-leader, has been added as a new CACREP requirement for this year.</p>
#3	<p><a href="#">Minimum Supervisor Qualifications According to CACREP</a></p> <ol style="list-style-type: none"> <li>1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses</li> <li>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</li> <li>3. Knowledge of the program's expectations, requirements, and evaluation procedures for students</li> <li>4. Relevant training in counseling supervision</li> </ol> 	<p>Minimum Supervision Qualifications According to CACREP. Winona State University Counselor Education Department is accredited by CACREP, the Counsel for Accreditation of Counseling and Related Educational Programs. CACREP requires site supervisors to, at a minimum, have a master's degree in counseling or a related profession with appropriate licensure and credentials, 2 years of consecutive practice in the field, knowledge of our program's expectations, and relevant training in supervision. This module will assist with your understanding of our program requirements and supervision expectations.</p>
#4		<p>University Supervisor's Role. The counselor education Practicum and Internship University supervisor has several roles. They are the go-to person for you, the site supervisor. In addition to consulting and communicating with you, they are responsible for troubleshooting, ensuring policy and procedures are being followed, evaluating students' skills and</p>



	 <p><u>University Supervisor's Role</u></p> <ol style="list-style-type: none"> <li>1. Communication facilitator between WSU program and site</li> <li>2. Gatekeeper of policy and procedures at WSU program and site</li> <li>3. Consultant and troubleshooter to student and site supervisor</li> <li>4. Group supervision for no less than 1.5 hours per week from the university</li> <li>5. Evaluation of student competencies, skills, and dispositions through direct supervision of client session (via recording or at site)</li> <li>6. Reviewer of student and site supervisors' evaluations and forms, including providing a final grade for the course</li> </ol>	dispositions, and providing 1.5 hours per week of group supervision for your supervisee.
#5	 <p><u>Site Supervisor's Role</u></p> <ol style="list-style-type: none"> <li>1. Provide requisite individual supervision by a qualified site supervisor at least one <u>continuous</u> hour per week at the practicum or internship site</li> <li>2. Provide opportunities for the student to engage in a variety of counseling activities relevant to the counseling setting; including, direct and indirect counseling services with clients consistent with the typical position (<a href="https://www.winona.edu/counseloreducation/images/CE680-690%20Practicum%20Internship%20Agreement.pdf">https://www.winona.edu/counseloreducation/images/CE680-690%20Practicum%20Internship%20Agreement.pdf</a>)</li> <li>3. Provide the practicum/internship student with adequate workspace, telephone service, office supplies, and support staff to conduct professional activities</li> <li>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 (CCS-R)</li> <li>5. Complete all forms of documentation on Tevera</li> </ol>	Site Supervisor's Role. Your role as a Site Supervisor is also multifaceted. In addition to meeting the requirements outlined previously, you are to provide to your supervisee 1 hour per week of supervision, opportunities to participate in relevant and appropriate counseling activities, adequate resources to fulfill their role, and evaluation of their performance. On the slide you see a link to the Practicum-Internship agreement form, which further delineates what these expectations are for the student, the site supervisor, and the Practicum or Internship instructor.
#6	 <p><u>Tevera Instructions</u></p> <ul style="list-style-type: none"> <li>• Tevera is an online platform that allows students to log their hours and for supervisors to complete evaluations of the students' counseling skills. Site supervisors will access Tevera throughout the semester to complete forms, hour reports, and the CCS-R.</li> <li>• As a site supervisor, you will be sent an email with directions for creating a <b>FREE</b> Tevera account. Once this account is created, you will be sent forms to complete in your communication inbox (the envelope icon at the top of the page).</li> <li>• <b>Once you have set up your account and while you're logged in</b> if you need help you can access the following resources in Tevera: <ol style="list-style-type: none"> <li>1. Click the "Help" button in the upper right-hand corner to access the Support Menu. Type a question in the search menu to find tutorials and support articles.</li> <li>2. Submit a Support Request. Click on the "Contact Us" button, fill out the required fields, and hit send. You can view your request and any responses in your Support Hub.</li> <li>3. You can email the Tevera Support center at: <a href="mailto:support@tevera.com">support@tevera.com</a></li> </ol> </li> </ul>	Tevera is a cloud-based platform often used in fieldwork training. When accessing and using Tevera, it works best using Chrome and Firefox. And only limited functioning is available when accessing Tevera on your cell phone and tablet. To set up your account, you will receive an email. The email you receive will be sent directly from within the Tevera system and will have the subject line <i>Site Supervisor</i> and be sent from the address <a href="mailto:noreply@app.tevera.com">noreply@app.tevera.com</a> . It may accidentally go to your junk mailbox or spam folder. Contact WSU's Counselor Education Department if you have trouble locating the email. Generally, you only have to set up an account once, as a site supervisor. And it is at no cost to you. Once you have set up your Tevera account, as a site supervisor, and while you're logged into Tevera, there are a few ways you can seek help from Tevera support. One way to get help, is to use the help button in the upper right-hand corner of your Tevera screen. That accesses Tevera's Support Menu. There, you type a term in the search area (e.g., student evaluation) and tutorials and support articles appear on screen to help you answer your question or get a solution to your problem. A second way to access help from Tevera, is to submit a Support Request. To do so, you will click on the "Contact Us" button, located on the bottom right-hand corner of your Tevera screen, fill out the required fields (which include the type of






		<p>request—usually you should pick Support Request—it's priority level, a brief summary, or sort of title for your question or problem—ex. Can't Access Timesheet— &amp; a detailed description of what you need help with; whenever possible, attach a screenshot of your problem you're having, like an error message, for instance), and then hit send. Generally, you should allow at least 24 hours to receive a response from Tevera. You can view your support request and any responses from Tevera in your Support Hub. Notification that a response has been provided will be sent to your Communications Hub Inbox in Tevera, which is found by clicking on the email icon—a small envelope image—on your Tevera homescreen. And the final way to get help from Tevera support, is to email their Support Center using the email in blue on this slide, <a href="mailto:support@tevera.com">support@tevera.com</a></p>
#7		<p>Site Supervisor Forms. As a site supervisor, there is also paperwork to be completed. You will find links to the site approval form, if your site is a new site for our program, and the site agreement form, which must be completed each semester by the site, the student, and the professor who is overseeing the student's supervision for that semester. You also see the link for our On-site Supervisors Handbook that will cover much of the information that we are going to provide in this PowerPoint presentation, as well as all the relevant forms needed and how we expect you to do the student evaluations.</p>
#8		<p>Site Supervisor Evaluation of the Student. Another responsibility of the site supervisor is the evaluation of the supervisee. You are invited to reach out to the university Practicum or Internship supervisor through phone or email at anytime, should you have questions or concerns. What we ask you to do is to complete the Revised Counseling Competencies Scale twice per semester. That means we ask you to complete the CCS-R on your WSU supervisee both at midterm and near the end of the semester. This evaluation will help us assist in determining the students' skill level and preparation for the profession. Please note that the university supervisor will also complete a CCS-R on the student, and the student completes their own self-assessment as well. Next we're going to look further into the Revised Counseling Competencies Scale or what is called the CCS-R.</p>
#9		<p>Counseling Competencies Scale-Revised. The Revised Counseling Competencies Scale also know, again, as</p>





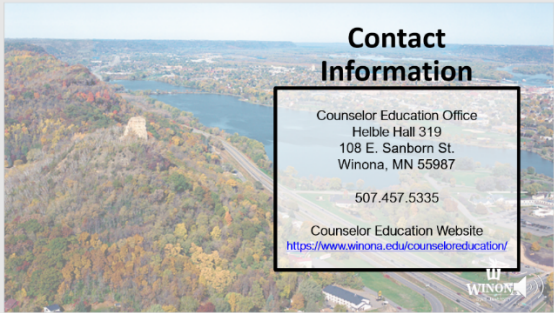


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		or 2—may be considered for remediation. With the requirement for you to review each of the 12 primary counseling skills on the CCS-R and rate the supervisee on their counseling performance, we hope you will be doing some observations of the student throughout the semester, to evaluate the supervisee’s counseling skills in preparation of completing the CCS-R.																																																																																																
#12	<div><div></div><div><h3>CCS-R: Primary Professional Dispositions</h3><ol style="list-style-type: none"><li>Eleven Primary Professional Dispositions (PDs) are assessed with this sub-scale.</li><li>CACREP defines PDs as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.</li><li>Students PDs are assessed as part of admission to the Counselor Education Program and intermittently during students’ program progression including during practicum and internship.</li><li>Site supervisors assess students on each of the 11 skills.</li><li>Scores indicate competence level with a combined score of 55 across all 11 disposition areas needed; individual disposition areas (e.g., openness to feedback) that fall below a score of “4” (i.e., <b>Meets Expectations / Demonstrates Competencies</b>) need assistance from the site supervisor.</li><li>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.</li></ol></div></div>	CCS-R: Primary Professional Dispositions. The second sub-scale of the CCS-R is used to evaluate supervisees’ professional dispositions or, as CACREP refers to them, PDs. CACREP defines PDs, that is professional dispositions, as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues. These PDs were assessed by faculty in the WSU Counselor Education Department prior to the students’ acceptance into Practicum and Internship, as well as at various other points in the program. We really appreciate the opportunity that you, as a site supervisor, have to assess these dispositions in a professional setting. These PDs are scored in the same way that we just reviewed for the primary counseling skills portion of the CCS-R; you will use the same 5-point Likert-scale system. And there are a total of 11 dispositions that you are going to be evaluating on this sub-scale.																																																																																																
#13	<div><div></div><div><h3>CCS-R: Primary Professional Dispositions</h3><table><tr><th>Item</th><th>Primary Professional Dispositions</th><th>Specific Professional Disposition Descriptions</th><th>Exceeds Expectations / Demonstrates Competencies (5)</th><th>Meets Expectations / Demonstrates Competencies (4)</th><th>Some Expectations / Developing Competencies (3)</th><th>Below Expectations / Unacceptable (2)</th><th>Unacceptable (1)</th></tr><tr><td>1</td><td>Professional Ethics</td><td>Adheres to the ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td><td>Adheres to all ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td><td>Adheres to all ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td><td>Adheres to all ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td><td>Adheres to all ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td><td>Adheres to all ethical guidelines of the ACA, ASCA, NACAC, APA, &amp; NBCC, including competence within competencies.</td></tr><tr><td>2</td><td>Professional Behavior</td><td>Behaves in a professional manner toward supervisors, peers, &amp; clients. 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In this example on the slide, the student received a score of 4, indicating they “Meet Expectations” in the “professional behavior” disposition-type area.
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4	Knowledge & Understanding of Self	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of self, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
5	Knowledge & Understanding of Others	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of others, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
6	Knowledge & Understanding of the Profession	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the profession, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
7	Knowledge & Understanding of the Field	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the field, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
8	Knowledge & Understanding of the World	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the world, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
9	Knowledge & Understanding of the Community	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the community, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
10	Knowledge & Understanding of the Society	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the society, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
11	Knowledge & Understanding of the Culture	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.	Demonstrates an understanding of the culture, including strengths, weaknesses, & areas for growth. Includes appropriate self-reflection & self-regulation.																																																																																											
#14	<div><div></div><div><h3>Student Remediation</h3><ol style="list-style-type: none"><li>Students who do not meet target scores on each of the three CCS-R sub-scales 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 <i>retention plan</i>.</li><li>Specific feedback from the site supervisor is helpful and considered along with the university instructor to create the retention plan.</li><li>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.</li><li>Questions about a student’s retention plan or remediation process should be directed to the university instructor.</li></ol></div></div>	Student Remediation. The total scores on the CCS-R are critical. They are calculated by combining the student’s total score from your evaluation of the student combined with the Winona State faculty member’s evaluation of the student. This total CCS-R score is critical because it reflects the student’s preparedness and readiness for professional work. A remediation plan will be developed with students who do not meet targeted scores on the CCS-R. Your specific feedback examples and evaluation are																																																																																																



		considered in a creation of this plan. And you will be made aware of any remediation plan that is being created for your supervisee. If you have questions about a specific plan or a specific student, please contact the student's university instructor who would be happy to address them.
#15 #16	<div> <div>  </div> <div> <p><b>Resources for Training in Site Supervision</b></p> <p><b>Supervision Toolbox: How to Effectively Supervise Interns (2016)</b>  <a href="https://videos.schoolcounselor.org/supervision-toolbox-how-to-effectively-supervise-interns">https://videos.schoolcounselor.org/supervision-toolbox-how-to-effectively-supervise-interns</a>  Speakers: Natalie Spencer, Ph.D., LPC, NCC, ACS; Angel Dowden, Ph.D.  View the webinar  Download the PowerPoint</p> <p><b>Strategies for Site Supervisors (2017)</b>  <a href="https://videos.schoolcounselor.org/?s=site+supervisors">https://videos.schoolcounselor.org/?s=site+supervisors</a>  Speaker: Christopher Belser  View the webinar  Download the PowerPoint</p> <p>More resources available through ASCA website: <a href="https://www.schoolcounselor.org/">https://www.schoolcounselor.org/</a></p> </div> </div> <div> <div>  </div> <div> <p><b>Resources for Training in Site Supervision</b></p> <p><b>SACES Webinar: Building Empathy in Supervisees</b>  <a href="https://drive.google.com/drive/folders/1i-pn6TU1FHrugGMQ_12ba9iaTKRNQ0T">https://drive.google.com/drive/folders/1i-pn6TU1FHrugGMQ_12ba9iaTKRNQ0T</a>  Speakers: Joanna Collins, MS, LPC; Jennifer Giffin, M.S., ALC, NCC; Aitra Barkley, M.S., LPC  View the webinar  Download the PowerPoint</p> <p><b>Cross Racial Supervision Webinar</b>  <a href="https://drive.google.com/file/d/1yB3pzcZLvmBkCQF2yT_D_MCS0UMHMgJL/view">https://drive.google.com/file/d/1yB3pzcZLvmBkCQF2yT_D_MCS0UMHMgJL/view</a>  Speaker: Brittany A. Williams, Ph.D., NCC  View the webinar</p> <p><b>Clinical Supervision Resources:</b>  <a href="http://www.ncebpointer.org/clinical-supervision/">http://www.ncebpointer.org/clinical-supervision/</a>  View more resources</p> </div> </div>	<p>If you are seeking resources for additional training on supervision, we would like to help you with that. On this slide and the next slide are a few examples of some trainings and resources that are available. We can help you locate these and other resources, as well. Please seek out your university contact if you would like additional training in site supervision.</p> <p>#16 Here are additional resources that I referenced.</p>
#17	 <div> <p><b>Contact Information</b></p> <p>Counselor Education Office  Helble Hall 319  108 E. Sanborn St.  Winona, MN 55987</p> <p>507.457.5335</p> <p>Counselor Education Website  <a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a></p> </div>	<p>Once again, thank you for your commitment to the Winona State University Counselor Education Department and, most of all, your commitment to our students. Thank you for taking the time to complete this module, and we really appreciate the time it takes you to complete the semester evaluations and the CCS-R on each supervisee. Now we would greatly appreciate your help. Please take a few minutes to complete the short quiz on information in this module. You will find the quiz by clicking on the second link included in the email with this module. Once completed, you will receive conformation of your completion. Again, this is a requirement for our accreditation, so we greatly appreciate your assistance. Thank you again, and please contact anyone from the Counselor Education Department if you have any questions or require any additional direction. Thank you.</p>