School Counseling
Fieldwork Experience Guidelines

School Counseling Track Coordinator

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Introduction

This document describes the practicum and internship training requirements for the Master of Arts School Counseling program. It includes the procedures for applying for Practicum/Internship placement, descriptions of roles and responsibilities of those involved, and a description of relevant terms.

The Master of Arts in School Counseling training experiences are designed to be compatible with general education requirements for professional counselor licensure; there are notes included herein that pertain to considerations of licensure requirements. Students are advised to regularly review the licensure requirements of the jurisdiction in which they wish to pursue licensing in order to stay apprised of changes.

The Counseling Department expects all those participating in counselor education and supervision to be practicing within the ethical standards and practice guidelines of the American School Counselor Association (ASCA) http://www.schoolcounselor.org/asca/media/asca/home/EthicalStandards2010.pdf. The Counseling Department permits training affiliation only with sites and supervisors who practice empirically based interventions that follow the current practice guidelines of the ASCA.

Practicum & Internship Overview

The Practicum and Internship are essential elements of the degree program. They involve a supervised off-site counseling field training experience. This training provides students with the opportunity to apply their theoretical knowledge; to implement, develop and assess the efficacy of counseling techniques based on this knowledge; and to develop the professional and personal attitudes important to the identity of a counselor. Students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior. Students must be released by faculty for practicum. Students must also be approved by practicum instructor for internship.

The primary emphasis of training is the acquisition and refinement of core counseling skills, including initial interviewing, empathic listening, rapport-building, case formulation, treatment planning, establishing and maintaining appropriate conditions for counseling, evaluation of the counseling process and progress, and beginning recognition and management of transference and counter-transference phenomena. The major goal of training is experience providing direct counseling services. The culminating experience is preparation and presentation of the Comprehensive Case Conference, the student’s professional case presentation to a panel of peers and faculty members and use of the ASCA national model for school counseling program development and implementation.

Notwithstanding that students are drawn to practice areas that interest them, the Counseling Department emphasizes that the expectation for this training experience is skill building. The setting where the student is invited to train may not be the student’s first choice with respect to their ultimate career goals, but the learning objectives for the training experiences focus on developing skills in relationship building and case conceptualization, which will occur in any counseling setting. It is valuable to have experience in all grade levels.
The practicum (COUN 5120) is registered for first semester for three credits. During this experience, you will receive training and supervision from your site and conduct a minimum of 40 direct hours of service with clients (a total of 100 hours on site). Generally speaking, the practicum contract is for the practicum semester and ends at the end of the semester. This allows students to change practicum sites for a varied experience. It is important that the practicum students commits to the remainder of the contract. In rare instances, the site or the supervisor may ask to terminate the contract or ask to change supervisors. If this happens, you must contact the University Supervisor as soon as possible. Dismissal from a site can result in termination from the UCCS CHS program.

The internship (COUN 5720) occurs over two semesters for a total of 6 credits (3 credits each semester). Students must complete their Practicum (COUN 5120) prior to beginning Internship. Practicum hours cannot be counted towards the 600 required internship hours. The student will complete a total of 600 hours (240 are direct) over the course of Internship. The hours should be evenly distributed, you may not be excused from internship class if you complete all hours early. Therefore we highly encourage you evenly distribute clinical hours with supervision.

Practicum/Internship Requirements

The requirements cover the areas of preparation of the student (prerequisite courses), the student's choice of training site(s), the supervision provided, and an expected level of progression in the student's capabilities. The requirements include placement at an approved site. The Practicum/Internship requires 700 hours accumulated over three academic periods for approximately nine to twelve months (at approximately 15-20 hours per week) under the supervision of an experienced professional. Some training sites may require additional hours, or require the student's presence on certain days. Students in Practicum/Internship are expected to spend at least 40 practicum and 240 internship hours providing direct face-to-face services to clients. Arrangements for increased hours to meet other jurisdictions’ Practicum/Internship hours’ experiences can be made with the Counseling Department.

Prerequisite Coursework

Prerequisite courses must be completed prior to the start of the Practicum/Internship.

The following courses are prerequisites for the Practicum/Internship:

1. COUN 5010 Theories and Techniques of Individual Counseling
2. COUN 5120 Laboratory in Individual Counseling
3. COUN 5100 Theories and Techniques of Group Counseling
4. COUN 5110 Laboratory in Group Counseling
5. COUN 5130 Theories and Techniques of Marriage, Couples, and Family Counseling
6. COUN 5300 Laboratory in Marriage and Family Counseling

Practicum follows the Department’s Core Course Sequence and is completed in the third semester of the first year in the program after successful completion of course work in individual, group and marriage, couples and family theories and techniques. Practicum is only available in the spring semester and is the first opportunity students will have to apply new
counseling skills with the public. Therefore, students must have a successful faculty review on
the Developmental Assessment Matrix competencies to be released for practicum. Practicum
students must earn a B or above in practicum and have satisfactory reviews from their onsite
and university supervisors to transition into internship. Internship is a two semester
requirement typically completed in the second year in the program. Internship may only be
 commenced in the fall semester.

Practicum and Internship requirements are based on CACREP standards. These courses are
considered the most critical experiential elements in both counselor training programs.
According to CACREP, the practicum and internship provide "for the application of theory and
the development of counseling skills under supervision… [as students] counsel clients who
represent the ethnic and demographic diversity of their community." All faculty members and
school and clinical site supervisors are committed to preparing ethical, effective, culturally
competent professional counselors and promoting the development of the student’s
professional counselor identity. All prospective practicum students will attend a mandatory
fieldwork orientation meeting prior to initiating practicum.

FIELD EXPERIENCES IN PROFESSIONAL PRACTICE:
PRACTICUM AND INTERNSHIP POLICIES

All students must successfully complete a 100 clock hour practicum and a 600 clock hour
internship in clinical mental health or school counseling in order to be recommended for
graduation from the Department of Counseling and Human Services. Fieldwork orientation is
typically held the first week of December. Attendance is mandatory and information presented
in this manual will be discussed at that time.

Typical Due Dates for Practicum and Internship Contracts:
PRACTICUM – December 1
INTERNSHIP – May 1

Practicum Requirements:

Identify a Field Placement Site. All students will identify a school counseling practicum field site
during the fall semester of the first year in the program. A Practicum Contract/Memorandum of
Agreement with the practicum site must be completed and submitted to the appropriate
Program Coordinator by November 15. The Practicum Contract/ Memorandum of Agreement
can be located on the Department of Counseling and Human Services website and below in
this document.

Ensure that Appropriate On-Site Supervision is Available. The site supervisor must have:
(1) a minimum of a master’s degree in school counseling, including appropriate certifications
and licenses;
(2) must hold a school counseling license under the Department of Education (any other
licenses must be approved by the department);
Required Experiences

A. Completion of 100 Clock Hours and Individual Supervision: Practicum students must complete 100 clock hours of experience during the practicum semester. At least forty (40) hours must be in individual counseling and group work, in which there is direct contact with client(s). The counselor-in-training must receive an average of one hour per week of individual or triadic (one site-supervisor with two practicum students) supervision over the duration of the practicum semester. The one hundred hour requirement is a MINIMUM for the practicum experience. Most students complete more than 100 hours over the course of the semester. Students are NOT permitted to “front load” their 100 hours at the beginning of the semester as the practicum experience begins and ends with the semester.

The University Supervisor or another department faculty member typically makes at least one visit, and one phone interview, to the practicum site to meet with the site supervisor and practicum student to assess the student’s counseling knowledge, counseling skills, and personal and professional development over the course of the practicum experience.

B. Group Supervision and Skills Development:
In addition to the on-site individual and triadic supervision, practicum students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the practicum students to discuss, in a small group setting, issues that emerge from their practicum experiences and present audio/video recordings of their work with students/clients. Additionally, a portion of the group supervision class will be used to further develop counseling skills, practice counseling sessions using the on-campus counseling laboratory, and to explore topics relevant to the needs of their current clients as well as to the professional practice of school or clinical mental health counseling.

C. Evaluations:
The site supervisor will provide periodic performance evaluations (verbal and/or written) and a final written evaluation of the practicum student. In turn, practicum students will complete an evaluation of the practicum site and the practicum experience at the completion of the field work experience.

D. Log All Practicum Hours and Activities:
All students will complete weekly/monthly practicum logs signed by the Site-Supervisor and the University Supervisor. The Final Hours log is the final verification of hours signed by the student, Site-Supervisor, and University Supervisor that will remain in the students’ practicum/internship files.
Internship Requirements:

Internship is discussed in the 2009 CACREP Standards as "The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area." Identify a Field Placement Site. All students will identify a school or community counseling internship field site during the spring semester of the first year in the program. A Contract for School Counselors and Contract for Clinical Mental Health Counselors, with the internship site, must be completed and submitted to the appropriate Program Coordinator by April 15. The Contract for School Counselors and Contract for Clinical Mental Health Counselors can be located on the Department of Counseling and Human Services website. Ensure that Appropriate On-Site Supervision is Available. The site supervisor must have: (1) a minimum of a master’s degree in counseling or related profession with equivalent qualifications, including appropriate certifications and licenses; (2) hold a school counseling license under the Department of Education; (3) a minimum of two years pertinent professional experience in the program area (school or clinical mental health counseling) in which the student is completing his or her counselor training; and (4) knowledge of the Department’s expectations, requirements and evaluation procedures for trainees. It is strongly recommended that all internship site supervisors and prospective fieldwork supervisors (i.e. practicum or internship) attend the annual Supervisor’s Workshop in the fall of each academic year.

Required Experiences

A. Completion of 600 Clock Hours and Individual Supervision: Internship students must complete 300 clock hours of experience during each of the two semesters of internship. Overall, 240 hours must be spent in direct services to clients or students and 360 hours are spent in indirect service, or engaging in those activities that support the work of a counselor. Hour Requirements for Each Semester: 120 Direct Hours + 180 Indirect Hours = 300 Logged Internship Hours (300 fall and 300 spring) 16 hours of Individual Supervision (Onsite Supervisor) (per semester) Weekly participation in Internship course throughout the semester (i.e. Group Supervision) (fall and spring semesters)

The counselor-in-training must receive an average of one hour per week of individual or triadic (one site-supervisor with two internship students) over the duration of each internship semester. The University Supervisor or another department faculty member typically makes at least one visit to the internship site (per semester) to meet with the site supervisor and internship student to assess the student’s counseling knowledge, counseling skills, and personal and professional development over the course of the internship experience.

B. Group Supervision and Skills Development: In addition to the on-site individual and triadic supervision, internship students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the internship students to discuss, in a small group setting, issues that emerge from their internship experiences and present audio/video recordings of their work with students/clients. Additionally, a portion of group supervision will be used to further develop
counseling knowledge and skills, case conceptualization skills, as well as explore students' self and other awareness (considering transference and countertransference, cross-cultural biases and understanding, among others), as students engage in case presentations and case consultations.

C. Evaluations:
The site supervisor will provide periodic performance evaluations (verbal and/or written) and a written evaluation of the internship student at the close of each semester of internship (i.e. end of fall and spring semesters). In turn, internship students will complete an evaluation of the internship site and the internship experience at the completion of the field work experience. Both will be done electronically and the student is responsible for ensuring a copy is retained for their practicum/internship file.

D. Log All Internship Hours and Activities:
All students will complete weekly/monthly practicum logs signed by the Site-Supervisor and the University Supervisor. The Final Hours log is the final verification of hours signed by the student, Site-Supervisor, and University Supervisor that will remain in the students’ practicum/internship files.

Private Practice while a Student
Although the state of Colorado has a registered psychotherapist designation, the Department of Counseling and Human Services discourages students from engaging in the private practice of counseling while enrolled in the Clinical Mental Health or School Counseling programs.

DCHS considers the Master’s degree in Counseling and Human Services to be the minimum academic qualification for the private practice of professional counseling.

Under no circumstances will the private practice of counseling be considered part of a student’s academic program, practicum or internship experiences. All student field experiences must take place in a recognized counseling organization, with qualified on-site supervision provided and available whenever fieldwork students are on site. There are no exceptions to this policy. Should students engage in the private practice of counseling, they must be aware that their practice is not part of their academic program at the University of Colorado Colorado Springs and that their required ASCA student liability insurance may not protect them if a grievance or legal action is brought against them. Moreover, individuals who continue a private practice while enrolled in the DCHS program must be registered with the State of Colorado as a registered psychotherapist.

Professional Affiliation and Professional Identity Development
All students are strongly encouraged to join at least one professional counseling organization while enrolled in graduate study. Early membership permits students to be privy to counseling initiatives and trends at the state and national levels. Further, professional identity is an essential feature of being a knowledgeable, ethical and effective practitioner. Students are encouraged to attend state and annual conferences for professional enrichment and
networking opportunities. Finally, liability insurance, which is a required component to embark on fieldwork (i.e. practicum and internship), is available through ASCA.

LICENSURE NOTE: ABOUT YOUR PAPERWORK AND STATE LICENSURE

Students are responsible for keeping copies of their records (hours on site and evaluations). **KEEP ORIGINALS OF EVERYTHING.** If your evaluations are lost in the mail or late, you can forward a copy rather than deal with a records hold on your academic files.

*Every jurisdiction is different.* If you anticipate moving to another state, be sure to check their licensure requirements well in advance. Take a moment now to download or request the licensure applications from your jurisdiction. Get your papers in order. Start a portfolio with your training experience well documented, including your hours, a copy of your training agreement, site information and contact information. This can save you hours of hunting and tracking down people in the future.

Placement at Approved Sites

UCCS has a list of pre-approved Practicum/Internship sites. These sites cover a wide geographic area and deliver a range of services to varied populations. In addition, new sites may be approved for students who identify a site that potentially meets the training requirements described herein. If the student would like to petition a new site, the student will contact the Student Resource Office (SRO) in Columbine Hall 3010, 719.255.4996 to speak to the fieldwork coordinator about adding this new site. This process can take several weeks; it is advisable that you begin the site approval process as early as possible.

Criteria for Approved Sites

Sites approved as training settings provide the following resources to support the training endeavor:

- Students will provide regularly scheduled individual, family or group counseling as a primary activity at the site.
- At least two staff members are available for supervision and training of the student(s).
- Supervisors have previous experience in supervising students providing individual or group counseling and the agency has some prior experience in training mental health students.
- The site demonstrates a commitment to training and a clearly articulated philosophy of training which includes some ideas about how to introduce “novice” clinicians to a new area of skills and attitudes, how to assess students’ progress, and how to address possible training problems.
- The agency has a sufficient number and variety of clients to assure students will have some breadth as well as depth of experience in counseling. The nature of clients and services offered must be
appropriate for students whose primary goal is developing therapy skills.

- The site permits audio or videotaping of some of the student’s clinical experiences for the purpose of sharing in the practicum/internship class and completing the comprehensive case study with the client’s informed consent and confidentiality being strictly maintained.
- The site and those designated as supervisors are in compliance with professional ethics standards and practice guidelines published by the ACA. The site and the supervisor practice and permit only those empirically based interventions that follow the current practice guidelines of the ACA.

Restriction on sites with creedal statements:
The Counseling Department (and the University) has a policy of non-discrimination against students with regard to race, age, ethnic background, sexual orientation, or any other characteristic protected by state, local or federal law. In addition, the Counseling Department is committed to fostering the training of members of groups currently under-represented in the profession of counseling.

Practicum/Internship sites approved by the Counseling Department are expected to conduct their selection and training of students in a non-discriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, sexual orientation, or any other characteristic protected by state, local or federal law unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria must notify the Counseling Department and clarify the legal (bona fide occupational qualifications) or therapeutic rationale for such policies. The Counseling Department will approve such sites if, after consultation, it is determined that an adequate legal or therapeutic rationale exists for the selection policies.

Supervisor Qualifications
Supervisors are school counseling professionals who are licensed in their respective school counseling health field. Your supervisor must be licensed as a school counselor under the Department of Education. Any other licenses must be reviewed by the Department of Counseling and Human Services and approved.

Minimum Hours
The Practicum/Internship requires a minimum of 700 hours of total service time performed over the period of approximately nine to twelve months. As part of the 700 hours, you must have 40 direct practicum hours (100 total) and 240 direct internship hours (600 total hours) with clients in individual and group sessions or other approved forms of direct contact. The site you choose may demand a minimal number of hours or a certain period of days (i.e., student must be there Tues. – Thurs., or four week days). Practicum placement must be completed before a student can enroll in the Internship class.

Students generally do not accumulate an equal amount of direct hours spread over the
Practicum/Internship reporting periods. The first reporting period includes time spent on site attending student orientations and training events required before students can start seeing clients. As you become more familiar with site operations, and demonstrate increasing skills, you should see an increase in direct contact hours. Note also that hours spent in the training seminar also are to be included in your total hours.

**Apply to the Sites Directly**

Once approved to begin the process, students should contact the sites directly. You can contact the site by phone, email or mail your application materials directly to prospective sites using the contact information provided by the Counseling Department. You need to prepare a cover letter, resume, references, and other specific materials requested by some training sites. *(Individuals providing reference letters should be given several weeks’ notice.)* In most instances, students should plan on applying to three or more sites. Use the sites list (given to you in the information packet at the information session) to identify sites you wish to apply to. Be sure to check if the site has a particular start date. For example, if you are applying for January placement, do not apply to sites that do not accept January starts.

Sites notify students who will not receive further consideration within a reasonable time so students can make other arrangements. Sites vary in how and when applicants are interviewed. Each training site has its own time schedule regarding the date that offers are made and acceptances of offers by applicants are required. For the fall, many sites will make their selections in early March or April. For the winter and summer, selection dates are more variable.

**Site Confirmation & Training Agreement**

Once a student has agreed to accept a training site, the student needs to return the Contract to the Student Resource Office (SRO) in Columbine Hall 3010, 719.255.4996 to the fieldwork coordinator.

**Student Evaluations**

Students will be evaluated by their site supervisors a minimum of two times during the course of their training. The evaluations are returned to the school by the supervisor after the student and supervisor have had an opportunity to review the form together. The student must sign the evaluation form; the signature is an indication that you have reviewed and received the evaluation, not necessarily that the student agrees with the evaluation. **KEEP AN ORIGINAL COPY OF YOUR EVALUATION – SIGNED BY YOU AND THE SUPERVISOR – IN YOUR PORTFOLIO.**

Evaluation of the student’s experience is conducted in consultation with the on-site supervisor(s); however, the final grade is the responsibility of the university Practicum/Internship instructor. In the event the site supervisor submits a negative written evaluation, the instructor of record will bring this documentation to the Counseling Department chair for discussion with the student. The student will be contacted to present his/her perspective of their clinical performance. If the negative evaluation occurs during the Practicum/Internship, a decision will be made by the Counseling Department chair and the instructor of record on whether the student will be able to continue the experience, whether a
grade of failure will be recorded, if additional hours will be required, or if there is another appropriate course of action. If the negative evaluation occurs at the end of Practicum/Internship, the instructor of record and Counseling Department chair will meet with the student to determine if the student met the course requirements satisfactorily, or if and when the student may retake the experience. If unethical or unprofessional behavior is documented, a student’s program of study may be terminated.

Practicum Objectives

Course Objectives: At the conclusion of the practicum, counselors-in-training will be able to:

1. Compare and contrast theories of motivation and enhancing the achievement of all students
2. Develop skills of a professional school counselor and develop the student’s professional counselor identity.
3. Receive supervision from a licensed school counselor with at minimum 2 years experience.
4. Utilize an instructional environment and ASCA National Model for individual and group counseling.
5. Participate in a variety of professional experiences expected of a professional school counselor.
6. Demonstrate professional school counseling knowledge and counseling skills.
7. Understand the value of professional research regarding school counseling topic germane to the profession.
8. Identify effective strategies for culturally diverse students.
9. Effectively receive and use feedback from counseling session using audiovisual recordings of counseling sessions.

Internship Objectives

Course Objectives: At the conclusion of the internship experience, counselors-in-training will be able to:

1.) Understand the relationship between standards based school counseling curriculum and school counselor effectiveness.
2.) Develop skills for using data from various sources (including students and parents) to make valid instructional decisions.
3.) Demonstrate skills to deliver effective developmental classroom guidance, individual planning, responsive services and system support.
4.) Demonstrate effective small group facilitation skills.
5.) Utilize a variety of strategies to assist students in academic success.
6.) Understand the necessity of collaboration with administrators, teachers and parents.
7.) Demonstrate effective counseling skills.

COURSE RELATIONSHIP TO CONCEPTUAL FRAMEWORK: As outlined in the College of Education’s Conceptual Framework it is expected that this class will help prepare skilled professionals who embrace equity, inquiry, and innovation. This course will assist in:
Embrace equity, diversity, and social justice
Ensure high quality preparation of education and counseling professionals
Engage in research-based inquiry and practice
Provide continual professional growth opportunities
Infuse and enhance the use of technology
Collaborate with campus and community partners to effect change
Work across college and university to optimize efficiency and effectiveness

In abiding by the general considerations for this course, counselor candidates will display knowledge skills and dispositions related to the conceptual framework of equity, inquiry and innovation.

**Consent/Confidentiality**
Consent forms for audio/videotaping are provided by the Counseling Department, or the agency may choose to provide its own forms. Students are required to adequately disguise/remove identifying client information when turning in written reports to training seminar leaders or when discussing cases with training seminar groups.

**Evaluation of Students**
Evaluation of student progress in school counseling training focuses on three areas: theoretical knowledge, counseling skills, and professionalism. Site supervisors complete the Counselor-In-Training Evaluation midway through the internship and at the end of internship.
Roles and Responsibilities in Training

The training experiences unite student, supervisor and the Counseling Department in a working relationship in which all parties are responsible to each other.

Site Supervisors

1. Those involved in training counselors shall conduct themselves in an ethical and professional manner in all training activities. The ASCA Code of Ethics and Standards of Practice shall govern their behavior at all times. The supervisor practices and permits only those empirically based interventions that follow the current practice guidelines of the ACA.

2. Communicate clear expectations to students.

3. Set up regular times for supervision.

4. Provide adequate school counseling opportunities for the students to meet training requirements.

5. Evaluate students in a timely manner.

6. Give clear and frequent feedback to students regarding their progress in training.

7. Inform the University as early as possible of any difficulties encountered at the training site.

8. Inform the University of any changes in the training experience (e.g., supervisor change; change in treatment populations).

9. Maintain an up-to-date resume with the Counseling Department.

The Counseling Department

1. Secures and maintain affiliations with approved sites.

2. Provides students with resource materials describing approved sites.

3. Advises students during the application process in order to secure a good match between student training needs and available site experiences.

4. Monitors student progress during training.

5. Works with agency personnel, supervisors, and students to resolve any training problems that may be encountered.

6. Develops new training sites and monitors the quality of training in existing sites.

7. Maintains up-to-date records of student progress in training and consults with student and supervisor regarding student progress.

8. Maintains close working ties with the training sites and visits training sites.

Students

1. Conduct themselves in an ethical and professional manner in all training activities. The ASCA Code of Ethics and Standards of Practice shall govern their behavior at all times.
on the site as well as at school. The student must practice only those empirically based interventions that follow the current practice guidelines of the ASCA.

2. Shall integrate themselves into training sites and develop respectful working relationships with staff, parents, and students. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor.

3. Are expected to appear for all events for which they have been contracted. They should clear vacation times with their supervisors.

4. Shall cultivate an attitude of openness to self-examination, supervision, and new learning.

5. Shall immediately inform their supervisor and the course instructor of record of any difficulties encountered.

6. Shall make effective use of supervision by preparing for supervision sessions, bringing relevant material from client sessions to supervision. Students are expected to be responsive to direction and guidance from their supervisor, and to implement supervision guidance into their work with clients.

Insurance
All students registered for Practicum/Internship must provide documentation of professional liability insurance. As a member of the ASCA or CSCA, you receive a discount for student liability insurance; however, you may obtain your liability insurance from other sources.

Professional Behavior Expectations
UCCS has a strong commitment to developing counseling practitioners who demonstrate high levels of professionalism and counseling skill. Its programs are rigorous and demanding, and we require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of the Department of Counseling and Human Services that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and counseling requirements; they are expected to conduct themselves in an ethical and appropriate manner at the training site as well as become familiar and abide by the ASCA Ethical Standards. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor. Any activities that appear to violate the principles of professional standards in the course of the student’s education or training will be reviewed carefully by the appropriate committee and/or administrative unit. The following are examples of inappropriate and unethical behaviors on a Practicum/Internship:

1. Failure to follow defined training guidelines.
2. Failure to appear for any scheduled event at a site, such as a therapy session, supervision, etc., without confirming the absence ahead of time with the supervisor.
3. Taking vacation time without obtaining approval from the supervisor.
4. Taping an interaction with a student without the expressed and written permission of the supervisor and parent.
5. Removal or private use of any materials from the site without approval of the supervisor.
6. Playing tapes of student sessions or presenting patient material to another party without
the expressed permission of the supervisor and parent.

7. Inappropriate use of computer-generated interpretative reports. Using material from these reports without citation in case presentations is considered plagiarism.

8. Withdrawing from or leaving the training experience (quitting) without the permission of the Counseling Department.

9. Accepting one site, and then turning it down to accept another site.

10. Acting in a manner inconsistent with the tenets of counseling as outlined in the ASCA Ethical Standards

11. Demonstration of lewd or immoral conduct by a student in connection with the delivery of services to students or interaction with staff, faculty, or other students.

12. Demonstration of rude, demanding, or threatening behavior toward another member of the training community or UCCS community (student, faculty, staff, or administration).

13. Offering to provide or providing services that are beyond the scope of the student's training, experience or emotional functioning.

14. Conviction of a crime that has a direct bearing on the practitioner's ability to practice competently.

15. Continued practice by a student who has become unfit to practice under supervision due to:
   a) Inappropriate behavior in counseling and academic settings; or
   b) Addiction to, abuse of, or severe dependency on alcohol or other drugs which endanger the public by impairing the practitioner's ability to practice safely.

Any questions about these training guidelines may be directed to the department chair.

**Ethical Behavior**

If a report is made to the DCHS faculty that a student has violated the ethical principles of the American School Counselor Association or one of its divisions, the faculty will contact the student with the nature of the ethical complaint and convene a hearing within three weeks of learning of the reported violation. Based on the nature of the violation, the student may be asked to speak with the individual faculty member of the course, meet with the Department Chairperson and/or meet with the entire DCHS Faculty. If the report of an ethical violation is substantiated, the student will be required to complete remedial ethical studies and may be dismissed from the program. In all cases, students have the right of appeal based on College of Education and Graduate School rules. Prior to initiating fieldwork, all students must state in writing that they are familiar with and will follow the American School Counselor Association (ASCA) or American Counseling Association (ACA) ethical standards.

ACA Code of Ethics: [www.counselor.org](http://www.counselor.org)

ASCA Ethic Standards:
http://www.schoolcounselor.org/asca/media/asca/home/EthicalStandards2010.pdf

*ACA’s Technology Competencies for Counselor Education Students*
At the completion of a counselor education program, all students should:
1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.
3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.
4. Be able to use statistical software to organize and analyze data.
5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.
6. Be able to use email.
7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.

To review the entire document, please go to:

Continuing Learning/Counseling Opportunities

Students in the DCHS program are encouraged to participate in those experiences that promote personal growth, self-awareness and adaptability. Opportunities may include being a client for a practicum student, private counseling, activities on and off campus and the use of the University Counseling Center. Students are made aware of available extracurricular professional development activities in three ways. First, information is sent to the student's University e-mail account; second, professional development activities are announced in each faculty member's classes; third, information is posted on bulletin boards outside each faculty member’s office and outside the COE office; all are located on the third floor of Columbine Hall. Students may receive excused absences and limited credit for practicum and internship hours for participating in personal and professional development activities that meet the criteria described in this Manual.

The department also plans and co-sponsors workshops for students and graduates. Students are encouraged to take advantage of these opportunities.
Ethical Agreement with University Supervisor

Once all conditions have been met and agreed to, initial all items below, then sign at the bottom of the page. (A signed copy of this agreement must be provided to instructor at the beginning of each semester).

1. I have read and am familiar with the Code of Ethics of the ASCA (2010) and/or ACA (2014).

2. I agree to abide by the ASCA and/or ACA Codes of Ethics, standards of practice, legal guidelines and policies of my Internship site.

3. I will only see clients (as part of my field experience, for credit hours) when the university is in session and I am receiving weekly supervision from the university supervisor.

4. If there are any ethical concerns, in addition to contacting my site supervisor, I will contact the university supervisor immediately. If my university supervisor is unavailable I will contact another of the faculty members.

Signed: _________________________________ Date: ____________
PLEASE TYPE IN ALL BLANKS BELOW COMPLETELY

Practicum ☐  Internship ☐
CMHC ☐  SCHOOL ☐

CERTIFICATE OF INSURANCE REQUEST FOR FIELDWORK

Student Name:  Fieldwork Site:
Fieldwork Start Date:  Fieldwork End Date:
Fieldwork Supervisor:  Telephone:
Fieldwork Work Address: City:  State:  Zip:

Academic Department: College of Education, Department of Counseling and Human Services

Academic Sponsor:  ☐CMHC, Dr. Field, (719) 255-5145  ☐SCHOOL, Dr. Williams, (719) 255-4167

Course Name & Number:  Academic Credits:

Does the provider pay the student during the period of the fieldwork?  Yes ☐  No ☐

Does the provider pay for Workers’ Compensation coverage for the student?  Yes ☐  No ☐

Health Insurance Coverage:  Self ☐  Student Health ☐  Parents/spouse ☐
Other: ____________________________

Provider name:  Policy Number:  Expiration Date:

Your personal health insurance is required for your placement site should you be injured, or get ill, under circumstances NOT covered by workers’ compensation. Do Not Sign This Form until you have attended a class presentation with James Duvall, Campus Risk Manager, (if you miss the course session, you will need to contact him at: 719-255-3525 or James.Duvall@cu.edu, Department of Public Safety, RM 102).

*The only exception to this is if your fieldwork site is covering workers’ compensation and you have discussed workers’ compensation prior to signing.

I have attended a class presentation or have discussed requirements for reporting an accident or injury while on the job at the fieldwork site with James Duvall UCCS Department of Public Safety/Risk Management.

*This information is provided to support your academic field placement experience. These guidelines are important and should be used in the event you are injured or become ill “on the job” at your placement site. Please remember to observe safe work practices at your placement site. If you are hurt and it is an EMERGENCY, get treatment at the nearest emergency room and then contact James Duvall, as soon as possible and prior to any follow-up treatment. To activate coverage if you are injured within the course and scope of your placement/internship: Within four (4) days of the injury, AND prior to treatment, contact James Duvall. You must be referred to one of the designated medical providers for treatment. This should prevent you from incurring out-of-pocket expenses related to the injury. IF YOU HAVE ANY FURTHER QUESTIONS, OR WANT CLARIFICATION.

BY SIGNING BELOW I AM INDICATING THAT I HAVE READ AND UNDERSTAND THE ABOVE INFORMATION

____________________________________________________________  ___/___/_______
(Student signature)  (Date)

Once your form is complete, please keep a copy and bring a copy to the COE Student Resource Office (failure to do so prior to the end of the semester before field work may result in start of your fieldwork being delayed).

College of Education  •  University of Colorado Colorado Springs
1420 Austin Bluffs Pkwy  •  Colorado Springs, CO 80918  •  t 719-255-4996  •  f 719-255-4110

June 2013  17
College of Education Fingerprint Submission/Background Check Requirement for Field Experiences (practicum, student teaching, internship, etc.)

*Note – FINGERPRINT CARD PROCESSING MAY TAKE 4 MONTHS or more so PLAN AHEAD!

College of Education students who will complete a field experience (internship, practicum, student teaching, etc.) as part of their degree or endorsement program must submit fingerprint cards to the Colorado Bureau of Investigation (those results must be given directly from CBI to the Colorado Department of Education) in order to be appropriately screened before entering schools or agencies as a fieldwork student.

Students who have completed a background check utilizing fingerprints for employment (and can provide valid proof as well as the result of the background check) do not have to repeat this process as part of their fieldwork requirements. In some cases, an educator who held a license prior to 2004 will not have fingerprints on file. Under current law these educators will be required to complete the fingerprint requirement when submitting an application. The general cost of a fingerprint card is $15.00 and the CBI cost to process your completed fingerprint card is $39.50. Please see the CDE webpage for additional information: http://www.cde.state.co.us/cdeprof/fingerprints

The Colorado Bureau of Investigation (CBI) is responsible for receiving/processing fingerprint submissions for background checks. Once processed, they will provide the results only to the agency or organization named in the "Employer and Address" field on the fingerprint card, so be sure to follow the instructions in #3, and list the complete name and address for the Colorado Department of Education in that field on your fingerprint card. The results are non-transferable and, therefore, cannot be released by CBI to an organization that is not specifically listed on the fingerprint card (e.g., results for fingerprints submitted for a school district cannot be released to the Colorado Department of Education). Note: As part of the background check process, the submitted fingerprints will also be forwarded by the CBI to the Federal Bureau of Investigation (FBI). If an applicant wishes to challenge the information contained in either the CBI or the FBI identification record, he or she has the right to do so. Additionally, applicants may request a copy of their national criminal history record from the FBI.

Four steps for fingerprint submissions:

1. Obtain the appropriate fingerprint card from a local Law Enforcement Agency (the Colorado Department of Education does not provide cards). The UCCS Public Safety Office does not provide fingerprint cards, but can take fingerprints and complete your card if you provide one. The Colorado Springs Police Department charges $15.00 for fingerprint cards. To learn more about CSPD and fingerprint services, go to: http://www.springsgov.com/Page.aspx?NavID=780.
You may also obtain a fingerprint card from the Colorado Correctional Industries' Forms Center by calling (303) 370-2165 or by completing and mailing in the form on the internet at http://www.coloradoci.com/ or in person at: Colorado Correctional Industries, 4999 Oakland St., Denver, CO 80239 Hours: Monday – Friday 8:00 a.m. – 4:00 p.m. No appointment necessary. Cash only, no checks or credit cards.
2. Complete the fingerprinting process with the assistance of a qualified Law Enforcement Agency
   *Note: it is a legal requirement that a qualified law enforcement agency assist you with completing the fingerprint card. You may wish to call ahead to confirm that a particular office can assist you.

   **TIPS FOR OBTAINING QUALITY FINGERPRINTS (AND AVOIDING RETURNS):**
   - Drink a lot of water a couple of hours before prints are taken. This raises ridges on prints.
   - Rub your fingertips while you are waiting to have prints taken. This raises the ridges on prints.
   - Apply hand lotion prior to your appointment. Dry skin makes poor quality prints.
   - Wash hands with very warm water right before prints are taken.

3. Complete a BLANK fingerprint card (**no preprinted cards will be accepted**) using only **black ink** and follow the instructions on the back of the form. Be sure to complete all of the identification information requested accurately.

   **Employer and Address**
   Educator Licensing
   Colorado Department of Education
   201 East Colfax Avenue, Room 105
   Denver, CO 80203

   **Reason Fingerprinted**
   Educator Licensing
   Section 22 – 60.5-103, C.R.S.

   **Your No. OCA**
   CO920133Z

   *Leave the FBI No., the Armed Forces No., and the Miscellaneous No. fields listed on the fingerprint card BLANK.

4. Submit the completed CDE fingerprint card and fingerprint processing fee of $39.50 to:

   Colorado Bureau of Investigation (CBI)
   690 Kipling St., Suite 3000
   Denver, CO 80215
   303-239-4208, [http://cbi.state.co.us](http://cbi.state.co.us)

   **Acceptable forms of payment**
   - Money Order or Certified Check for $39.50 made payable to CBI.
   - Cash payment of $39.50 must be made in person at the CBI office.
   - Credit Card payment of $39.50 by mail at:
     [http://www.cbi.state.co.us/id/Credit%20Card%20Form1.pdf](http://www.cbi.state.co.us/id/Credit%20Card%20Form1.pdf)

   **Note that the CBI will return the card and payment requiring re-submittal for an additional fee if:** 1) finger-prints are not readable due to low quality of print characteristics; 2) payment is not made in the exact amount ($39.50); 3) the wrong fingerprint card is used (you must use Form FD258). In these cases, you may receive a rejection notice from the CBI Identification Unit and should contact them directly at the address on the notice. The CBI will
process checks and submit them directly to the Colorado Department of Education (CDE). Please allow 16 weeks or more for processing.

**Checking Status**
Students must go to: https://edx.cde.state.co.us/PublicEducatorSearch/DOBSearch.jsp and check the status of their background check. The page will show “Fingerprint requirement has been met”, background check requirement completion. **Please scan this page and submit it electronically to the College of Education, Student Resource Office.**

**Criminal Record**
Some students express concern about their criminal background history affecting their chances of being licensed to teach in the State of Colorado. To get a better idea of where you stand, you can read through the following Colorado Revised Statutes regarding denial of licensure based on criminal history. We cannot guarantee that you will be granted a license, even if we do allow you to complete our licensure program. The decision to license belongs solely to the Colorado Department of Education. Also, please be aware that in some cases, CDE may approve you for licensure, but some schools or school districts may still deny you a job based on the same criminal history. 22-60.5-107. Grounds for denying, annulling, suspending, or revoking license, certificate, endorsement, or authorization. You may request a copy of your current background check in Colorado if you have previously submitted your fingerprints to CBI. Visit the CBI Records Check website for instructions. Keep in mind that this report is not a replacement for your fingerprinting requirement for our program. If your fingerprints were not submitted through CDE, you will need to resubmit, even if there is a background check on file for you from a previous/different fingerprinting procedure.

Please contact the Student Resource Office at 719-255-4996, education@uccs.edu, or go to the CDE webpage at: http://www.cde.state.co.us/cdepprof/fingerprints if you have questions about any of these procedures. Failure to complete your fingerprint submission/background check prior to starting fieldwork may result in forfeiting the opportunity for fieldwork until the fingerprint/background check has been completed satisfactorily.
PRACTICUM SPECIFIC PAPERWORK
Practicum Paperwork Checklist for School Counseling Students

The following forms can all be found on the Department of Counseling and Human Services website under the tab labeled, “Downloads & Forms.” The forms are in Word format and contain typeable fields.

✔ The following forms must be completed and submitted to the director of fieldwork experience in the Student Resource Office (SRO) (please follow the due dates provided each semester). If a practicum is not secured by the due date, the student must email the appropriate coordinator to provide a detailed plan of action.

☐ SC Internship Contract with Hours Estimator (signed by student, site-supervisor, and SC Coordinator; this form can be found under Forms & Downloads) Please type in information into this form DO NOT HAND WRITE INFORMATION
☐ Ethical Agreement (This form can be found under Forms & Downloads)
☐ Certificate of Insurance Request for Fieldwork (This form must be obtained through the SRO and will be distributed during Fieldwork Orientation)
☐ Fingerprints (Directions in Fieldwork Manual under Forms & Downloads, MUST be submitted to the SRO)
☐ Copy of Liability Insurance with expiration date (Can be obtained through ASCA membership)

✔ The following forms must be completed and submitted to your University Supervisor at the start of the semester.

☐ Professional Resume
☐ Consent for Discussing or Recording Counseling Sessions
☐ Statement of Goals (example found in Fieldwork Manual in Forms & Downloads)
☐ Field Experience Guidelines Agreement Signature Page (found in Fieldwork Manual under Forms & Downloads)

✔ The following form will be used by your University Supervisor at mid-semester upon site visit.

☐ Mid-semester Evaluation (example found in Fieldwork Manual)

✔ The following forms must be completed and submitted to your University Supervisor at the end of the semester. A grade will not be awarded if student fails to submit paperwork.

☐ SC Internship Final Hours Verification Form (signed by student, site-supervisor, and University Supervisor; this form can be found under Forms & Downloads) Please type in information into this form DO NOT HAND WRITE INFORMATION
☐ Student Evaluation of Site- PRACTICUM (will be distributed and completed electronically through your UCCS email account)
☐ SC Site-Supervisor’s Evaluation of Student- PRACTICUM (will be distributed electronically through the site-supervisors email provided in the contract)
PRACTICUM COVERSHEET

Practicum Student Name_________________ University Supervisor ____________________

Please Print Please Print

☐ CLINICAL MENTAL HEALTH STUDENT OR ☐ SCHOOL COUNSELING STUDENT

Internship Dates:
☐ Summer /___/___ to __/__/___  ☐ Fall /___/___ to __/__/___  ☐ Spring /___/___ to __/__/___

Required documents: (Supervisors - check off items as you place them in the file in the order below: Coversheet top, followed by “Final Hours Verification Form, Site Supervisor Eval, etc. with the Contract(s) on the bottom as the final pages).

☐ Final Hours Verification Form (signed by Site and University Supervisor)

Total Direct __________________ Total Indirect __________________

☐ Site Supervisor's Evaluation of Student

☐ Student Evaluation of Site and Site Supervisor

☐ Contracts(s) Signed by Site and University Supervisor

Site:_________________________________ Site Supervisor:_____________________

Site:_________________________________ Site Supervisor:_____________________

Site:_________________________________ Site Supervisor:_____________________

☐ Copy of Certificate of Personal Insurance *new form (personal health insurance information required from UCCS Risk Management for approved fieldwork)

☐ Copy of Liability Insurance (Expiration Date ____/____/____)

☐ Ethical Agreement with University Supervisor

Notes:________________________________________________________________________

____________________________________________________________________________

By signing, I am verifying that all the above information is complete:

___________________________________

Supervisor Signature

*University Supervisor: At the conclusion of the internship year, please remove any extraneous items, check file contents and turn in all class files together to the COE Student Resource Office along with a copy of your class roster.
SCHOOL COUNSELING PRACTICUM CONTRACT

(Note: Please enter dates in the form mm/dd/yy)

Purpose of this agreement:
The purpose of this agreement is to establish an internship experience for a qualified counseling intern.

This agreement is made this day of by and between (hereinafter referred to as SITE) and the Counseling and Human Services Program of the University of Colorado - Colorado Springs (hereinafter referred to as the PROGRAM). This agreement will be in effect for a period of time from to .

PRACTICUM STUDENT INFORMATION:

Name:
Phone Number (home):
Phone Number (cell):

SITE INFORMATION:

Site Phone:
Site Name:
Site Address:
Site Supervisor:
Site Supervisor Phone: Highest Degree:
Email Address:
License/Certification Type: State: Number:

Site Supervisor Years of Professional Experience:

The PROGRAM shall be responsible for:

1. identifying students who have completed the required prerequisites for the practicum experience.
2. providing the SITE with a course outline that clearly delineates the responsibilities of the PROGRAM and the SITE.

3. identifying a qualified faculty member (University Supervisor) to work with the SITE in coordinating the practicum experience. The University Supervisor provides PROGRAM orientation, professional development opportunities as well as assistance and consultation to SITE supervisors.

4. informing the practicum student of the requirement to adhere to the administrative policies, rules, standards, schedules, and practices of the SITE.

5. requiring the practicum student to purchase student professional liability insurance through the American Counseling Association or American School Counselor Association.

6. providing on-campus small group supervision conducted weekly by the university supervisor. Practicum students will make case presentations about their work in the SITE and discuss possible strategies for working with these cases. These group supervision meetings will be conducted with a heavy emphasis on the ethical treatment of confidential client information. Names and other key client identifying data will not be used in these presentations.

7. awarding the practicum student’s final grade. The PROGRAM gives considerable weight to the evaluation of the practicum student provided by the SITE supervisor in the grade determination.

The SITE shall be responsible for:

1. providing an orientation to the student that fully describes the SITE and its policies, procedures and services provided. The orientation should describe the student’s expected role at the SITE.

2. identifying a qualified SITE supervisor. The site supervisor must be a licensed mental health professional or school counselor and have at least two years of professional experience.

3. providing the opportunity for the practicum student to engage in a variety of appropriate counseling activities under supervision. An hours estimator for specifying the student’s activities and the time spent in each will be completed by the student and site supervisor. This form will be signed by the student, site supervisor, and university supervisor.

4. providing a minimum of 100 clock hours of counseling-related experiences for practicum students over a minimum of two academic semesters. Of these hours, 40 hours are "direct client service". The remainder may be in other counseling-related activities that promote the practicum student’s development.

5. ensuring that direct site supervision is available to the student whenever he/she is counseling or providing direct service to clients.

6. providing a minimum of one hour per week of individual supervision (using audiotape, videotape, and or direct observation) delivered by a qualified site supervisor.

7. providing the opportunity for the student to become familiar with a variety of professional activities other than direct service.

8. providing the opportunity for the practicum student to develop audio and/or videotapes of interactions with clients appropriate for use in supervision.

9. providing the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research and information on appropriate referral techniques.

10. preparing a formal evaluation of the student’s performance by the site supervisor.
11. the site supervisor attending the PROGRAM Site Supervisor Training held every fall semester.

**Equal Opportunity:** It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sex or creed.

**Financial Agreements:** Financial stipulations may vary from one SITE to another. If a financial stipulation is to be provided, it is stated in a separate agreement.

**Termination:** It is understood and agreed upon by the parties hereto that the SITE has the right to terminate the internship if the site supervisor determines that the counseling intern’s behavior is detrimental to the operation of the SITE and/or client care. Such action should not be taken by the SITE until the issues involved have been discussed with the counseling intern and university supervisor.

**Confidentiality:** The SITE will limit access to student-interns’ files and personal information and will maintain files and personal information in confidence and limit access to only those employees or agents with a need to know and further agrees to comply with the Family Educational Rights and Privacy Act, 20 U.S.C.§1232g (“FERPA”) and its implementing regulations and all applicable federal and state laws and regulations concerning the confidentiality of such student information to the same extent as such laws and regulations apply to the PROGRAM. For the purposes of this contract, pursuant to FERPA, the PROGRAM hereby designates the SITE as a school official with a legitimate educational interest in the educational records of the student(s) who participate in the internship to the extent that access to the records is required by the SITE to carry out its internship program.

**Practicum Estimated Hours**

I, site supervisor, estimate that the **PRACTICUM STUDENT** named above will receive the following experiences during his or her practicum field experience:

Number of **DIRECT** or **INDIRECT** service hours per week:

<table>
<thead>
<tr>
<th>Guidance Activities</th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Planning</th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraisal</td>
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</table>

<table>
<thead>
<tr>
<th>Responsive Services</th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Referrals
System Support
Research & Development
Professional Development
Committees/Advisory Board
Serving on Department
Community Outreach
Program Management

Hours of individual supervision/week (minimum of 1 hour/week):

Hours of group supervision/week:

Hours of group supervision/week:

Total DIRECT and INDIRECT hours/week:

The names of the responsible individuals at the two institutions charged with the implementation of this contract are:

_______________________________________________________
University Supervisor Signature                        Date

_______________________________________________________
Site Supervisor Signature                           Date

I agree to the terms of this Memorandum of Agreement and will abide by the policies and procedures of the SITE.

_______________________________________________________
Practicum Student Signature                        Date

June 2013
Statement of Goals

This form to be completed by the student and supervisor prior to beginning the supervised Practicum/Internship.

Counseling Department Goals: Student shall:
Under direct supervision, experience counseling interviews with clients in which to practice basic attending and responding skills.
Under direct supervision, practice using counseling skills in eliciting client’s story and gathering pertinent information.
Begin to use supervision as a resource for processing your work with clients.
Accrue 40 practicum hours of face-to-face counseling experience with students, parents, and teachers, and 100 total hours of experience.

Additional Goals (Student’s personal goals)
1. 
2. 
3. 

Site’s Goals with this student
1. 
2. 
3. 

SCHEDULE
The Practicum/Internship will begin on (date): 
The student will be on site on the following day(s)/hours: Mon Tue Wed Thurs Fri
Time: 
Site supervision meetings will be on: (identify) Mon Tue Wed Thurs Fri
Time: 
Campus supervision meetings will be: Mon Tue Wed Thurs Fri
Time: 

CONTACT INFORMATION
Student Contact Information:
Name: Phone: E-mail: 
Consent for Discussing or Recording Counseling Sessions

I understand that my counseling sessions are private and that these sessions cannot be recorded or discussed outside this agency without my consent. I also understand that this agency is involved in the education and training of professional counselors. As a part of this training, students or faculty discuss or tape record counseling sessions. I am being asked to permit confidential access to my counseling sessions in this manner.

I understand that exclusively graduate students and their faculty or other appropriate personnel at UCCS may review these sessions for the purposes of counseling education and training, and that confidentiality (including my identity) will be assured. Any recordings will be erased within six (6) weeks of the date of the recording. I am informed that recordings are typically erased within 2 weeks. I understand that I can withdraw this permission at any time.

The seminar leader at UCCS will keep a copy of this release, with all confidential counseling information stored in a separate, confidential location, until the completion of the seminar, after which the form will be destroyed.

I understand that there will be no penalty to me if I refuse to give my permission.

I give permission for my counseling sessions to be:

[ ] discussed

[ ] audio or videotaped

__________________________________       __________________________________
Client Signature                        Date

Parent’s or Guardian’s Signature       Date
(for a minor)

__________________________________       ____________________________
Agency Supervisor                     Practicum/Internship Student
                                        Date
                                        Date
Practicum Mid-Semester Site Evaluation

This is the form used by your practicum instructor during their site visit. This is not a form students need to print, bring to your supervisor, or have as part of the practicum paperwork. This is simply an example of questions discussed about practicum student performance.

School:

Student:

Staff/Supervisor:

1. What is the student doing in his/her work there?

2. Has the student been dependable and reliable, showing up as scheduled?

3. Have any ethical questions arisen associated with this student – if so please describe?

4. Have there been any issues with respect to the student’s professionalism or performance? If so please describe.

5. Has the student been able to participate fully in supervisory sessions?

6. Have you been able to observe the student’s clinical skills directly?

7. Are there any competence areas (knowledge or skills) in which the student is lacking? If so please describe.
PRACTICUM FINAL HOURS VERIFICATION FORM
SCHOOL COUNSELING

Directions: Complete this form at the end of the semester of practicum.

Practicum Student Information:

Name:
Phone Number (home):
Phone Number (cell):

Practicum Site Information:

Name:
Address:

Site Supervisor Information:

Name:
Phone Number:
Email Address:

Practicum Completed Hours

Dates of field experience at above practicum site: to .

I, site supervisor, agree that the PRACTICUM STUDENT named above received the following experiences during his or her internship field experience:

Total number of DIRECT and INDIRECT service hours:

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Activities</td>
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</tr>
</tbody>
</table>
Appraisal
Responsive Services Consultation
Personal Counseling
Referrals
System Support Research & Development
Professional Development Committees/Advisory Board
Serving on Department Community Outreach
Program Management

Hours of individual supervision/week (minimum of 1 hour/week):

Hours of group supervision/week:

Hours of group supervision/week:

Total **DIRECT** and **INDIRECT** hours/ week:

**Signatures:**

__________________________________________________________
Site Supervisor Signature Date

__________________________________________________________
Practicum Student Signature Date

__________________________________________________________
University Supervisor Signature Date

June 2013
SITE SUPERVISOR’S Evaluation of Student- PRACTICUM
SCHOOL COUNSELING

Directions: This form is completed by the SITE SUPERVISOR at the end of practicum and discussed with the practicum student. Upon completion, the practicum student must provide a copy of this form to the University supervisor.

Site Information
The purpose of this assessment instrument is to provide valuable feedback regarding student performance during fieldwork. Please take a few minutes to complete this survey. Each fieldwork student is required to have a completed assessment. Faculty will take your feedback into consideration when issuing final course grades.

When you have completed the instrument, please print the PRINT page to verify that you have complete and submitted the survey. Please give the PRINT page to the student to turn into her/his university supervisor. All assessments must be completed on or before the final day that the student will be at your site.

Name of Site:

Name of Site Supervisor:

Name of Practicum Student:

Date of Evaluation:

Dates of Field Experience at Above Practicum Site:

Name of Practicum Student’s University:
Foundations of the Profession

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Counseling, Prevention and Intervention

Demonstrates self-awareness, sensitivity to others and the skills needed to relate to diverse individuals, groups, and classrooms.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of students.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency on student learning and development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Demonstrates the ability to use procedures for assessing and managing suicide risk.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Diversity and Advocacy

Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Advocates for the learning and academic experiences necessary to promote the academic, career and personal/social development of students.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
Engages parents, guardians, and families to promote the academic, career and personal/social development of students.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Assessment
Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career and personal/social development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Makes appropriate referrals to school and/or community resources.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Assesses barriers that impede students’ academic, career and personal/social development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Research and Evaluation

Applies relevant research findings to inform the practice of school counseling.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Develops measurable outcomes for school counseling programs, activities, interventions and experiences.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Analyzes and uses data to enhance school counseling programs.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Academic Development

Conducts programs designed to enhance student achievement.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
Collaboration and Consultation

Works with parents, guardians and families to act on behalf of their children to address problems that affect student success at school.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Locates resources in the community that can be used in the school to improve student achievement and success.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Uses peer helping strategies in the school counseling program.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Leadership

Participates in the design, implementation, management and evaluation of a comprehensive developmental school counseling program.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Plans and presents school-counseling related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments

Please include any additional comments here:
Print Page Directions

Please print this page and the entire evaluation form once completed and give your supervisee a signed copy of the evaluation for their UCCS DCHS File.

I have completed the site supervisor evaluation for UCCS student.

________________________________________.
Student Name

_______________________________________
Print Name

______________________________  __________
Signature                              Date
Student Evaluation of Site- PRACTICUM

Directions: This form is completed by the practicum student. This form will be emailed and completed electronically. Please print a copy for your practicum file and submit to your University Supervisor upon completion of the semester.

Practicum Student: _______________________________ Date: ______________________

Site: ______________________________________________________________________

On-Site Supervisor: __________________________________________________________

University Supervisor: _______________________________________________________

Dates of Fieldwork Experience at above Practicum Site: __________________________

I was treated like a professional.
   o Strongly Agree
   o Agree
   o Neither Agree nor Disagree
   o Disagree
   o Strongly Disagree

I had sufficient direct service work to meet program requirements.
   o Strongly Agree
   o Agree
   o Neither Agree nor Disagree
   o Disagree
   o Strongly Disagree

I met with my site supervisor for at least one hour per week.
   o Strongly Agree
   o Agree
   o Neither Agree nor Disagree
   o Disagree
   o Strongly Disagree

My site supervisor was effective in helping me improve my counseling skills.
   o Strongly Agree
   o Agree
   o Neither Agree nor Disagree
   o Disagree
   o Strongly Disagree
I was able to receive live supervision or audio or videotape supervision.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Supervision helped me identify my counseling strengths and weaknesses.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I would recommend this site to others.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Comments

Please include any additional comments here:
Print Page Directions

Please print this page and the entire evaluation form once completed and give your university supervisor a signed copy of the evaluation for their UCCS DCHS File.

I have completed student evaluation of the site.

________________________________________
Student Name

_______________________________________
Student Signature

______________________________________
University Supervisor Signature                                                Date
INTERNSHIP SPECIFIC PAPERWORK
Internship Paperwork Checklist for School Counseling Students

The following forms can all be found on the Department of Counseling and Human Services website under the tab labeled, “Downloads & Forms.” The forms are in Word format and contain typeable fields.

- The following forms must be completed and submitted to the director of fieldwork experience in the Student Resource Office (SRO) (please follow the due dates provided each semester). If a practicum is not secured by the due date, the student must email the appropriate coordinator to provide a detailed plan of action.
  - SC Internship Contract with Hours Estimator (signed by student, site-supervisor, and CMHC Coordinator; this form can be found under Forms & Downloads) Please type in information into this form DO NOT HAND WRITE INFORMATION
  - Ethical Agreement (This form can be found under Forms & Downloads)
  - Certificate of Insurance Request for Fieldwork (This form must be obtained through the SRO; this form must be resubmitted if not completed during practicum or with any site changes)

- The following forms must be completed and submitted to your University Supervisor at the start of the semester.
  - Copy of Liability Insurance with expiration date (Can be obtained through ASCA membership)
  - Consent for Discussing or Recording Counseling Sessions
  - Statement of Goals (example found in Fieldwork Manual in Forms & Downloads)
  - Field Experience Guidelines Agreement Signature Page (found in Fieldwork Manual under Forms & Downloads)

- The following form will be used by your University Supervisor at mid-semester upon site visit.
  - Mid-semester Evaluation (example found in Fieldwork Manual)

- The following forms must be completed and submitted to your University Supervisor at the end of the semester. A grade will not be awarded if student fails to submit paperwork.
  - SC Internship Final Hours Verification Form (signed by student, site-supervisor, and University Supervisor; this form can be found under Forms & Downloads) Please type in information into this form DO NOT HAND WRITE INFORMATION
  - Student Evaluation of Site- INTERNSHIP (will be distributed and completed electronically through your UCCS email account)
  - SC Site-Supervisor’s Evaluation of Student- INTERNSHIP (will be distributed electronically through the site-supervisors email provided in the contract)
INTERNERSHIP COVERSHEET

Intern Name________________________ University Supervisor ______________________

Please Print Please Print

☐ CLINICAL MENTAL HEALTH STUDENT OR ☐ SCHOOL COUNSELING STUDENT

Internship Dates:

☐ Summer / / to / / 
☐ Fall / / to / / 
☐ Spring / / to / / 

Required documents: (Supervisors - check off items as you place them in the file in the order below: Coversheet top, followed by “Final Hours Verification Form, Site Supervisors Eval, etc. with the Contract(s) on the bottom as the final pages).

☐ Final Hours Verification Form (signed by Site and University Supervisor)

Total Direct________________ Total Indirect________________

☐ Site Supervisor Evaluation of Student

☐ Counseling Intern Evaluation of site and site supervisor

☐ Contracts(s) Signed by Site and University Supervisor

Site: __________________________ Site Supervisor: __________________________

Site: __________________________ Site Supervisor: __________________________

Site: __________________________ Site Supervisor: __________________________

☐ Copy of Certificate of Personal Insurance *new form (personal health insurance information required from UCCS Risk Management for approved fieldwork)

☐ Copy of Liability Insurance (Expiration Date ____/____/____)

☐ Ethical Agreement with University Supervisor

Notes: ________________________________________________________________

_______________________________________________________________________

By signing, I am verifying that all the above information is complete:

___________________________________

Supervisor Signature

*University Supervisor: At the conclusion of the internship year, please remove any extraneous items, check file contents and turn in all class files together to the COE Student Resource Office along with a copy of your class roster.

*University Supervisor: At the conclusion of the internship year, please remove any extraneous items, check file contents and turn in all class files together to the COE Student Resource Office along with a copy of your class roster.

_______________________________________________________________________

By signing, I am verifying that all the above information is complete:

___________________________________

Student Signature

_______________________________________________________________________

*University Supervisor: At the conclusion of the internship year, please remove any extraneous items, check file contents and turn in all class files together to the COE Student Resource Office along with a copy of your class roster.

June 2013
SCHOOL COUNSELING INTERNSHIP CONTRACT

(Note: Please enter dates in the form mm/dd/yy)

Purpose of this agreement:
The purpose of this agreement is to establish an internship experience for a qualified counseling intern.

This agreement is made this day of by and between (hereinafter referred to as SITE) and the Counseling and Human Services Program of the University of Colorado - Colorado Springs (hereinafter referred to as the PROGRAM). This agreement will be in effect for a period of time from to .

COUNSELING INTERN INFORMATION:

Name:

Phone Number (home):

Phone Number (cell):

SITE INFORMATION:

Site Phone:

Site Name:

Site Address:

Site Supervisor:

Site Supervisor Phone: Highest Degree:

Email Address:

License/Certification Type: State: Number:

Site Supervisor Years of Professional Experience:

The PROGRAM shall be responsible for:
9. identifying students who have completed the required prerequisites for the internship experience.
10. providing the SITE with a course outline that clearly delineates the responsibilities of the PROGRAM and the SITE.
11. identifying a qualified faculty member (University Supervisor) to work with the SITE in coordinating the internship experience. The University Supervisor provides PROGRAM orientation, professional development opportunities as well as assistance and consultation to SITE supervisors.
12. informing the counseling intern of the requirement to adhere to the administrative policies, rules, standards, schedules, and practices of the SITE.
13. requiring the counseling intern to purchase student professional liability insurance through the American Counseling Association.
14. providing on-campus small group supervision conducted weekly by the university supervisor. Counseling interns will make case presentations about their work in the SITE and discuss possible strategies for working with these cases. These group supervision meetings will be conducted with a heavy emphasis on the ethical treatment of confidential client information. Names and other key client identifying data will not be used in these presentations.
15. awarding the counseling intern’s final grade. The PROGRAM gives considerable weight to the evaluation of the counseling intern provided by the SITE supervisor in the grade determination.

The SITE shall be responsible for:

12. providing an orientation to the student that fully describes the SITE and its policies, procedures and services provided. The orientation should describe the student intern’s expected role at the SITE.
13. identifying a qualified SITE supervisor. The site supervisor must be a licensed mental health professional or school counselor and have at least two years of professional experience.
14. providing the opportunity for the counseling intern to engage in a variety of appropriate counseling activities under supervision. A Pre Internship Hours Estimator for specifying the counselor intern’s activities and the time spent in each will be completed by the counseling intern and site supervisor. This form will be signed by the counseling intern, site supervisor and university supervisor.
15. providing a minimum of 600 clock hours of counseling-related experiences for counseling interns over a minimum of two academic semesters. Of these hours, 240 hours are “direct client service”. The remainder may be in other counseling-related activities that promote the counseling intern’s development.
16. ensuring that direct site supervision is available to the counseling intern whenever he/she is counseling or providing direct service to clients.
17. providing a minimum of one hour per week of individual supervision (using audiotape, videotape, and or direct observation) delivered by a qualified site supervisor.
18. providing the opportunity for the counseling intern to become familiar with a variety of professional activities other than direct service.
19. providing the opportunity for the counseling intern to develop audio and/or videotapes of interactions with clients appropriate for use in supervision.
20. providing the opportunity for the counseling intern to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print
and non-print media, professional literature, research and information on appropriate referral techniques.

21. preparing a formal evaluation of the counseling intern's performance for each semester of the internship prepared by the site supervisor.

22. the site supervisor attending the PROGRAM Site Supervisor Training held every fall semester.

**Equal Opportunity:** It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic origin, age, sex or creed.

**Financial Agreements:** Financial stipulations may vary from one SITE to another. If a financial stipulation is to be provided, it is stated in a separate agreement.

**Termination:** It is understood and agreed upon by the parties hereto that the SITE has the right to terminate the internship if the site supervisor determines that the counseling intern's behavior is detrimental to the operation of the SITE and/or client care. Such action should not be taken by the SITE until the issues involved have been discussed with the counseling intern and university supervisor.

**Confidentiality:** The SITE will limit access to student-interns’ files and personal information and will maintain files and personal information in confidence and limit access to only those employees or agents with a need to know and further agrees to comply with the Family Educational Rights and Privacy Act, 20 U.S.C.§1232g (“FERPA”) and its implementing regulations and all applicable federal and state laws and regulations concerning the confidentiality of such student information to the same extent as such laws and regulations apply to the PROGRAM. For the purposes of this contract, pursuant to FERPA, the PROGRAM hereby designates the SITE as a school official with a legitimate educational interest in the educational records of the student(s) who participate in the internship to the extent that access to the records is required by the SITE to carry out its internship program.

**Internship Estimated Hours**

I, site supervisor, estimate that the COUNSELING INTERN named above will receive the following experiences during his or her internship field experience:

Number of **DIRECT** or **INDIRECT** service hours per week:

<table>
<thead>
<tr>
<th>Guidance Activities</th>
<th>DIRECT</th>
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<tr>
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June 2013
Consultation
Personal Counseling
Referrals
System Support
Research & Development
Professional Development
Committees/Advisory Board
Serving on Department
Community Outreach
Program Management

Hours of individual supervision/week (minimum of 1 hour/week):

Hours of group supervision/week:

Hours of group supervision/week:

Total **DIRECT** and **INDIRECT** hours/week:

The names of the responsible individuals at the two institutions charged with the implementation of this contract are:

__________________________________________________________
University Supervisor Signature                                  Date

__________________________________________________________
Site Supervisor Signature                                         Date

I agree to the terms of this Memorandum of Agreement and will abide by the policies and procedures of the SITE.

__________________________________________________________
Counseling Intern Signature                                       Date
Statement of Goals

This form to be completed by the student and supervisor prior to beginning the supervised Practicum/Internship.

Counseling Department Goals: Student shall:
Under direct supervision, experience counseling interviews with clients in which to practice basic attending and responding skills.
Under direct supervision, practice using counseling skills in eliciting client’s story and gathering pertinent information.
Begin to use supervision as a resource for processing your work with clients.
Accrue 240 internship hours of face-to-face counseling experience with clients including both individual and group counseling, and 600 internship total hours of experience.

Additional Goals (Student’s personal goals)
1.
2.
3.

Site’s Goals with this student
1.
2.
3.

SCHEDULE
The Practicum/Internship will begin on (date): ____________________________
The student will be on site on the following day(s)/hours: Mon Tue Wed Thurs Fri
Time: ________________
Site supervision meetings will be on: (identify) Mon Tue Wed Thurs Fri
Time: ________________
Campus supervision meetings will be: Mon Tue Wed Thurs Fri
Time: ________________

CONTACT INFORMATION

Student Contact Information:
Name: ____________________ Phone: ______________ E-mail: ______________
INTERNSHIP FINAL HOURS VERIFICATION FORM
SCHOOL COUNSELING

Directions: Complete this form at the end of each semester of internship. Submit a consolidated form (including the total hours completed over all semesters of internship) at the completion of your internship field experience.

Counseling Intern Information:
Name:
Phone Number (home):
Phone Number (cell):

Internship Site Information:
Name:
Address:

Site Supervisor Information:
Name:
Phone Number:
Email Address:

Internship Completed Hours

Dates of field experience at above internship site: to .

I, site supervisor, agree that the COUNSELING INTERN named above received the following experiences during his or her internship field experience:

Total number of DIRECT and INDIRECT service hours:

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Personal Counseling

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System Support
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Committees/Advisory Board

Serving on Department

Community Outreach

Program Management

Hours of individual supervision/week (minimum of 1 hour/week):

Hours of group supervision/week:

Hours of group supervision/week:

Total **DIRECT** and **INDIRECT** hours/week:

**Signatures:**

__________________________________________________________
Site Supervisor Signature       Date

__________________________________________________________
Counseling Intern Signature     Date

__________________________________________________________
University Supervisor Signature Date
SITE SUPERVISOR’S Evaluation of Student- INTERNSHIP
SCHOOL COUNSELING

Directions: This form is completed by the SITE SUPERVISOR each semester of internship and discussed with the counseling intern. Upon completion, the counseling intern must provide a copy of this form to the University supervisor.

Site Information
The purpose of this assessment instrument is to provide valuable feedback regarding student performance during fieldwork. Please take a few minutes to complete this survey. Each fieldwork student is required to have a completed assessment. Faculty will take your feedback into consideration when issuing final course grades.

When you have completed the instrument, please print the PRINT page to verify that you have complete and submitted the survey. Please give the PRINT page to the student to turn into her/his university supervisor. All assessments must be completed on or before the final day that the student will be at your site.

Name of Site:

Name of Site Supervisor:

Name of Counseling Intern:

Date of Evaluation:

Dates of Field Experience at Above Internship Site:

Name of Internship Student’s University:
Foundations of the Profession

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Counseling, Prevention and Intervention

Demonstrates self-awareness, sensitivity to others and the skills needed to relate to diverse individuals, groups, and classrooms.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of students.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency on student learning and development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Demonstrates the ability to use procedures for assessing and managing suicide risk.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Diversity and Advocacy

Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Advocates for the learning and academic experiences necessary to promote the academic, career and personal/social development of students.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Engages parents, guardians, and families to promote the academic, career and personal/social development of students.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Assessment

Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career and personal/social development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Makes appropriate referrals to school and/or community resources.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Assesses barriers that impede students’ academic, career and personal/social development.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Research and Evaluation

Applies relevant research findings to inform the practice of school counseling.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Develops measurable outcomes for school counseling programs, activities, interventions and experiences.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Analyzes and uses data to enhance school counseling programs.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Academic Development

Conducts programs designed to enhance student achievement.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Collaboration and Consultation

Works with parents, guardians and families to act on behalf of their children to address problems that affect student success at school.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree
Locates resources in the community that can be used in the school to improve student achievement and success.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Uses peer helping strategies in the school counseling program.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Leadership

Participates in the design, implementation, management and evaluation of a comprehensive developmental school counseling program.
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Plans and presents school-counseling related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Please include any additional comments here:
Print Page Directions

Please print this page and the entire evaluation form once completed and give your supervisee a signed copy of the evaluation for their UCCS DCHS File.

I have completed the site supervisor evaluation for UCCS student.

________________________________________.
Student Name

________________________________________
Print Name

________________________________________  ___________
Signature                                Date
Student Evaluation of Site- INTERNSHIP

Directions: This form is completed by the practicum student. This form will be emailed and completed electronically. Please print a copy for your practicum file and submit to your University Supervisor upon completion of the semester.

Intern: __________________________ Date: ______________________

Site: __________________________

On-Site Supervisor: __________________________

University Supervisor: __________________________

Dates of Fieldwork Experience at above Practicum Site: __________________________

**I was treated like a professional.**
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**I had sufficient direct service work to meet program requirements.**
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**I met with my site supervisor for at least one hour per week.**
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**My site supervisor was effective in helping me improve my counseling skills.**
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
I was able to receive live supervision or audio or videotape supervision.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Supervision helped me identify my counseling strengths and weaknesses.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

I would recommend this site to others.
  o Strongly Agree
  o Agree
  o Neither Agree nor Disagree
  o Disagree
  o Strongly Disagree

Comments

Please include any additional comments here:
Print Page Directions

Please print this page and the entire evaluation form once completed and give your university supervisor a signed copy of the evaluation for their UCCS DCHS File.

I have completed student evaluation of the site.

________________________________________
Student Name

________________________________________
Student Signature

________________________________________  _________________
University Supervisor Signature                                                Date
Frequently Asked Questions

**FAQ**

This section of frequently asked questions should serve to answer many of your questions.

**Practicum/Internship:**

**Q:** I work full time. How can I complete a Practicum/Internship that needs 20 hours a week of my time? I just cannot give up my employment.

**A:** Very careful planning - including consideration of financial aid available, adjustments to work schedules, and the length of time you have allowed to complete the degree program. The training can be delayed – one option is don’t start the Practicum/Internship until all other coursework is complete. The delay may allow time to consider alternate employment settings. Many students are career changers, and some choose to begin transitioning to human services related jobs or a combination of part-time or temporary positions in the counseling field while they are in the master’s program. In special instances, some students are able to find sites that allow them to work less than 20 hours per week. The Counseling Department requires all students to work a minimum of 10 hours per week on their practicum and internship hours.

**Q:** Can I do my Practicum/Internship at my employment location?

**A:** Not usually. Otherwise, dual relationship issues arise. In larger organizations, if you can show administrative separation between your employment supervisor and your training supervisor, you may be able to use them as a training site. However, you must show an organization chart that shows your training and employment supervisors report to different individuals, and document via proposal signed by both supervisors that the experience is in accordance with the guidelines identified herein. In some locations, you may not perform Practicum/Internship duties at your work location due to federal fair labor laws: they cannot expect you to provide services for free if you provide those, or very similar services, as an employee.

**Q:** What are sites looking for in students?

**A:** In general, they are looking for students with an attitude of openness to new experience and supervision, a curiosity about the field and about people, and a desire to apply and improve counseling skills. To this end, you may field interview questions about why you chose the counseling field, what you personally have to offer to clients, and what your strengths are. Interviewers may ask what was most important to you in the counseling education program. They may ask if you have a particular theory of counseling. Supervisors look for students who show some evidence of a willingness to explore their own motivation as well as a willingness to work with others. Some sites want their students to have some background experience in human services delivery. To this end, it is always beneficial to students to obtain some volunteer experience working with others.

**Q:** How can I be sure I get a site?

**A:** Much in the same way you seek employment. Chose a variety of sites to apply to – at a minimum, three sites. We do not make placements; you must prepare and present yourself to the various districts and schools. The sites select students who they feel they can work with. The key elements include:

- A well-written resume, that clearly articulates your objectives, clearly provides an
employment history, and provides a summary of your skills/qualifications and how they are useful to you in working with people in mental health settings. Include your coursework to date. Include your volunteer work and professional or interest organizations to which you belong.

- A well-written cover letter – SPECIFIC to the site to which you are applying. Briefly identify yourself, your reasons for wanting to work for them, and what you feel you have to offer them. (Give them a reason to look at your resume and call you for an interview.)

- Have references available at your interview (name and phone number). Some sites require you to have written references as part of your application. Plan this in advance, by getting your references before you apply to sites.

- Return phone calls. Schedule interviews as soon as possible and honor those appointments. Follow up after your interviews.

- Be prepared for your interviews. Dress professionally. Ask questions about their expectations, and answer their questions honestly. Be flexible in your expectations about hours and days and show a willingness to adjust your personal schedule to be able to meet theirs.

Also, remember, this is a training engagement. Your responsibility is to learn to apply core counseling skills. No one expects you to be an expert. You are expected to learn about establishing therapeutic relationships with people, maintaining empathy, and applying theoretical knowledge while you learn about your own capabilities and limitations. At this point, you do not need to necessarily be working with a specific population – it is more important to have the opportunity to practice basic skills, rather than to obtain a training experience that works with one particular population in which you are interested.

Choosing an Internship Site:

Q: **How do I choose an internship site?**

A: There are many factors you will want to take into consideration when selecting an internship site. The most important being whether the site will give you the experience you are looking for and the area of interest you have in the field of mental health.

Regardless of the site in which you anticipate for your internship, here are some additional things to consider when selecting a site:

- Accessibility - can I get there?
- Grade level for experience you want.
- Hours - how do they fit with my other commitments?
- Responsibilities - do I have the skills to do the job and will I learn new things to move my career forward?
- Contacts - will I be able to expand my professional network?

Q: **What do I do when I get an interview at a potential internship site?**

A: Treat this opportunity as an interview for a job. Dress and act professionally, have the
school requirements for internship with you as well as your resume. Be ready to discuss why you will be a good fit with the team and about your past experiences that will help you at this site. Be ready to ask questions about the site and interview how the site will be able to provide you with an opportunity to practice in the field for both your educational and professional needs.

Q: Are internships paid?

A: Most are not. Remember - the key to an internship is that you come away with experience that will let you move your career forward. Some employers may call positions "internships" when they are in fact entry-level jobs and are compensated at entry-level pay. When considering these opportunities, look beyond the pay and ask: "what will I learn?" If you believe you will learn new skills related to your career field of choice, as well as develop important professional contacts, this may be a good opportunity to pursue.

Licensure:

Q: Can I get my LPC as a school counselor?

A: Yes, the training is the same. You must go through the licensure process through DORA (department of regulatory agencies mental health division.

A: There are two options for post-graduate students. The Registered Psychotherapist designation or a Licensed Professional Counselor Candidate (LPCC). All of the above require a passing score on the jurisprudence examination. The LPCC is the same registration form needed to apply for your LPC. You will need to pass the Jurisprudence Examination, provide transcripts and proof of graduation from a CACREP institution, passing NCE scores, and of course a fee. Each application form specifies other documents needed. Links to the above mentioned options are provided below as well as a link to the Colorado Revised Statutes regarding Mental Health. This document has all the information you will need regarding licensure, collecting hours, prohibited activities, etc.

- Link to Colorado Revised Statutes, Title 12 Professions and Occupations, Article 43 Mental Health:
  - [Link](http://cdn.colorado.gov/cs/Satellite?blobcol=urldata&blobheadername1=Content-Disposition&blobheadername2=Content-Type&blobheadervalue1=inline%3B+filename%3D%22Colorado+Revised+Statutes+for+Mental+Health+Credential+Holders.pdf%22&blobheadervalue2=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251832192825&ssbinary=true)

- Link to the Licensed Professional Counselor Candidate form and information
  - [Link](http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251632266340)
  - Professional Counselor Candidate Registration. Effective July 1, 2011, you may
register as a Licensed Professional Counselor Candidate when you are completing the post degree supervised experience hours for Licensed Professional Counselor licensure. This is a one-time registration which will expire in four years. Licensed Professional Counselor Candidates are eligible to receive a temporary permit that allows them to practice professional counseling under Board-approved supervision while completing the requirements for licensure as a professional counselor; however, your education must be approved before a permit is granted. Refer to C.R.S. 12-43-603 for more information.

- Registered Psychotherapists (previously known as “Unlicensed Psychotherapists”). Individuals who currently provide psychotherapy services, and/or are completing their experience and supervision for certification or licensure, are required to be registered in the Registered Psychotherapist Board Database pursuant to C.R.S. 12-43-702.5, unless they are registered as a Licensed Professional Counselor Candidate (see paragraph above). It is the applicant’s responsibility to comply with one of these requirements. Submission of a licensure or certification application does not exclude the applicant’s responsibility to be registered in the database. Failure to be registered appropriately may result in applicant’s inability to receive credit for supervision/experience hours accrued in Colorado.

- Basic Requirements. Requirements for licensure are outlined in the Colorado Revised Statutes, specifically 12-43-501, and the Board rules. Both are available online at www.dora.colorado.gov/professions/professionalcounselors.

Q: How many hours do I need to apply for my LPC?
A: Post Master’s degree, you are required to obtain 2000 hours of experience and 100 hours of supervision evenly distributed over the 2000 direct hours. Please refer to DORA or the Mental Health Statutes for specific guidelines.

Q: How do I apply for my LPC?
A: www.dora.state.co.us. Look under the division of registrations and pick the appropriate license under license applicants. It will provide FAQs and appropriate forms.

Q: Who can supervise me?
A: For LPC licensure supervision, you may be supervised by a licensed professional. This can include LPCs, LCSW’s, LMFT’s as well as a Psychiatrist or Psychologist. Please refer to DORA guidelines to ensure appropriate supervision.

Q: How much does supervision cost?
A: If you receive supervision through your agency of employment, supervision may be considered part of your benefit package. If not, you may need to procure supervision from private practice. This may cost anywhere from $30 - $300 per hour. Please make sure that your supervisor is licensed and meets the criteria outlined by DORA.

Q: Can I come back to be a lab leader?
A: Yes! You can lab lead for UCCS and count those hours toward licensure and receive free supervision!
PLACE Exam

In 1991, the Colorado General Assembly approved a significant policy for educational reform: the Educator Licensing Act. This act involved changes in the professional standards for Colorado educational personnel. The law called for the implementation of a testing program as part of the licensing process; the Program for Licensing Assessments for Colorado Educators® (PLACE®) was developed to fulfill this requirement.

The PLACE tests are criterion referenced and objective based. Criterion-referenced tests are designed to measure a candidate's knowledge in relation to an established standard of performance (a criterion) rather than in comparison to the performance of other candidates. The tests are designed to identify those candidates who have the level of knowledge and skills judged important for educators in Colorado schools.

The objectives on which the tests are based reflect Colorado licensing standards, curriculum materials, and the content of educator preparation programs. A content validation survey, involving randomly selected Colorado school personnel and college and university faculty members, was conducted for each test. Each survey participant reviewed the objectives for his or her field to ensure that the objectives selected for the tests are important to the job of a Colorado educator and are used in Colorado schools. The test questions and exercises are matched to specific objectives and have been verified as valid by panels of Colorado educators.

Objectives for each test can be found in the study guide for that test. Study guides are available by selecting “Study Guides” on the PLACE website.

Most PLACE tests include only multiple-choice questions. The tests for languages other than English typically also include written and oral performance assignments. The Special Education Specialist: Visually Impaired (23) test also includes a Braille performance...
component.

The Basic Skills (90) test is not required for licensing or certification. However, your college or university may recommend that you take this test.

The Basic Skills test includes sections in reading, mathematics, and writing. Both the reading and the mathematics sections consist only of multiple-choice questions; the writing section includes multiple-choice questions and also requires examinees to produce a writing sample.

Note that all PLACE tests may include questions that will not count toward an examinee's score. These questions are placed on the tests to collect information about how they will perform under actual testing conditions.

Website: http://www.place.nesinc.com/

The following tables provide information about the PLACE tests required of applicants for initial Colorado educator licensure. If you are unsure of your PLACE requirements after reviewing this information, contact your academic advisor or the Educator Licensing Unit of the CDE.

### Initial Licensure Testing Requirements

<table>
<thead>
<tr>
<th>Type of License or Endorsement</th>
<th>Test Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator (e.g., superintendent)</td>
<td>Administrator (81)*</td>
</tr>
<tr>
<td>Early Childhood Teacher</td>
<td>Early Childhood Education (02)</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td>Elementary Education (01)</td>
</tr>
<tr>
<td>K–12 Teacher (e.g., art, music)</td>
<td>test corresponding to license endorsement</td>
</tr>
<tr>
<td>Principal</td>
<td>Principal (80)*</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor (41) <a href="http://www.place.nesinc.com/PDFs/CO_FLD041_studyguide.pdf">link</a></td>
</tr>
<tr>
<td>School Social Worker</td>
<td>either the PLACE School Social Worker (47) test or the test administered by the American Association of State Social Worker Boards</td>
</tr>
<tr>
<td>Secondary Teacher</td>
<td>test corresponding to license endorsement</td>
</tr>
</tbody>
</table>
| Special Education: Generalist | Special Education Generalist (20)—Please note that the Elementary Education (01) test is a prerequisite for entry into a
special education teacher preparation program.

* The Principal (80) and Administrator (81) tests are separate tests that correspond to different endorsements. When you register for the PLACE, please be sure to register for the correct test.
Registration Checklist (PLACE)

Use this checklist to help gather the information that you need to register for the PLACE.

1. Review your registration options.

<table>
<thead>
<tr>
<th>Task</th>
<th>Refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the tests you want to take.</td>
<td>&quot;Test Selection&quot;</td>
</tr>
<tr>
<td>Select a test date.</td>
<td>&quot;Test Dates&quot; and &quot;Test Selection&quot;</td>
</tr>
<tr>
<td>Select a test area.</td>
<td>&quot;Test Sites&quot;</td>
</tr>
</tbody>
</table>

2. Prepare your payment.

Payment must be made by credit, debit, or check card (VISA or MasterCard only) as described in "Test Fees and Payment Policies."

3. Gather the personal information you need to register.

When you create an account or register for the PLACE, you will be asked to provide the following information:

- Name
- Address
- Daytime telephone number
- Social security number
- Date of birth
- Ethnicity (optional)
- Gender (optional)
- Email address
- College or university to receive scores
- Institution of educator preparation

4. Review the Rules of Test Participation.

Before you register, you must read and agree to abide by the policies stated in "Compliance with Testing Rules," including the Rules of Test Participation, and all procedures and policies contained on the current PLACE website.

What are NBCC and NCC; and how is the NCC different from an LPC?

- NBCC stands for the National Board for Certified Counselors
  - The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify
those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

- **NBCC offers a national certification and three specialty certifications. A prerequisite and co-requisite of all three specialty certifications is the NCC.**

- **The National Certified Counselor (NCC)**
  - The NCC certification was launched by NBCC in 1983 as a result of the efforts of members of the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have become NCCs. The NCC is one of two NBCC certifications that are accredited by the National Commission for Certifying Agencies (NCCA). The NCC is the prerequisite for all specialty certifications (below) with NBCC.
  - The National Counselor Examination for Licensure and Certification (NCE) is required for the NCC certification.

- **The Specialty Certifications offered through NBCC:**
  - **The Certified Clinical Mental Health Counselor (CCMHC)**
    - The CCMHC was launched originally in 1979 by the National Academy for Certified Clinical Mental Health Counselors. In 1993, the Academy and NBCC reached an agreement for NBCC to take over administration and testing for the CCMHC certification. Over 1100 NCCs currently hold the CCMHC certification.
    - The National Clinical Mental Health Counselor Examination (NCMHC) is required for this certification.
  - **The National Certified School Counselor (NCSC)**
    - The NCSC certification was launched in 1991 in cooperation with the American School Counselor Association (ASCA). There are more than 2,500 NCCs who also hold the NCSC certification.
    - The National Certified School Counselor Examination (NCSCE) is required for this certification.
  - **The Master Addictions Counselor (MAC)**
    - The MAC certification was first offered in 1995 and testing with the EMAC began in 1996. The MAC is one of two NBCC certifications that is accredited by the National Commission for Certifying Agencies (NCCA). The MAC is also recognized and accepted by the U.S. Department of Transportation (DOT) as qualifying for the Substance Abuse Professional (SAP) training and credential. More than 700 NCCs currently hold the MAC.
    - The Examination for Master Addictions Counselors (EMAC) is required for this certification.

- **The National Counselor Examination for Licensure and Certification® (NCE)**
  - The NCE is used for two purposes: national counselor certification and state counselor licensure. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.
  - Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC). Click here for information.
on the NCC credential.
  
  \( \text{Many states also use the NCE for state credentialing (LPC, LAPC, LPGC, etc).} \)
  
  \( \text{For a link to each state, specific state boards, or licensing requirements go to:} \) http://www.nbcc.org/StateLicensure.

- **Examination Format**
  
  \( \text{The NCE is comprised of 200 multiple-choice questions and is scheduled for} \)
  
  \( \text{a four-hour period beginning at 9:00 a.m. Responses are recorded on a} \)
  
  \( \text{separate machine-scorable answer sheet.} \)
  
  \( \text{A different edition of the NCE is compiled for each administration of the exam.} \)
  
  \( \text{Each form's questions are drawn from the NCE item pool which has} \)
  
  \( \text{undergone extensive review and field testing. The entire item pool, each form} \)
  
  \( \text{of the NCE and the answer sheet are copyrighted. Consequently, any} \)
  
  \( \text{distribution of the examination content or materials through any form of} \)
  
  \( \text{reproduction or oral or written communication is strictly prohibited. Disclosure} \)
  
  \( \text{of examination content is a violation of the NBCC Code of Ethics.} \)

- **National Board for Certified Counselors**

  National Counselor Exam for Licensure and Certification for the State of Colorado

  holds two locations for the computerized testing:
  
  - **Denver (Aurora), Colorado**
    - H&R Block Office
    - 13693 E Iliff Avenue
    - Suite 100
    - Aurora, CO 80014
  
  - **Grand Junction, Colorado**
    - H&R Block Office
    - 2830 North Avenue
    - Unit C-1B
    - Grand Junction, CO 81501

- **What is national certification?**
  
  \( \text{National counselor certification from NBCC proves to the public and} \)
  
  \( \text{employers that the counselor has met the national standards set by the} \)
  
  \( \text{counseling profession. It is not a license to practice. In some states, holding a} \)
  
  \( \text{national certification can assist the counselor in obtaining a state license.} \)
  
  \( \text{National certification travels with the counselor no matter the state or country} \)
  
  \( \text{of residence. The basic national certification offered by NBCC is the NCC} \)
  
  \( \text{(National Certified Counselor). NBCC is the largest national counselor} \)
  
  \( \text{certification program in the world.} \)

- **What is a state license?**
  
  \( \text{A state license in counseling is literally permission from a particular state to} \)
  
  \( \text{practice counseling or to call oneself a licensed counselor. Some states have} \)
  
  \( \text{a single license and some have a two-tiered system. The names of state} \)
  
  \( \text{licenses vary from state to state. Some examples are LPC, LCPC, LPCC,} \)
  
  \( \text{LMHC, LPCMH, LCMHC, LPC-MH.} \)

- **Maintaining Certification**
  
  \( \text{National Certified Counselors (NCCs) are certified for a period of five years} \)
  
  \( \text{and receive a professional certificate. NCCs must adhere to the NBCC Code of Ethics and must pay—on a yearly basis—an annual certification fee. At the} \)
conclusion of each five-year cycle, NCCs are required to be able to provide documentation of completing 100 clock hours of continuing education, or they may opt to retake and pass the NCE.

- **Requirements for NCC Certification:**
  - Completion of an eligible Master’s degree or higher in counseling. This achievement is documented with a sealed, official transcript showing degree conferral.
  - Documentation of post-graduate counseling experience and supervision: 3,000 hours with a minimum of 100 hours of counseling supervision—both over a 24-month post-master’s period. Supervisors must hold a master’s degree or higher in a mental health field. *(Important Note: The post-master’s experience and supervision requirements are waived for graduate students who have completed CACREP accredited tracks.)*

- **Colorado Licensure Requirements:**
  - Post-masters practice in psychotherapy under supervision in no fewer than 24 months
  - Supervision evenly distributed over the 2000 hours and 24 months from graduation
  - 600 hours of teaching under supervision, up to 30 hours supervised
  - For each 1000 hours of supervised practice in psychotherapy, applicants must receive a minimum of 50 hours of supervision (35 of the 50 must be face-to-face supervision)
  - Jurisprudence Examination
  - National Examination (NCE)
  - Application
  - Exam Results
  - Examination results valid for up to five years after the date of the examination.

- **Colorado Licensure Examination Registration**
  - National Counselor Examination for Licensure and Certification (NCE)
  - When you register for the first time
  - Submit an official, sealed (unopened) transcript showing conferral of your degree in counseling or related fee
  - Can reschedule, 6 month eligibility period through the state
  - Register as a Licensed Professional Counselor Candidate

- [http://www.dora.state.co.us/mental-health/lpc/LPCEmergency&PermanentRULES_2.1.12.pdf](http://www.dora.state.co.us/mental-health/lpc/LPCEmergency&PermanentRULES_2.1.12.pdf)
- [www.dora.state.co.us/registrations](http://www.dora.state.co.us/registrations)
- [www.nbcc.org](http://www.nbcc.org)

*It is important to be clear about your credentialing goals. It is common for counselors to confuse state counselor licensure and national certification. Although the examination (NCE) may be the same, the credentials and processes are very different.*

**CACREP**

- The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is an independent agency recognized by the Council for Higher
Education Accreditation (CHEA) to accredit master’s degree programs in: addiction counseling; career counseling; clinical mental health counseling; marriage, couples, and family counseling; school counseling; student affairs and college counseling; and the doctoral program in Counselor Education and Supervision (CES).

- In the United States, there are two types of accreditation - institutional and specialized. Institutional looks at the entire institution and specialized accreditors, such as CACREP, look at professional preparation programs within institutions.

- When a program is review by CACREP, the focus is on the program that offers the graduate degree in counseling, so it is the program that holds the CACREP accreditation not the department or the university or college in which the program is housed. Eligibility for CACREP includes having institutional accreditation.
Professional Counseling Training Experience Guidelines Agreement

My signature below is an acknowledgement that I have read and understand the Professional Counseling Training Experience Guidelines, including standards of conduct.

_________________________________________________
Signature

____________________
Date