

CHADRON STATE COLLEGE

Counseling Practicum and Internship Student Handbook



Counselor Education

Program Address

Counselor Education Program at Chadron State College

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PRACTICUM AND INTERNSHIP HANDBOOK

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Welcome
From the Chadron State College Counselor Education Program
to the Practicum and Internship Experience in Counseling

To the Counseling Practicum and Internship Student:

Your practicum and internship experiences are your opportunity to apply your counseling training to real clients. For most counselor trainees, it means "finally" being able to do what you enrolled in your graduate program to do. You will conduct actual counseling sessions. You will review each case with your site-supervisor and practicum class on a regular basis. You will learn how to complete case documentation. You will attend class and review cases with your colleagues. You will learn to critique yourself and become a more skillful counselor. You will also share with your peers the process of developing as a counselor.

The Practicum and Internship classes are the culminating experiences for you in your counseling master's program. You have worked hard to be at this point. The site supervisor and the college supervisor are available to support as you enter your professional role. You will be applying the theoretical approaches and the skills you have learned and practiced in the program. You are beginning your professional journey.

Introduction to the Supervised Practicum and Internship

CSC Counselor Education Program Mission

The CSC Counselor Education Program Mission is to prepare quality professional counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems. We are committed to producing ethically and culturally competent counselors who demonstrate professional leadership with a purposeful commitment to client advocacy, and social justice, for the western High Plains States and the broader pluralistic nation.

Prerequisites and Enrollment into COUN 601/602 and COUN 640

COUN 601/602 Practicum in Counseling

Students should consult with their advisor and the counselor education program's clinical coordinator prior to being enrolled in COUN 601/602 Practicum in counseling. Clinical Mental Health students take COUN 601 for practicum and School Counseling students take COUN 602 for practicum. The prerequisites for practicum are the successful completion and a final grade of a B or better in: COUN 519 Counseling Residency OR COUN 631–Principles and Practices of Mental Health Counseling (neither required for school counseling degree track), COUN 523 Diagnosis and the DSM (not required for school counseling degree track), COUN 531 Counseling and Communication Skills, COUN 533 Counseling Ethics and Professional Identity, and COUN 541 Counseling Theories. COUN 634 Group Counseling is a corequisite, meaning it must be completed before or during the semester of practicum. If students plan to complete their practicum in a school setting as a School Counselor, they must also complete and successfully pass COUN 635 School Counseling (corequisite). A concise list of prerequisites can be found on the Practicum Reservation Form (Appendix A).

Students will need to purchase [Tevera](#) to complete the COUN 601/602: Practicum Reservation Form to enroll into COUN 601/602. Non-degree seeking students who have taken the equivalent coursework at a prior institution should contact the clinical coordinator for course approval and before purchasing [Tevera](#). Please see the CSC Graduate Handbook for [course descriptions](#). Students must purchase professional liability insurance prior to taking COUN 601/602 Counseling Practicum, [CACREP Standard 3A](#). The Chadron State College Counselor Education program requires that students acquire their professional liability insurance through membership to the [American Counseling Association \(ACA\)](#) or the [American School Counseling Association \(ASCA\)](#).

COUN 640 Internship in Counseling

Students should consult with their advisor and the counselor education program's clinical coordinator prior to being enrolled in COUN 640 Counseling Internship. Students are not allowed to take more than 4 credit hours of internship a semester. Clinical Mental Health Counseling students must take a total of 6 credits of internship over 2 semesters. School Counseling students need 3 credits of internship per grade level endorsement (i.e. students seeking PK-12 endorsement must complete two 3-credit internships). The prerequisites for COUN 640 Counseling Internship are the same as COUN 601/602, with the addition of successful completion of COUN 601/602 with a final grade of a B or better. Students will need to purchase [Tevera](#) to complete the COUN 640: Internship Reservation Form to enroll into COUN 640. Non-degree seeking students who have taken the equivalent coursework at a prior

institution should contact the clinical coordinator for course approval and before purchasing [Tevera](#). Please see the CSC Graduate Handbook for [course descriptions](#). Students must also purchase professional liability insurance prior to taking COUN 640 Internship in Counseling ([CACREP Standard, 3A](#)). The Chadron State College Counselor Education program requires that students acquire their professional liability insurance through membership to the [American Counseling Association \(ACA\)](#) or the [American School Counseling Association \(ASCA\)](#).

Expectations

Expectations of the Counseling Student

1. The student must purchase professional liability insurance prior to beginning practicum and internship. The Chadron State College Counselor Education program requires that students acquire their professional liability insurance through membership to the [American Counseling Association \(ACA\)](#) or the [American School Counseling Association \(ASCA\)](#). Student membership to ACA and ASCA includes professional liability insurance.
 2. The student must purchase Tevera in order to take Practicum and internship. Student's will receive an email from Tevera inviting you to register for this service. The Counselor Education Program has adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from [Tevera](#). Though you will see this requirement in all your syllabi, please purchase Tevera only once. Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.
 3. The student must provide the supervisor with a copy of the Site Supervisor Handbook.
 4. The student must avoid sites that pose a conflict of interest or ethical concerns (e.g. site where student is a current client).
 5. The student is to complete the supervision contract with the Site Supervisor and the College supervisor. The student is responsible to identify that the on-site supervisors meet the necessary qualifications. Qualifications: For school counseling students, the supervisor needs to have been a practicing school counselor endorsed by the state that the site is operating within. For clinical mental health students, the supervisor needs to have been licensed for two years in the state that practicum or internship site is operating in as either a licensed psychologist, licensed mental health practitioner, licensed independent mental health practitioner, or licensed clinical social worker.
 6. The counseling student is expected to meet with both the Site Supervisor and the College Supervisor on a regular basis. **The meeting with the Site Supervisor should be on a weekly basis for a minimum of one hour.** It is the student's responsibility to schedule the agreed upon individual sessions with the College supervisor during the semester of the clinical experience.
 7. The student is required to attend group supervision sessions with the College Supervisor throughout the semester for a minimum total of 24 contact hours.
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Expectations of the College Supervisor

1. The College Supervisor will collaborate with the student in formulating goals for the clinical experience.
 2. The College Supervisor is to meet with the students in classroom group sessions and be available on individual basis throughout the semester.
 3. The group sessions are to consist of both didactic and experiential activities incorporating a wide spectrum of topics, concerns, activities and experiences of the group. The meetings will be an equivalent 1.5 hours a week during the assigned semester.
 4. The College Supervisor will provide an orientation packet on supervision to the Site Supervisor for review.
 5. The College Supervisor is to meet with the Site Supervisor during the semester in person if logistically possible, by phone if travel is prohibitive.
 5. The College Supervisor is to provide individual students with feedback regarding their performance and turn in the final grade for the clinical experience.
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Expectations of the Site Supervisor

1. Site supervisors must have the following qualifications (CACREP, 2016 Section 3 P.):
 - a. A minimum of a master's degree in preferably in counseling or a related profession
 - b. Relevant certification and or licenses
 - c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
 - d. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - e. Relevant training in counseling supervision.
2. The Site Supervisor is to be apprised of the goals, objectives, requirements and procedures of the program. The Site Supervisor is also to receive an orientation packet from the College Supervisor to assist in the familiarization for the program and supervision.
3. The Site Supervisor will complete the Practicum/Internship Counseling Supervision Agreement with the student.
**Example Contract form is in the appendices, but will be completed/submitted electronically through Tevera.*
4. The Site Supervisor must meet with the counseling student about the performance in the work setting on a weekly basis. This supervision needs to include but not be limited to:
 - a. Instruction for the counseling student in all matters related to delivery of service at the Site.

- b. Assistance for the counseling student in the development of counseling and consultation skills.
 - c. Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the counseling student.
 - d. Clinical critique and supervision of video, audio, and/or the personal observation of the counseling student's direct contact.
5. The Site Supervisor is to provide the counseling student with sufficient experience in areas typically part of the Site counselor's role and function.
 6. The Site Supervisor is to provide a final evaluation of the student using the Counselor Competencies Scale – Revised (CSS-R).
**The student will electronically send the CCS-R evaluation to the supervisor. The supervisor will complete and sign online through Tevera.*

Expectations of the Training Site

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.
2. Mutual understanding between the Site and the Counselor Education program exists on the basic philosophy and goals in relation to counseling.
3. Provision is made for on-going professional development for the professional staff and the counseling student.
4. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, and adequate guidance relative to site record keeping requirements. Additionally, the site-supervisor or another qualified individual will be on site to assist with immediate supervision needs of the counseling student.
5. The Site will provide the counseling student with a variety of experiences typical of those encountered by the Site counseling staff.
6. The Site will regard the counseling student as a professional in training and accord the counseling student the generally expected professional courtesies.

Possible Site Benefits of Interns

1. Additional motivated counseling students can lessen the workload of a site and may increase its service capability.
2. Counseling Students at a site may bring new ideas, with positive feedback on present functioning procedures and creative new ideas for improvements. More mutual interactions can evolve, i.e. workshops, speakers, and consultation.

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3. The communication and interaction between the site and the Counselor Education Training Program will be increased.

Ethical Standards and Considerations

Documentation

Prior to seeing clients in a clinical class (practicum or internship) the counseling student must submit the required documentation to the CSC Online/Sakai class site. The instructor must approve the documentation before the counseling student can begin seeing clients or students in a counselor capacity. Required documentation includes a) proof of liability insurance, b) signed supervision agreement, c) notarized felony/misdemeanor form, and d) a copy of the site-supervisor's credentials.

Professional Ethical Standards

The Chadron State College Counselor Education Program subscribes to the American Counseling Association (ACA) Code of Ethics and Standards and the American School Counselor (ASCA) code of ethics. Students of this program are expected to be aware of the codes and behave in the subscribed ethical manner.

Students are expected to review the ACA Code of Ethics and Standards or the ASCA code of ethics prior to beginning a practicum or internship placement.

Confidentiality and Informed Consent

Confidentiality has long been considered an integral part of the counselor's role with clients. Most counselors agree that maintaining the right to privacy is a basic ingredient in maintaining human dignity. The ACA code reflects this in Section B., an important section for the counseling student and practicing therapist to know. As the clinical experience is a learning situation that will introduce this issue along with several other issues, it is important that the CSC counseling student understand the responsibility for the protection of the client's rights.

The CSC counseling student must take special care to obtain adequate consultation in cases that may present problems outside of the counseling student's range of competencies. It is the ongoing communication between the supervisors and the counseling student that will assist in addressing any issues that may arise in the clinical experience.

The legal counterpart of confidentiality is informed consent. Given that the client has a right to confidentiality and privacy, a valid procedure needs to be followed to inform client of the limits of confidentiality. Ideally such information is given before therapy starts and discussed with the Site Supervisor prior to seeing any clients. The Site may have specific forms and procedures. Independent expectations need to be clarified for the counseling student prior to seeing any clients within the Site.

Client Relationships

The issue of relationships is covered specifically in The ACA Code of Ethics (2014) Section A.5 and A.6. Roles and relationships need to be highlighted within the context of the clinical experience, especially within a sparsely populated area such as western Nebraska. The key phrase is "Avoid When Possible. If, as a counseling student, there is any concern about whether or not there may be a dual relationship, consultation with the supervisor is necessary.

Preparing for Crisis Situations

Emergencies are likely to arise in any Site setting; a client may be abused, be considering suicide, or need temporary food and shelter. Students preparing for clinical experience need to develop a plan for dealing with crisis situations. Each student's plan will be in keeping within the Site's policies and the ACA Code of Ethics. When time is taken to consider who needs to be contacted and what the counseling student will do ahead of time, the counseling student can better respond to the client's needs. The counseling student is more likely to be calmer and more rational when they have a plan.

The following questions can help in the preparation of a crisis intervention plan:

1. What crises are likely to occur in this setting?
2. What person(s) at this Site are qualified to help in these emergencies?
3. What resources are available at this Site that will be helpful?
4. What kind of crises do I feel capable of working with effectively?
5. What kind of crises do I feel unable to handle?
6. To whom can I refer clients when I cannot be effective in a crisis?
7. What do I need to do to increase my awareness of issues such as rape or domestic violence?
8. How do I generally act in an emergency?
9. What can I do to develop the skills I need to deal effectively with crises?

Remember that you seldom have to deal with a crisis situation alone. Your supervisors are always on call for consultation in emergencies. Any situation which poses a danger to client or others, or which is outside of the professional competence of the counseling student, needs to be brought to the attention of the supervisors as soon as possible

Closure Process

Client:

Ending the counseling relationship is as important a part of the counseling process as the introduction and intervention. The closure of the relationship may be a formal or informal process. The ACA Code of Ethics Section A.11 covers what is necessary for this process. Closure is an important issue that needs to be clarified and discussed with the Site Supervisor for guidance and clarity. Lack of closure may be viewed as abandonment by the counselor which is a breach of ACA ethics as reviewed in Section A.12.

Supervisor:

Part of the evaluation of the counseling student will come from the closure with the Site Supervisor. The counseling student needs to clearly define the benefits and growth within the clinical experience as well as discuss any concerns or suggestions for the supervisor. Clear and direct communications are important aspects of the closure with the supervisor as well as the client.

Professional Liability Issues

Students, as professionals in training, are required to show proof of liability insurance prior to placement in the field. Students may not start the internship without insurance. This is a requirement for the Counselor Education program.

College Policy

Chadron State College has liability insurance that covers students attending classes and seeing clients in the lab as part of the course work during the period that the clinical classes are in session. However, it is important to understand the College's insurance is primarily to protect the institution. The CSC Counseling student will need to be responsible for their own liability insurance.

ACA or ASCA Insurance

All students must have professional liability insurance prior to enrolling in practicum or internship. Students are required to be a member of the American Counseling Association (ACA) or the American School Counseling Association (ASCA). Student membership to ACA and ASCA includes student professional liability insurance.

Site Responsibility

The Site typically is responsible for insuring for their employees. Whether or not this includes CSC Counseling students is an issue that needs to be discussed with the supervisor at the time of acceptance to a Site. Nonetheless, practicum and internship students are expected to have their own professional liability insurance policy.

Time Requirements

Practicum Time Requirements		
Activities	Hours	
	Clinical Mental Health	School Counseling
Direct Hours: Direct contact with clients/students while in the role of a mental health or school counselor	40	40
Indirect Hours: Supervision, preparation, reviews, evaluation, planning, etc.	60	60
Total	100**	100**

**Must include at least 5 hours of observation.

Internship Time Requirements		
Activities	Hours	
	Clinical Mental Health*	School Counseling (per degree track Pk-8 or 7-12)*
Direct Hours: Direct contact with clients/students while in the role of a mental health or school counselor	300 (*Must include hours obtained leading or co-leading a group in addition to individual counseling)	180
Indirect Hours: Supervision, preparation, reviews, evaluation, planning, etc.	300	270
Total	600	450**

*Note: Internship is a variable credit course. Each credit hour of internship requires 100 hours for clinical mental health counseling students and 150 hours for school counseling students.

**Note: School Counselors seeking PK-12 endorsement must complete 2 internships.

All clinical hours will be tracked electronically in Tevera using their time track software.

Crisis management of Specific Situations

The following information is provided as guidelines and issues to consider before a crisis occurs. Reviewing the process in dealing with a crisis is an important function of the supervisor/supervisee relationship.

Suicide

1. Suicide can be defined in the following manner:
 - a. a person intentionally brings about his/her own death.
 - b. others do not coerce the person to do the actions.
 - c. death is caused by conditions arranged by the person for the purpose of bringing about his/her own death.
2. Confidentiality
 - a. The American Counseling Association endorses the following ethical standard as a definition of confidentiality and how it relates to the suicidal client:
 - b. *When the client's condition indicates that there is clear and imminent danger to the client, the member must take reasonable personal action to inform responsible authorities. Consultation with other professionals must be used when possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.*
3. Risk Factors
 - a. There are certain risk factors associated with the possibility of eventual suicide:
 - i) Gender-- women attempt three times more frequently than men, but men complete suicide more than three times as often as women.
 - ii) Age-- clients aged 19 or younger and 45 or older are considered at a higher risk.
 - iii) Depression-- it plays a significant factor in 12 to 60% of suicides.
 - iv) History of previous attempts.
 - v) Alcohol abuse
 - vi) Loss of rational thinking--any psychosis presents a hazard to the patient if judgment and rational thought is impaired.
 - vii) Lack of social support -- the suicidal patient often lacks significant others, employment, and/or religious support.
 - viii) Organized Plan--the person with a well-delineated plan and access to lethal means is a far greater risk than others.
 1. i) Sickness-- chronic, debilitating, and severe illness may be a definite risk factor.

2) Intervening with the suicidal client:

b. Listed below are some of the recognized techniques used by counselors to facilitate the counseling process for suicidal clients. Be aware that each case is unique, as each client is unique.

1. Listen intelligently, sensitively, and carefully
2. Accept and acknowledge your client's suicidal thoughts
3. Do not give false assurances to your client. Do not say things like "Everything will be all right."
4. Be supportive of your client.
5. Do not use euphemisms. Be direct such as "You would like to kill your self" rather than vague expressions of the problem.
6. Bring out any ambivalence the client has. Try to increase the choices or the awareness of choices.
7. If your client is in crisis, do not leave the client alone.
8. Intervene in the search for hopefulness instead of helplessness.
9. Intervene to dispose of any weapons the client may have.
10. Tell others who would be concerned and can help. You have already informed the client of the limits of confidentiality.
11. Help your client identify and develop support systems.
12. Trust your own judgment.
13. Have available the suicide hot lines in your area.
14. Understand the procedures for commitment in your area
15. In cases of suspected suicidal risk always seek consultation from your supervisors.

Harm to Others

Counselors in training should know that when a client is determined to pose a threat to another's well being, serious legal and ethical questions are at issue. It may be that many agencies or schools do not have an explicit policy regarding this situation. This is another issue that could be addressed with the Site Supervisor ahead of time. The student should immediately consult the Site or College supervisor regarding a violent client if the situation occurs. To defer the supervision until a regularly scheduled meeting is not advisable. The institutionalized supervisory meeting may not meet the client's needs nor provide protection to the public. Addressing the issue as soon as the awareness is available is the proper course of action for the client and counseling student.

Substance Use

More people are sensitive to the role and consequences of their personal substance use. However, many struggle for years without recognizing their personal abuse patterns and do not seek someone with whom to talk to about it. The practicum and internship student needs to learn the typical symptoms a client may exhibit who is abusing. There are many resources available for referral and information. Know the referral procedures of the site's policy on substance use.

Child Abuse

1. Recognition:

Child abuse/neglect becomes apparent to the counselor in one of two ways: either by direct verbal report or by being uncovered indirectly via the counseling process. When uncovered directly, it is usually via a report from the victim, perpetrator, or some other party involved with the victim or perpetrator. This is the most direct method and the position of the counselor is not to evaluate the authenticity of the report, at least not at this phase. This is the job of authorities, such as the police and the Department of Family Services. However, it is also possible that the counselor may indirectly, through their work with clients or students, find evidence of abuse or neglect.

2. Counselor Responsibility:

Counselors are obligated to report suspected cases of child abuse to the proper authorities and the supervisor, although caution must be exercised in evaluating the evidence. The student needs to be concerned when several of the following characteristics are present.

3. Characteristics of Abuse or Neglect in Children:

There are some general characteristics of child abuse applicable to both the perpetrator and the victim. The most widely accepted characteristics of the abusive or neglectful parent are as follows:

- a) abused as children themselves
- b) socially and emotionally immature
- c) low self esteem
- d) expect children to act as adults
- e) cannot express frustration or anger via acceptable means
- f) expectations of their children are unacceptable given their ages
- g) violent marital discord
- h) abuse of alcohol and/or drugs
- i) inability to tolerate stress
- j) lack of adequate parenting skills
- k) ignore child's needs
- l) are guarded in discussing family relationships
- m) lack of appropriate role model

The most widely accepted general characteristics of the abused and/or neglected child are as follows:

- a) inappropriate hostility directed toward adults
- b) disruptive and destructive behavior
- c) passive and withdrawn behavior, crying easily
- d) fearful at times, not wanting to go home (or places where abuse has occurred)
- e) habitual absences or tardiness from school

- f) inappropriately dressed for the weather
- g) failure to thrive
- h) bruises, burns, or other unexplained marks
- i) chronically untreated medical needs
- j) constant hunger
- k) sexually oriented remarks
- l) sexually suggestive behavior
- m) discomfort of genital areas
- n) consistent high levels of anxiety

Reports of suggested child abuse or neglect should be made to the supervisor and the proper authorities as soon as possible after discovery.

Appendices: Forms for the Practicum and Internship Experiences

**Appendix A: CSC Counselor Education Program Practicum Reservation Form
COUN 601/602-Practicum**

Because space is limited, **students must reserve enrollment completing this reservation form through Tevera 6-months prior to the beginning of the semester for which they intend to enroll.** All students enrolling in practicum must be admitted to the Counselor Education Program and have successfully completed all pre-requisites. Submission of this application does not insure a place in the course.

Name: _____ **NUID#:** _____ **Date:** _____

CSC E-Mail: _____ **Phone:** _____

Current Address: _____

CSC Advisor: _____ **Expected Graduation Date:** _____

Plan of Study Submission Date: _____

Choose one: School Elementary School Secondary

School K-12

Clinical Mental Health

List the semester & year, in which you plan to enroll in COUN 601/602 (Example: Fall 2021):

The following courses are prerequisites to COUN 601/602 and must have been completed with a minimum grade of "B". Please indicate the semester each course was taken and your final grade:

<i>Course</i>	<i>Semester</i>	<i>Grade</i>
COUN 519–Counseling Residency OR COUN 631–Principles and Practices of Mental Health Counseling *		
COUN 523–Diagnosis and the DSM*		
COUN 531-Counseling and Communication Skills		
COUN 533-Counseling Ethics and Professional Identity		
COUN 541-Counseling Theories		
COUN 634–Group Counseling**		
COUN 635–School Counseling***		

*Note: COUN 519, COUN 631, & 523 are not required for students in a school counseling degree track.

**Note: COUN 634 can be taken at the same time as COUN 601/602.

*** Note: COUN 635 is not required for students in the clinical mental health degree track. It can be taken at the same time as COUN 602.

Please list courses (if any) you will enroll concurrently with COUN 601/602:

Practicum Placement Site Name: _____

Site Address: _____

Site Supervisor Name: _____ **Supervisor Phone #:** _____

Site Supervisor Email: _____

This is a hard copy reservation form only for reference. This form must accessed through Tevera and submitted *the semester prior* to beginning your Practicum.

Practicum Checklist:

- ____ 1. Apply for Practicum
 - ____ a. Complete requested reservation form through Tevera
 - ____ b. Check that you are enrolled in the appropriate semester after receiving acceptance of the reservation form.
- ____ 2. One month before the semester begins you will receive a syllabus, a handbook, and a schedule of the meetings for practicum.
- ____ 3. A requirement for Practicum is to acquire liability insurance. You must do so as a student member of the American Counseling Association at www.counseling.org, or the American School Counseling Association www.ascaschoolcounselor.org
- ____ 4. Students must recruit a site supervisor to meet with each week. The Clinical Mental Health Counseling Student's supervisor must be fully licensed by the state in which they practice. The School Counseling Student's supervisor must be supervised by an endorsed School Counselor in the district in which the student is practicing.
- ____ 5. Complete the Practicum/Internship Agreement form with the site supervisor (Completed through Tevera)

**Appendix B: Counselor Education Program Internship Reservation Form
COUN 640-Internship**

All students in the Counselor Education Program must complete and submit this form through Tevera the **semester prior** to enrolling in COUN 640. All students enrolling in COUN 640 must be admitted to the Counselor Education Program and have successfully completed COUN 601/602. Submission of this application does not insure a place in the course.

Name: _____ NUID#: _____ Date: _____
CSC E-Mail: _____ Phone: _____
Current Address: _____
CSC Advisor: _____ Expected Graduation Date: _____
Plan of Study Submission Date: _____
Choose one: School Elementary School Secondary School PK-12
 Clinical Mental Health

Semester/Year you completed COUN 601/602: _____

List every semester, year, & number of course units (1-6) in which you plan to enroll in COUN 640 (*Example: Fall 2014, 3 Units & Spring 2014, 3 Units*):

Please list courses (if any) in which, you will enroll concurrently with COUN 640:

Internship Placement Site:

Site Name: _____
Site Address: _____
Site Supervisor Name: _____ Supervisor Phone #: _____
Supervisor credentials: _____ Supervisor email: _____

CMHC students will be required to take the CPCE and SC students will be required to take the Praxis Subject Exam. Have you taken your respective test yet? (Y/N). If no, which semester do you plan on taking the exam?

This is a hard copy reservation form only for reference. This form must be accessed through Tevera and submitted the semester prior to beginning your Internship.

Please Note: Students cannot enroll in COUN 640 with an incomplete (I), or a grade of "C" (or below) in COUN 601/602. All prerequisites and co-requisites for practicum (COUN 601/602) must be completed prior to enrollment in Internship (COUN 640). Internship is a Capstone experience and will be completed as the final course at the conclusion of your Counselor Education Program.

Internship Checklist

Please follow the instructions for application to the Internships carefully. The following checklist is provided to assist you through the necessary steps:

- _____ Completion of your Plan of Study form with your advisor.
- _____ Successful completion of the necessary Practicum Courses.
(Minimum grade: B)
 - Clinical Mental Health Counseling: COUN 601
 - School Counseling: COUN 602
- _____ Register for COUN 640 through Internship Instructor. Choose 1-6 hours after consulting with your instructor and site supervisor. 1 credit = 100 hours for clinical and 150 for school. See application that is a part of the forms.

Submit the following materials to Tevera:

- _____ A copy of your onsite supervisor's credentials
(a copy of their license to practice)
- _____ Internship contract and Internship Schedule
- _____ Felony/Misdemeanor Form
- _____ Proof of Liability Insurance

The forms are found in the Internship Handbook (the one you are now reading), for reference only, and will be completed electronically through Tevera. Please read through the whole handbook and familiarize yourself with all of the necessary forms. Some need to be completed before you begin the internship, some during the semester and some at the end of your experience. All forms and activities listed need to be completed before a final grade will be posted, and you can be granted your degree.

Upon successful completion of the required internship hours you may make application to the appropriate state department so that you may practice as a counselor in the State of Nebraska. Community Counselors make application to practice with the State Department of Health and Human services to be a Provisionally Licensed Professional Counselor until you pass the licensure examination and you have accrued the necessary hours of post masters supervised experience

Appendix C: Felony/Misdemeanor Form

(You cannot proceed with Internship without this form submitted to Tevera)

Have you ever been found guilty or convicted of any felony, or any misdemeanor involving abuse, neglect or injury to any person, or any conviction involving moral turpitude?

_____ NO

_____ YES *

I swear /affirm that the information furnished herein is true, correct and complete to the best of my knowledge and belief. I further affirm that I will immediately notify the Chadron State Graduate Office if any event would change the above response.

(Print Name)

_____-_____-_____
Social Security #

Signature

Date

Subscribed and sworn to before me this _____ day of _____, 20____.

Seal

Notary Public

* If you answered "Yes" please attach a brief explanation of the situation. If this matter has been or presently is in a court of law you will need to provide copies of the relevant court documents.

Appendix D: Counseling Practicum/Internship Agreement

Student: _____ Phone: _____

Practicum or Internship Site: _____

Site Address: _____

Site Supervisor: _____ Phone: _____

Site Supervisor Credentials: _____ Years in the field: _____

Beginning Date of Practicum/Internship: _____ Ending Date: _____

Anticipated Weekly Schedule:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Hours							

Purpose: The purpose of this agreement is to provide a qualified graduate student with a practicum or internship experience in the field of counseling.

The College Program Agrees:

1. to assign a College faculty liaison that has the relevant training in counseling and supervision and professional credentials to facilitate communication between the College and the Site;
2. to notify the student that the student must adhere to the administrative policies, rules, standards, schedules, and practices of the Site;
3. that the faculty liaison will provide consultation via email at the beginning, middle and end of the internship experience with the Site Supervisor, with additional consultation as needed, and shall be immediately contacted should any problem or change in relation to the student, Site, or College occur; and
4. provide and orientation packet with information of the counselor education program and supervision information and
5. that the College faculty supervisor is responsible for the assignment of the fieldwork grade.

The Practicum/Internship Site Agrees:

1. to assign a supervisor who has the appropriate credentials, time and interest for training the counseling student;
2. to provide opportunities for the counseling student to engage in a variety of counseling activities under supervision and for evaluating the counseling student's performance;
3. to provide equivalent of a weekly interaction of individual or triadic supervision with appropriate supervisor.
4. to provide the counseling student with adequate work space, telephone, office supplies and staff to conduct professional activities

Appendix E: Bi-Weekly Self-Evaluation and Reflection

1. What do you see as your major accomplishment for this week?

2. What did you learn about your self in relation to the practice of counseling?

3. What did you learn about the process or profession of counseling?

4. In what areas did you see the need to acquire more knowledge or skill? What will you do to acquire this knowledge or skill? When possible, find one additional resource that will aid you in gaining knowledge in this area and provide a citation or a brief reflection.

Supervisor: Please read over this weekly report and make any necessary comments, sign and return to your supervisee. (Thank You!)

Supervisor Signature: _____ Date _____

Appendix F: Student Evaluation of Site Supervisor

Name of Supervisee: _____

Name of Supervisor: _____

Site: _____

Semester of Clinical Experience: _____

	Excellent	Very Good	Fair	Unsatisfactory
1. Prompt when supervising and is dependable in times of consultation				
2. Helps create a safe environment				
3. Committed and interested in supervision				
4. Displays respect when there is personal individual difference				
5. Delivers relevant consistent feedback				
6. Helps in responding appropriately to diversity				
7. Helps address ethical issues				
8. Demonstrates interest and awareness of my professional and personal developmental levels				
9. Helps me look at client documentation				
10. Invites self-reflection in evaluation				
11. Seeks my ideas and input				

Please write down a couple of the things you appreciate about your supervisor. Also add a couple of things you might like to be different in your supervision. You may also add any other comments that you wish to share.

This is a hard copy Student Evaluation of Site Supervisor form only for reference. This form must accessed through and submitted to Tevera.

Appendix G: Intern Self Evaluation

A brief self-evaluative statement, in writing, is to be submitted to the College Supervisor at the end of the term with regard to the following factors:

1. Do you feel that you were a help to your site? How, why or why not?
2. Were your experiences at the site helpful to you in your own counselor training? How, why or why not?
3. Would you suggest that another student might be placed with this site? Why or why not?
4. What grade would you give yourself?
5. What are the next steps that you plan to follow to for licensure or certification?
6. Additional Comments

Appendix H: Consents to Video or Audio Record

Adult Audio/Videotape Recording Consent Form

I, _____, hereby give consent for CSC counseling student _____ (Counselor-in-training) to videotape / audiotape (circle one or both) our counseling session. The recording will be used to aid the counseling process and to gain further understanding of the important aspects of treatment. I understand that other CSC counseling students and instructors may review the recorded sessions for instruction or clinical supervision purposes only.

I understand my refusal to sign this form will not affect my eligibility for receiving services.

I understand that I can revoke this authorization at any time.

I understand that that video or audio recording will be destroyed at the end of the semester.

Client's signature

Date

Counselor's Signature

Date

Child Audio/Videotape Recording Consent Form

I, _____ (parent or guardian), hereby give consent for CSC counseling student: _____ (Counselor in training) to videotape / audiotape (circle one or both) _____'s counseling sessions. The recording will be used to aid the counseling process and to gain further understanding of the important aspects of treatment. I understand that other CSC counseling students and instructors may review the recorded sessions for instruction or clinical supervision purposes only.

I understand my refusal to sign this form will not affect my child's eligibility for receiving services.

I understand that I can revoke this authorization at any time.

I understand that that video or audio recording will be destroyed at the end of the semester.

Minor's Assent/Consent

Parent/Guardian's signature

Date

Counselor's Signature

Date